

REGULAR MEETING OF THE RIVERSIDE DIVISION

TUESDAY, MAY 21, 2024
GENOMICS AUDITORIUM, ROOM 1102A
1:00 p.m.

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* 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 At the request of any member of the Division, any such item must be withdrawn and considered in its regular order on the agenda [bylaw 4.1.2].

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[†] 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.

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Action Requested: Individual approval of each proposal

11 Petitions of Students

None

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None

13 University and Faculty Welfare

None

14 New Business

None

May 15, 2024

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

**MINUTES OF THE REGULAR MEETING
OF THE RIVERSIDE DIVISION**

MEETING

The Riverside Division of the Academic Senate met on Tuesday, February 27, 2024, at 1:03 p.m. via Zoom videoconference. Chair Sang-Hee Lee presided. At the start of the meeting attendance was recorded at 75 members of the Riverside Division of the Academic Senate. Chair Lee outlined Zoom protocol to ensure that attendees could participate during the meeting.

MINUTES

The Minutes of the Regular Meeting of December 5, 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

Chancellor Wilcox announced the budget for this academic fiscal year (until June) is currently stable. The governor and legislator concurred on a 5% increase on the base with a little less than 2% increase on tuition which is over half of our base budget. There are concerns about next year's budget with it being made up of 60% tuition and 40% state support, which are determined by enrollment. Currently the state is anywhere between 30-80 billion dollars short for next year in projection. Pre-planning is underway to cause as little disruption as possible, but it is hard to determine in February what is to occur in the month of July. UCR is currently in good standing with a balanced budget in place with no signs of budget/faculty cuts at the moment.

Chancellor Wilcox extended his appreciation for everyone's patience with the construction taking place on campus. On the South side of campus utility access is being installed under the street and on the North side of campus new apartments are being built. Also, a new classroom building (Undergraduate Teaching and Learning Facility) is being built on the footprint of Lot 19. This building will be a great addition in providing more lab and studio space. Chancellor Wilcox mentioned the new dining facility, The Stable, which is now open as well as the excitement surrounding the underway process of the first campus wide research center. Lastly, Chancellor Wilcox extended an invitation for a reception following the in-person Division meeting in May at the Chancellor's residence.

There were no questions/comments from the floor.

ANNOUNCEMENTS BY THE VICE CHANCELLORS

There were no announcements by the Vice Chancellors.

ANNOUNCEMENTS BY THE DEANS OR OTHER EXECUTIVE OFFICERS

Chair Lee called upon the Secretary Parliamentarian, Steven Axelrod, to provide the report on 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 pages 7 of the meeting agenda.

There was one position that had 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 the open position.

ANNOUNCEMENTS BY THE CHAIR

Chair Lee made an announcement on significant movement and changes in terms of the relationship with the Regents and the systems on local campuses. All detailed information can be found on the UC system-wide Senate website. The Regent's policy on the use of university administrative websites is currently undergoing review and will be discussed at tomorrow's Senate System Wide Academic Council meeting where they will also discuss what other campuses are doing. The concerns are the Regent's interest in imposing regulations and/or guidelines on what goes on official websites. In Summer of 2023, the Senate recommended that instead of the regental policy, to hopefully guide conservation on what goes on the website and who should oversee/represent what is put on the university's website. The regental policy however made its way to the January regents meeting where System Wide Academic Senate Chair James Steintrager made a strong argument for the need of sending the regental policy out for the Senate to review to create a balance and shared governance.

The Regents are also interested in expanding online courses and degree programs along with changing the standard or making admission to UC's easier for students which is translated to the recent non recommendation of Regulation 630.E. The Senate passed Regulation 630.E, stating that on campus college experience requires the student to attend 10% of the unit in person for a student to be granted a UC degree. This was to stop students from receiving a degree based solely on online courses alone. Unfortunately, the regulation vote was tabled at the January Board of Regents meeting and later at the February meeting voted as a non-recommendation. This left Regulation 630.E in a non-existing state and the Council and Senate will need to start over. Senate representation is important on the development of regental policies. With that said, UCR needs to establish its own position as we envision our education mission. Chair Lee has asked the Courses Committee to review and examine the various modalities and course definitions we have on campus and make sure they are aligned with the other UC campuses and accreditors.

Another large movement is within graduate education and Academic Planning Council. The Future of Graduate Education group issued an interim report which is currently being reviewed. The final report will be completed end of year. Chair Lee will work diligently on continuity on communication with the transition of committee members. Chair Lee thanked the Graduate Council for their hard work in response to UC levels interest in graduate education and issuing the guidance on 299 and 297 courses. This was a difficult conversation on delineating academic work vs. employed work by graduate students and how to navigate this new landscape in teaching and research for the graduate students while maintaining the core mission to mentor graduate students who are here for academic reasons and not solely for paid positions. The Graduate Council will be conducting some Q&A sessions to answer questions about new landscaping especially questions surrounding 299 and 297 courses in collaboration with the Graduate Division, so look for announcements and invitations for those sessions.

Lastly Chair Lee made a point on how within the last couple of years adjustments have had to be made due to the pandemic causing more concentration on online teaching, resulting in research work being placed on hold. As we slowly come back, what's needed is a lot of support in re-envisioning to bring back research as the forefront of our tripartite mission of teaching, research, and service and therefore Chair Lee echoed Chancellor Wilcox's remarks about appreciating the new Campus Interdisciplinary Research Center that Provost Watkins introduced at the Fall

Division meeting. The call for proposals are now posted on VCRED Rodolfo Torres's office website.

There were no questions/comments from the floor.

SPECIAL ORDERS

The In Memoriam on the Consent calendar was unanimously approved.

The curricula changes for the Bourns College of Engineering Material Science and Engineering Major and Robotics Major along with the College of Natural and Agricultural Sciences Chemistry Major were withdrawn from the consent calendar and added to the regular order of business under item 10: Reports on Standing Committees and Faculties.

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.

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY

Riverside Assembly Representative, Professor Jennifer Hughes, provided the Division with a written report from the Assembly meeting on December 7, 2023. This report can be found on page 52 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 Piotr Gorecki, Vice Chair of the Committee on Educational Policy, introduced and moved for adoption of the proposed changes to the Charge of the Committee Bylaw 8.12.01, found on page 54 of the full agenda. The motion was approved unanimously.

Professor Linda Walling, Chair of the Committee on Physical Resources Planning, introduced and moved for adoption of the proposed changes to the Charge of Committee Bylaw 8.17.02, found on page 61 of the full agenda. The motion was approved unanimously.

Professor Peter Sadler, Chair of the Committee on Undergraduate Admissions, introduced and moved for adoption of the proposed changes to the Guidelines for Admissions by Exception, found on page 67 of the full agenda. With 79 votes in favor and 1 vote in opposition, the motion was approved.

Professor Louie Rodriguez, Vice Provost and Dean, Division of Undergraduate Education, introduced and moved for adoption of the proposed Bylaws for the Division of Undergraduate Education, found on page 100 of the full agenda. The motion was approved unanimously.

Professor Victor Rodgers, Chair of the Bourns College of Engineering Faculty Executive Committee, introduced and moved for adoption of the proposed changes to Regulation 02.03.02 and new Regulation 02.03.06, found on page 118 of the full agenda. The motion was approved unanimously.

Professor Wesley Leonard, Chair of the College of Humanities, Arts, and Social Sciences Faculty Executive Committee, introduced and moved for the adoption of the Proposal for a Bachelor of Arts Degree Program in Environmental Studies, found on page 129 of the full agenda. With 97 votes in favor and 9 votes in opposition, the motion was approved.

Professor Wesley Leonard, Chair of the College of Humanities, Arts, and Social Sciences Faculty Executive Committee, introduced and moved for the do adoption of the Proposal for a Minor in Environmental Studies, found on page 362 of the full agenda. With 94 votes in favor and 10 votes in opposition, the motion was approved.

Professor Wesley Leonard, Chair of the College of Humanities, Arts, and Social Sciences Faculty Executive Committee, introduced and moved for the do adoption of the Proposal for a Bachelor of Arts Degree Program in Global and Community Health, found on page 537 of the full agenda. With 96 votes in favor and 8 votes in opposition, the motion was approved.

Professor Wesley Leonard, Chair of the College of Humanities, Arts, and Social Sciences Faculty Executive Committee, introduced and moved for the do adoption of the Proposal for a Minor in Global and Community Health, found on page 775. With 94 votes in favor and 7 votes in opposition, the motion was approved.

Professor Wesley Leonard, Chair of the College of Humanities, Arts, and Social Sciences Faculty Executive Committee, introduced and moved for the do adoption of the Proposal for a Bachelor of Arts Degree Program in Religious Studies and Administrative Studies Major, found on page 892 of the full agenda. With 82 votes in favor and 7 votes in opposition, the motion was approved.

Senate Chair Lee, on behalf of the Executive Council, introduced and moved for the adoption of the proposed changes to Bylaws 8.5.1, 8.5.2, and 8.5.3, found on page 930 of the full agenda. The motion was approved unanimously.

Professor Victor Rodgers, Chair of the Bourns College of Engineering Faculty Executive Committee, made the motion to adopt the proposed changes to BCOE's Material Science and Engineering Major found on page 10 of the full agenda. The floor was open for discussion as this was an item removed from the Consent Calendar for further discussion.

There was discussion surrounding the curricula change and how it would impact respective departments such as Statistics and Bioengineering. Professor Rodgers stated there would not be a significant impact. The small number of courses that are being removed was discussed with the respective departments who agreed with the decision but are also being replaced with similar courses. Professor Rodgers stated that the focus is to improve the overall curricula. Justification of the change can be found on page 11 of the full agenda for more information. There was no further discussion. The members voted and the motion was approved unanimously.

Professor Victor Rodgers, Chair of the Bourns College of Engineering Faculty Executive Committee, made the motion to adopt the additional requirements for transferring into BCOE's Robotics Major program found on page 12 of the full agenda. The floor was open for discussion as this was an item removed from the Consent Calendar for further discussion. There was no discussion. The motion was approved unanimously.

Professor Bahram Mobasher, Chair of College of Natural & Agricultural Sciences Faculty Executive Committee, made the motion to adopt the changes proposed for CNAS's Chemistry Major found on page 14 of the full agenda. The floor was open for discussion as this was an item removed from the Consent Calendar for further discussion.

There was discussion surrounding the curricula change and how it would impact respective departments such as Math. Professor Mobasher stated there would be no impact to the major as

no math classes were being removed, only changed. There were questions regarding the School of Education being affected in which Professor Mobasher stated there would be none. There was no further discussion. The members voted and the motion was approved unanimously.

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 2:46 p.m.

ATTEST:

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

Aneesah Kelley-Henry
Recording Secretary

**2023-2024 Chancellor's Award for Excellence in Undergraduate
Research and Creative Achievement**

Faculty Recipient

Keunpyo (Root) Park, Department of Theater, Film and Digital Production

Professor Keunpyo (Root) Park is an Associate Professor of Filmmaking in the Department of Theater, Film and Digital Production (TFDP). Professor Park is a multi-hyphenate artist: director, writer, producer, and actor in film and theater. For the past 16 years, he has established a stellar record of fostering undergraduate students in film. In 2008, Professor Park created the filmmaking program at UCR. The film program has led to TFDP becoming one of UCR's fastest-growing majors, going from 70 students to more than 500 majors. In recent years, the success of Professor Park's work led to the hire of three additional faculty members in film and the consequent expansion of filmmaking coursework and creative opportunities for UCR students.

Professor Park regularly mentors students through independent studies since the film field doesn't have Labs or grants. In the past five years alone, he served as an Honors Capstone mentor for seven undergraduates and mentored 33 students. Movies made by his students are consistently screened at and receive awards at local and regional student film festivals. Impressively, his students have been admitted into the best graduate film programs in the country and abroad, including Columbia University, USC, Northwestern, Chapman University, and Chungang University in Seoul.

One of Professor Park's students eloquently describes his impact: "As a first-generation student with no familial ties to the film industry, Professor Park became not only a knowledgeable guide but a source of profound inspiration. Beyond being an immigrant to this country, Professor Park's journey mirrored my aspirations. His openness, sharing his experiences pursuing a Master's in film, fueled my belief that my own dreams were attainable. His willingness to sit down with me, discussing his process, and translating his works in Korean, a language unfamiliar to me, ignited a burning curiosity that became a cornerstone in my artistic exploration." Professor Park has, in myriad ways, contributed to the department's mission to construct more inclusive pipelines into the entertainment industry and to the lasting success of student filmmakers at UCR.

The Academic Senate Committee of Scholarships and Honors congratulates Professor Park on this award.

**2023-2024 Chancellor's Award for Excellence in Undergraduate
Research and Creative Achievement**

**Faculty Recipient
Qixuan Wang, Department of Mathematics**

Professor Qixuan Wang is an Assistant Professor of Mathematics. Dr. Wang's research area is mathematical biology focusing on multi-scale modeling of complex developmental systems. Since joining UCR in 2018, she has done an extraordinary job mentoring and guiding undergraduate students. Many of Dr. Wang's undergraduate students have gained great academic recognition under her supervision. Three of her students have won the CNAS Academic Excellence Awards, and one won the Hays Research Scholarship. Additionally, several of her students have been accepted into Ph.D. programs, including at UC Irvine and Auburn.

Dr. Wang's placement of papers co-authored by undergraduate students in leading research journals in the field is outstanding. In 2022, Dr. Wang published two papers co-authored with undergraduate students: a paper in *Biophysical Journal*, with her undergraduate student Katherine Dinh as the first author of this paper. A second paper was published in the *Journal of Theoretical Biology* by Dr. Wang and another undergraduate student, Manuel Barcenas, as the second author, with a graduate student of Dr. Wang as the first author.

Professor Wang has supervised 13 undergraduates working on research projects. These students have diverse ethnic and academic backgrounds. Most are from the mathematics department; others are from Statistics, Biology, Microbiology, and Neuroscience. Many of them are female, as well as Latine, and first-generation college students. At the same time, several of these students are supported by the Research in Science and Engineering (RISE) Program at UCR and others by Dr. Wang's grants (IC, NSF, NIH seed grant).

The Academic Senate Committee of Scholarships and Honors congratulates Professor Wang on this award.

**SECRETARY-PARLIAMENTARIAN
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

2024-2025 RESULTS FROM THE CALL FOR NOMINATIONS

To be received and placed on file:

1. RIVERSIDE DIVISION

A call for Nominations was issued for the following positions:

Chair of the Division (2-year term)

Two valid nominations received:

- Kenneth Barish, Physics & Astronomy
- Y. Peter Chung, Business

An election was held, and the results of the ballot are as follows:

- | | |
|------------------|-----------|
| - Kenneth Barish | 151 votes |
| - Y. Peter Chung | 26 votes |

*Professor Barish has been elected to the position of Chair of the Division.

Vice Chair of the Division (1-year term)

One valid nomination received:

- Barry Mishra, Business

Representative to the Assembly (2-year term)

One valid nomination received:

- Manuela Martins-Green, Cell Biology & Neuroscience

Committee on Committees (3-year terms)

Two representatives from CHASS

Three valid nominations received:

- Alejandra Dubcovsky, History
- Edward Korzus, Psychology
- Anthea Kraut, Dance

An election was held, and the results of the ballot are as follows:

- | | |
|-----------------------|----------|
| - Alejandra Dubcovsky | 60 votes |
| - Edward Korzus | 37 votes |
| - Anthea Kraut | 52 votes |

*Professor Dubcovsky and Professor Kraut have been elected serve as representatives to the Committee on Committees.

One representative from CHASS (to expire August 31, 2026)

One valid nomination received:

- Traise Yamamoto, English

One representative from BCOE

One valid nomination received:

- Zhiyun Qian, Computer Science & Engineering

One representative from SoM or SPP (to expire August 31, 2025)

One valid nomination received:

- Scott Pegan, Biomedical Sciences

2. BOURNS COLLEGE OF ENGINEERING

A call for Nominations was issued for the following positions:

One Member, BCoE Executive Committee (3-year term)

Elected from among the Faculty in Chemical & Environmental Engineering.

No valid nominations received:

A new call for nominations will be issued in the Fall of 2024

One Member, BCoE Executive Committee (3-year term)

Elected from among the Faculty in Electrical & Computer Engineering.

No valid nominations received:

A new call for nominations will be issued in the Fall of 2024

One Member, BCoE Executive Committee (3-year term)

Elected from among the Faculty in Mechanical Engineering.

No valid nominations received:

A new call for nominations will be issued in the Fall of 2024

3. COLLEGE OF HUMANITIES, ARTS & SOCIAL SCIENCES

A call for Nominations was issued for the following positions:

Chair of the Faculty, CHASS Executive Committee (2-year term)

Two valid nominations received:

- Wesley Y. Leonard, Ethnic Studies
- Amir Zaki, Art

An election was held, and the results of the ballot are as follows:

- | | |
|---------------------|----------|
| - Wesley Y. Leonard | 90 votes |
| - Amir Zaki | 64 votes |

*Professor Leonard has been elected serve as the CHASS Chair of the Faculty.

Two members, CHASS Executive Committee (2-year term)

To be chosen from among Art History, English, History, Comparative Literature & Languages, Philosophy, Religious Studies, Hispanic Studies and Gender and Sexuality Studies.

Two valid nominations received:

- Ivan Eusebio Aguirre, Hispanic Studies
- Carole-Anne Tyler, English

One member, CHASS Executive Committee (2-year term)

To be chosen from among Anthropology, Economics, Ethnic Studies, Political Science, Psychology and Sociology

One valid nomination received:

- Anthony Jerry, Anthropology

Two members, CHASS Executive Committee (2-year term)

To be chosen from among degree granting non-department programs (Asian Studies, Global Studies, Latin-American Studies, Liberal Studies, Middle East and Islamic Studies, and Southeast Asian Studies).

Two valid nominations received:

- Claudia Holguin Mendoza, Hispanic Studies
- Freya Schiwy, Media & Cultural Studies

4. COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES

A call for nominations was issued for the following positions:

Chair of the Faculty, CNAS Executive Committee

One valid nomination received:

- Harry Tom, Physics & Astronomy

One Member, CNAS Executive Committee

Elected from the Department of Evolution, Ecology, and Organismal Biology.

One valid nomination received:

- David Reznick

One Member, CNAS Executive Committee
Elected from the Department of Chemistry.

One valid nomination received:
- Ryan Julian

One Member, CNAS Executive Committee (3-year term)
Elected from the Department of Molecular, Cell and Systems Biology.

One valid nomination received:
- Hongdian Yang

One Member, CNAS Executive Committee (3-year term)
Elected from the Department of Physics and Astronomy.

One valid nomination received:
- Thomas Kuhlman

One Member, CNAS Executive Committee
Elected from the Department of Environmental Sciences.

No valid nominations received:

A new call for nominations will be issued in the Fall of 2024

5. SCHOOL OF BUSINESS

A call for Nominations was issued for the following positions:

One Member, BUS Executive Committee (2-year term)
Elected from the Area of Management.

One valid nomination was received:
- Ye Li

One Member, BUS Executive Committee (2-year term)
Elected from the Area of Operations and Supply Chain Management.

One valid nomination was received:
- Adem Orsdemir

6. SCHOOL OF EDUCATION

A call for Nominations was issued for the following positions:

One Member, SOE Executive Committee (2-year term)
Elected from the faculty at Educational Psychology.

One valid nomination received:
- Anthony Muro Villa

One Member, SOE Executive Committee (2-year term)
Elected from the Area of Higher Education Administration and Policy.

One valid nomination was received:

- Jose Del Real Viramontes

7. SCHOOL OF MEDICINE

A call for Nominations was issued for the following positions:

Two Members, SOM Executive Committee (2-year term)
Elected from the Biomedical Sciences.

Two valid nominations received:

- Djurdjica Coss
- Scott Pegan

Three Members, SOM Executive Committee (2-year term)
Elected from the Clinical Sciences.

Three valid nominations received:

- Rajesh Gulati
- Andrew Subica
- Lisa Fortuna

8. SCHOOL OF PUBLIC POLICY

A call for Nominations was issued for the following positions:

Four Members, SPP Executive Committee (2-year term)
Elected from the Faculty at large.

Two valid nominations received:

- Andy Crosby
- Steven Brint

A new call for two nominations will be issued in the Fall of 2024

**In Memoriam
Kenneth Barkin
Professor of History, Emeritus
University of California, Riverside
1939-2022**



Kenneth David Barkin, Professor Emeritus of History, passed away on December 23, 2022, at the age of 83. Born on July 16, 1939, in Brooklyn, New York, Ken was the oldest son of the luggage maker and wholesaler Julius Barkin. Julius and his wife Mary were first-generation Jewish Americans, whose parents emigrated from Eastern Europe, now Belarus and Ukraine. Ken grew up on Saint John's Place, near Prospect Park, as his son Noah recounts, "playing stickball into the twilight hours and sneaking into nearby Ebbets Field to watch Jackie Robinson and the Brooklyn Dodgers." A dedicated student, he was admitted to the historic and highly competitive Boys High School, where he also played basketball with future NBA star Lenny Wilkins and MLB prodigy Tommy Davis. The first in his family to attend college, Ken majored in history at Brooklyn College, after switching from engineering. He was initiated into the Honor Society Phi Beta Kappa Rho and graduated in June 1960. Later that year, he received a full scholarship to study history at Brown University, where he did research under the tutelage of Klaus Epstein, becoming a specialist in modern German history, from its unification under Bismarck until the Weimar Republic. In 1966 he defended his dissertation, "The Controversy Over German Industrialization 1890-1902," published by the University of Chicago Press in 1970 and immediately followed by a stream of reviews.

Ken was appointed Assistant Professor at Brandeis in 1965, when still an ABD, continuing to teach there until 1968. In that year he accepted an offer for a tenure-track position at UCR and moved with his family to Riverside. Promoted to associate in 1970, and full professor in 1976, he served twice as chair of the History Department, during 1986-88 and 1989-91. He is remembered with great admiration by his colleagues as a person marked by an abiding sense of humanity and social justice, great strength, principled conviction, and integrity. As the 1980s and 90s were a time of rapid growth across UCR, he was noticeably welcoming and supportive toward new junior colleagues. Students found in him an inspiring teacher and mentor, as his character and generosity reflected in his teaching and the countless dissertations and theses he supervised. His campus service was constant and diversified, including two years co-directing of the UC study abroad program in Göttingen, Germany (1978-80), hosting about 70 junior students each year, 7 from UCR.

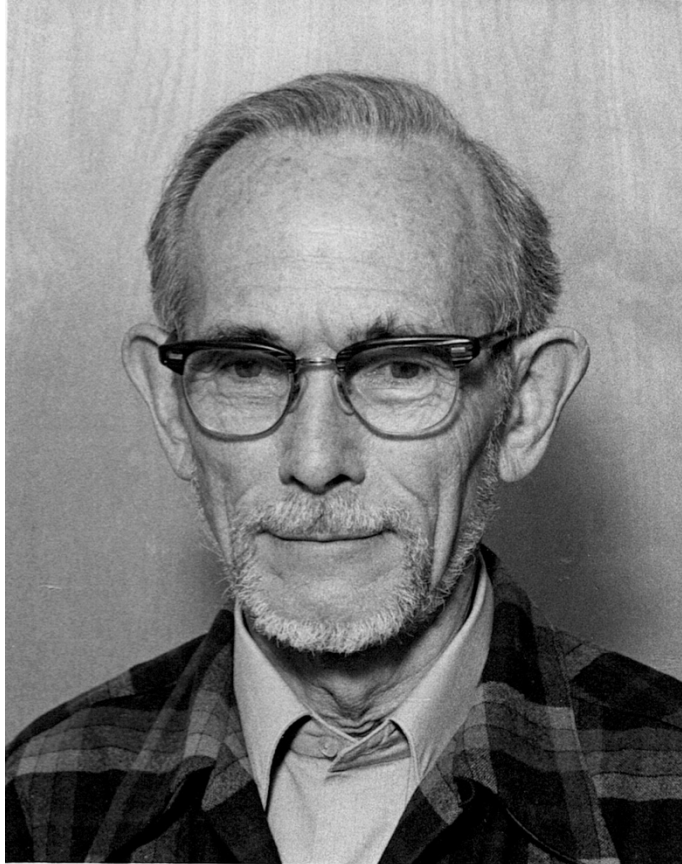
Over the course of more than four decades, Ken published about forty articles most notably in *The Journal of Modern History*, *Central European History*, *German Studies Review*, and *Geschichte und Gesellschaft*, twice been awarded the biannual prize of the Conference Group for Central European History (1970, 1984) for the best article in the field. His research increasingly gravitated towards an innovative brand of cultural history that seamlessly linked society, economy, and ideas, as he tackled not only German modern history, but also intercultural contact, the United States, and race, with extraordinary results, as shown in his research on W. E. B. DuBois's experience and writings in Germany at the turn of the 20th century. His research trajectory also influenced his work as editor of *Central European History* from 1991 to 2004, reestablishing it as the top venue of scholarship in English on the history of German-speaking countries. Speaking in the name of his colleagues of the Conference Group for Central History in 2005, historian Roger Chickering stated that Ken Barkin left "an achievement for which we must be profoundly grateful. Thanks in large part to him, our organization is today more alive and healthy than it has ever been before."

An avid collector of antiques, Ken became one of the world's leading experts on European pewter. His esthetic sensibility blended seamlessly with his scholarly interest in material culture, as reflected in his course on "Everyday Things, 1750-1920," and his curatorial work on the exhibitions "The American Chair since 1750" and "Pewter in Everyday European Life, 1600-1900." He layered his scholarly and public-facing activities with occasional commentary in non-academic venues on important issues of today, with emphasis on social and economic inequality. He retired after AY 2005-06 and in 2008 was already living with his wife in Pasadena. He was still publishing in scholarly venues in 2011 and taught courses at the Pasadena Senior Center on W.E.B. Dubois in 2014 and on U.S. recent wars and foreign policy in 2015.

Ken is survived by wife Elizabeth Lord, Professor Emerita in Botany and Plant Sciences, his sons Gareth, Matthew, and Noah, and four grandsons.

Prepared by Rogério Budasz with information from UCR General Catalogs, Brandeis General Catalogs, memorial notes by Noah Barkin, and a tribute prepared by Professor Piotr Gorecki.

**In Memoriam
James Wagner Cameron
Professor of Botany and Plant Sciences, Emeritus
UC Riverside
1913-2010**



Dr. James W. Cameron (Jim), Professor Emeritus of Botany and Plant Sciences at UC Riverside (UCR), died January 10, 2010, at the age of 96 in Seattle, WA. Dr. Cameron was born April 23, 1913. He attended high school in Falls City, Nebraska. He received an A.B. degree from the University of Missouri in 1938 and then attended Harvard University, where he earned A.M and Ph.D. degrees in Genetics. On January 1, 1947, he was appointed initially as a Junior Geneticist in the Riverside Agricultural Experiment Station (there was no UC campus at that time). He advanced to Assistant and Associate Geneticist and finally to Geneticist in 1960. He became Professor of Horticultural Sciences and Geneticist in 1965, initially in the Department of Horticulture, later in Plant Sciences and finally in Botany and Plant Sciences. He retired from UCR in 1980 but remained active in

research for the following 10 years, providing valuable advice and guidance to new faculty in his area of expertise.

His research focused on the genetics and breeding of citrus and sweet corn. In citrus, he and his colleagues conducted pioneering research on inheritance of several traits including acidity in juice, apomixis (production of embryos identical to the mother tree), and resistance to citrus nematodes. With Prof. Robert Soost he released Chandler pummelo, still the most widely grown pummelo variety in California, bred and released the Oroblanco and Melogold grapefruit hybrids, the first citrus varieties patented by the University of California, and which all contain a gene for reduced acidity which contributes to their sweet flavor. He also conducted final testing and release of Pixie and Encore mandarins and made crosses or initial selections that eventually led to release of Gold Nugget, Shasta Gold, and other mandarins as well as C35 citrus rootstock, one of the most successful rootstocks in California. In sweet corn breeding, his research focused on eating quality, particularly increased sugar content as influenced by the *sh2* gene, a trait widely used in modern sweet corn varieties. He also studied resistance to ozone injury in sweet corn.

Jim was a Fulbright Lecturer in Turkey and later received a Fulbright Research Travel Award to conduct research in Italy. He was a co-author on Volume II of *The Citrus Industry*, published by the University of California.

His primary teaching was in the undergraduate course in plant breeding. He served for many years as undergraduate advisor for the Plant Science major.

Edited by Michael Pirrung based on an original written by Mikeal Roose.

**In Memoriam
Marilyn L. Fogel
Professor of Geo-ecology, Emeritus
UC Riverside
1952-2022**



Marilyn L. Fogel, Distinguished Professor Emeritus of Geoecology, passed away on May 11th, 2022, at her home in Mariposa, California, from amyotrophic lateral sclerosis (ALS) at the age of 69.

Marilyn was born on September 19, 1952, in Moorestown, New Jersey. In 1970, she enrolled at Pennsylvania State University, graduating in 1973 with a BS in biology with honors. After a gap year of travel in Europe, she was a graduate student at the University of Texas, Austin. She graduated with a Ph. D. in Botany and Marine Sciences in 1977, and immediately accepted a position as a postdoctoral Fellow (1977-1979) at the Geophysical Lab at the Carnegie Institution for Science in Washington, D.C. Following her postdoc position, she was hired in 1979 as a Staff Member at the Geophysical Lab, where she remained until 2012. In 2012, Marilyn moved to UC Merced, where she was a full professor in the School of Natural Sciences and soon became Chair of the Life and Environmental Sciences Unit. There, she taught courses on the fundamentals of ecology, biogeochemistry, stable isotope ecology, field ecology and the Anthropocene. In 2016, she relocated to UC Riverside, where she assumed several leadership roles: inaugural holder of the Wilbur Mayhew Endowed Chair in Geo-ecology, first director of the new EDGE Institute (Environmental Dynamics & Geo-ecology), and Professor of Geo-ecology in the Earth and Environmental Sciences Department.

Professor Fogel's research focused on geo-ecology, astrobiology, paleontology, and anthropology. She pioneered the use of stable isotopes to understand the life history of organisms, both modern and ancient. In so doing, she helped develop biogeochemistry as a new field of science with many seminal papers in the field and earned herself the moniker 'Isotope queen'. Using isotope ratios, she studied modern and ancient ecosystems, and she applied the same techniques to study

extraterrestrial material in Martian meteorites, helping to advance the field of astrobiology. After retiring in 2021, she became Chair of UCR's Salton Sea Task Force, a diverse group of scientists from UC Riverside working to explain and help solve the ecological crises at the Salton Sea, California's largest and most polluted lake.

During her distinguished career, Marilyn received many honors in recognition of her accomplishments. In 2012, she was elected as a Fellow of the American Association for the Advancement of Science. In 2013, she was the first woman to receive the Alfred Treibs Medal from the Geochemical Society. From 2015 to 2016, she served as the President of the Biogeosciences Section of the American Geophysical Union. In 2003, she was elected a Fellow of the Geochemical Society and European Association of Geochemistry. She was a Fulbright Scholar to Norway in 2006 and was awarded the Jubilee Medal of the Geological Society of South Africa in 2006. In 2018, she was named a Fellow of the American Geophysical Union, and in 2019, she was elected to the National Academy of Sciences.

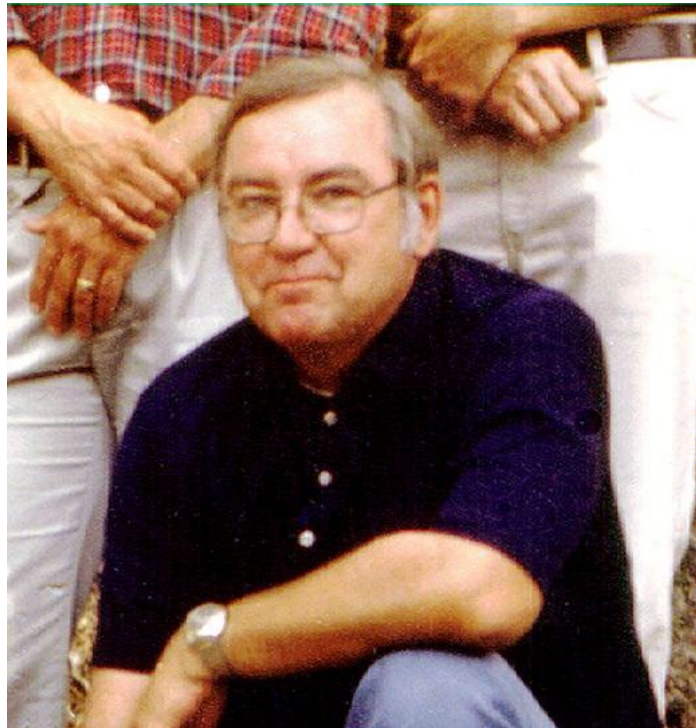
Though her list of accolades is lengthy, it does not end with awards, fellowships, or publications. She was revered by many at UCR not only for her scientific brilliance but also for her advocacy on behalf of students and colleagues.

Marilyn is survived by her husband of 33 years, Chris Swarth, and their children Dana and Evan.

Prepared by Dallas Rabenstein with information from publicly available obituaries on the internet and a tribute prepared by Andrew Steele, Jennifer Eigenbrode, and Tim Lyons.

Contact information: Chris Swath, 4086 Lakeview Drive, Mariposa, CA 95338

**In Memoriam
Richard Dean Goeden
Professor of Biological Control, Emeritus
UC Riverside
1935-2023**



Dr. Richard D. Goeden (Dick), Professor of Biological Control Emeritus at UC Riverside (UCR), died August 17, 2023, at the age of 88. Dr. Goeden was born May 20, 1935, in Neillsville, Wisconsin to Aleda and Jerome Goeden. Following high school, during the Korean War, he enlisted in the US Air Force. He was stationed on the Channel Islands off the coast of California, working in a communications tower where he scanned the skies for aircraft and at one point tracked Soviet MiGs flying along the coast. He was honorably discharged but very specifically stated his duration in the military so as to clearly indicate he counted the days until he was out. He then used the GI Bill to further his education.

He enrolled at the University of Wisconsin-Madison in 1958 and graduated with a BS in 1962. The same year he wed Joan Apazeller with whom he remained married for 60 years until her passing in 2022. He continued at UW-Madison, working with famed forest entomologist Dale Norris for a M.S. (1963) and Ph.D. (1965) in entomology. In 1965, a position became available in the Department of Biological Control, University of California, Riverside for a specialist in biological

control of weeds, to which he applied because of his love of both insects and plants.

Goeden became a luminary in his field, a subdiscipline that primarily uses insect herbivores as a means to attain widespread control of plants that damage natural and agricultural systems. Ironically, one of his first assignments was documenting 25 years of effort at biological control of the *Opuntia* cactus on Santa Cruz Island, where he had been posted when in the military. In 1967, Goeden, with Charles Fleschner and Donald Ricker, published an exhaustive treatise on the program, which achieved complete biological control, one of only three targeted weed species programs in California's history to do so.

Goeden's specialty was faunistic surveys for insects associated with indigenous and non-indigenous weeds. These took him to many parts of the world and on extended sabbaticals (with his family) to Italy, Switzerland, France, and England, beginning in 1970. He conducted biological control research on every continent but Antarctica. These studies formed the basis for the establishment of weed-feeding biological control agents to restore ecological balance to disrupted ecosystems. Goeden oversaw the importation into California and establishment of a weevil, *Rhinocyllus conicus*, for the biological control of two invasive weeds: Italian and milk thistles. His work on this project clarified a crucial element in the overall success of biological control agents relating to their area of origin. He established that phytophagous species that occur over a wide latitudinal range develop distinct climate biotypes; and these biotypes need to be carefully matched to the climate of their eventual area of release in order to maintain the seasonal host plant/herbivore synchrony needed for successful insect reproduction.

Conducting ecological studies after biological control agents have been released is rare for funding reasons. However, Goeden made significant contributions to the biological control discipline by conducting post-release evaluations on the outcome of major weed control projects in the US. Through extensive, years-long studies he was able to discern the biotic and abiotic factors that led to the failure of several biological control agents, thus helping to inform future programs.

He became fascinated with fruit flies in the family Tephritidae, particularly the subfamily Tephritinae. He focused on their study in southern California starting in the mid-1980s. He had over one hundred peer-reviewed papers detailing the biology, ecology, and behaviors of over 40% of the 149 species of tephritid flies in California, work considered among the most extensive and thorough for native tephritid fauna. His work diversified into taxonomy in later years. He looked to host plant associations to help him tease apart species concepts. He named new species for his family members and associates and eventually was in turn honored by having a genus named after him, *Goedenia*.

Goeden was an experiment station scientist to the core and loved his work immensely. Though research was his primary focus, his faculty duties also included teaching graduate field entomology and biological control. As his career advanced, he maintained a very productive research program despite dwindling government funds supporting experiment stations. After 37 years at UC Riverside, Goeden retired in 2002 as the last titled “Professor of Biological Control,” shortly after receiving a lifetime achievement award for research excellence from the Entomological Society of America (Montreal, 2000). He donated his massive collection of curated Tephritidae to the US National Museum (Smithsonian Institution), UC Riverside, and Cal Poly, San Luis Obispo.

He was a self-made man who made an indelible impact on the science of biological control, tephritid biology, and the many students he mentored through the years. He thoroughly enjoyed mentoring graduate students to whom he was incredibly generous with his time and advice. He provided them many life and career lessons. He instilled students with a strong scientific ethic. He was a skilled scientific writer and editor.

Dick Goeden was also a loving and dedicated family man who was so proud of the three children he and Joan raised. He was a highly accomplished gardener and avid painter, creating photo-realistic scenes from his many travels around the world. He talked with his hands and had a beautiful baritone singing voice. He was one of a kind, an original.

Richard Goeden is survived by three children (Lisa, Kristine, and Michael), four grandchildren, and two great grandchildren.

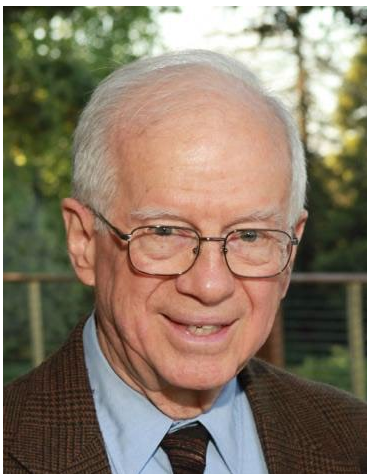
Edited by Michael Pirrung based on an original memorial written by David Headrick and Richard Redak, and the obituary here:

<https://www.hemetvalleymortuary.com/tributes/Richard-Goeden>

Contact info for survivor:

Kris Gilbert, 3198 Belvedere Dr., Riverside CA 92507

**In Memoriam
William Herbert Orttung
Professor of Chemistry, Emeritus
UC Riverside
1934-2023**



William “Bill” Herbert Orttung, Professor Emeritus of Chemistry, passed away on January 5, 2023, in Menlo Park, California, at the age of 88.

Bill was born on June 16, 1934, to Elmer H. Orttung, a stockbroker, and Rosalind (Duiguid) Orttung, in Philadelphia, Pennsylvania. He grew up during WWII and the period of peace and prosperity that followed. He played the violin in high school. With strong encouragement from his father, he played multiple sports growing up.

In high school, Bill developed an avid interest in Chemistry, benefiting from the encouragement of an older friend who tutored him in the basics. He earned a full scholarship to MIT to pursue his studies, where he was the top senior in the field of physical chemistry in 1956. That year, *Life* magazine featured him in a larger profile of science and engineering education at MIT. He earned his Ph.D. in physical chemistry from UC Berkeley in 1961. His dissertation examined the hydrogen molecule.

As he completed his Ph.D. studies at UC Berkeley, he worked as an assistant professor at Stanford, from 1960 to 1963. There he met Judith Ann Meyers, a graduate student in the Chemistry Department. They married in 1963 and celebrated their 59th anniversary a few months before Bill’s death.

Bill took a job as assistant professor at UC Riverside in 1963 and spent his entire career at UCR until he retired in 1994. At UCR, Bill pursued a research program studying hydrogen, water, proteins, and hemoglobin, among other topics. He was a theoretical physical chemist, and using the techniques of theoretical chemistry,

he studied research topics such as the Bohr effect in hemoglobin, the anomalous heat capacity in solid hydrogen and deuterium, the ground and excited state properties of internally hydrogen-bonded aromatic carbonyls using molecular orbital methods, and proton binding and dipole moment of hemoglobin.

In 1997, Bill and Judy moved to Menlo Park to be closer to one of their sons and his family. During his retirement years, he continued to pursue his intellectual passion, researching the historical development and connections between physics and chemistry. In Menlo Park, he also was an activist, supporting the Democracy for America group.

Bill is survived by his wife Judy, two sons and their wives, three grandchildren and his sister Evie Orttung Stege.

Prepared by Dallas Rabenstein using information, with editing, in the publicly available obituary at www.paloaltoonline.com/obituaries/memorials/william-herbert-orttung?o=7575, and information found on Google Scholar.

Contact information: Judy Orttung, 2313 Sharon Road, Menlo Park, CA 94025

**In Memoriam
Thomas O. Pelzel
Professor of History of Art, Emeritus
University of California, Riverside
1927-2022**



Thomas Oberlin Pelzel, Professor Emeritus of History of Art, passed away on July 3, 2022, at his residence in Ashgate, Oregon, at the age of 94.

Born in Charleston, West Virginia, on September 19, 1927, he was the son of Priscilla Burry and Lewis Robert Pelzel, a real estate agent whose parents emigrated from Bohemia. Tom entered Princeton University in July 1944, after graduating from Stonewall Jackson High School. At Princeton he was a member of Cloister Inn and majored in English with a focus in the American Civilization Program. He served in the Army during 1946-47, finishing his undergraduate degree in 1949. Two years later he was still able to use the remainder of his GI Bill benefits to travel to Germany, where he studied German literature and history at the University of Heidelberg. Having fallen “irrevocably under the spell of Alt-Europa,” as he later confessed, he returned to Princeton in 1959 to pursue graduate studies in art history at the Department of Art and Archeology. Finding that change of field fresh and stimulating, he did research on European painting

in the seventeenth and eighteenth centuries under the supervision of Professor Robert Rosenblum, while also exploring the Viennese *Jahrhundertwende* and developing skills in cataloging collections and curating exhibitions.

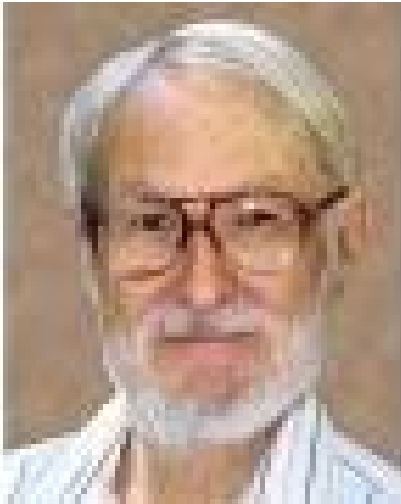
Tom moved to Riverside after passing his qualifying exam. He joined the UCR faculty in September 1966 as an Acting Assistant Professor of Art. In addition to teaching courses and seminars in seventeenth and eighteenth-century European art, he was also appointed Director of the UCR Art Gallery, then functioning at the Humanities building. In 1968, while at Princeton to defend his dissertation on the early pioneer of Neoclassical painting, Anton Raphael Mengs, acknowledged the “support and encouragement” of his colleagues at UCR’s art history faculty, Shirley Blum, Dericksen Brinkerhoff, and Richard Carrott. After being promoted to Assistant Professor, he returned to Princeton on a sabbatical leave during AY 1970-71 to work on his book, while his wife Suzanne was also there finishing her dissertation. He became Associate Professor in 1972. During his initial years at UCR, Tom curated a series of memorable exhibits, most notably the 1972 “The Arts and Crafts Movement in America,” featuring furniture by Frank Lloyd Wright, Greene & Greene, and especially Gustav Stickley, of which Tom himself became an avid collector. His colleagues remember how he had his “collection of chairs hung, neatly organized, from the ceiling of his garage,” and that “he would generously loan one or another to newly arrived colleagues to help furnish their empty apartments.” His engagement with American art, particularly in California, continued to grow over the years as he also published on the artistic legacy of the California missions.

He served as the Department Chair from 1973 to 1977, while being active in various committees in the School of Humanities and Arts. His work as Undergraduate Advisor was especially appreciated. A faculty member recalls how often he was “surrounded by clusters of students” when he appeared at the department offices. Yet, his most memorable moments seemed to have been at a full lecture hall. His former colleagues noted that his “lively, often witty, style” made him “one of the most popular undergraduate teachers at UCR,” and that “no one could walk young students, then mostly from California and before the digital age, so vividly through a Bavarian rococo church or the Hall of Mirrors at Versailles.” When students were informed of his decision to retire, they organized a petition asking him to continue teaching. Tom finally retired in 1991 but was still serving in MA thesis committees as late as 1993.

Tom was survived by his wife Suzanne Meek Pelzel, a former Lecturer at the Department of History of Art and his longtime partner in teaching and life. Suzanne passed away less than one year after, on June 6, 2023.

Prepared by Rogério Budasz with information from UCR General Catalogs (1966-1993), US census records, UCR Art History Newsletter 4 (Fall 2022), and Princeton Alumni Weekly 124, no 7 (March 2024). Photo from UCR Archive.

**In Memoriam
Paul Dudley Wilson
Professor of Psychology, Emeritus
UC Riverside
1929-2012**



Paul Dudley Wilson, Professor Emeritus of Psychology, passed away on October 9, 2012, at his home in Riverside, California, at the age of 83.

Paul was born April 30th, 1929, to Paul and Irene (Shope) Wilson, the oldest of three children, and grew up in Palatine, Illinois. He served in the Army from 1953 to 1955. He then attended the University of Chicago on the GI Bill, where he met his wife, Barbara, in a psychology class at the University. It was the beginning of a 55-year marriage. Paul received his Ph. D. in Psychology from the University of Chicago in 1964.

Hired as a temporary lecturer at the University of California, Riverside, in 1964, Paul remained at UCR, retiring as Professor of Psychology and Neuroscience in 1993. He continued to teach as emeritus professor until 1996. Much of his research focused on the eye, the retina and the optical nerve. In his later years at UCR, his research studied the monocular deprivation effects in cats. Paul was respected by his colleagues for his wisdom, insight, and patience as well as his dedication to both research and teaching. He was a favorite among graduate students who remembered him as a kind and gentle man.

Paul was instrumental in the formation of the Department of Neuroscience and the Neuroscience Graduate Program at UCR. He was the original author of the document that was core to the formation and UCOP approval of the Ph.D. program. Upon approval of the Neuroscience Program, he served as Acting Director 1989-1990. Paul served the Psychology Department as Graduate Advisor, UCR as a member of the Task Force on Campus Planning and as Chair of the

Planning and Budget Committee, the College of Humanities, Arts and Social Sciences as a member of its Executive Committee, and UC as a member of the University-wide Planning and Budget Committee.

After his retirement, he became a Riverside County Youth Accountability Board member, and was active in the LIFE Society at UCR. He loved trees and mountains and spent many happy times outdoors, hiking, skiing, and spending time with his family.

Paul is survived by his wife, Barbara; his children Elizabeth Wilson, Peggy Cartwright, Tom Wilson, and two grandchildren.

Prepared by Dallas Rabenstein using information provided by the UCR Psychology Department and publicly available obituaries on the Internet.

Contact Information: Barbara Wilson, Raincross Promenade, 3250 Market Street, #235, Riverside, CA 92501.

**In Memoriam
Stephen John Wimpenny
Professor of Physics
UC Riverside
1956-2022**



Dr. Stephen Wimpenny, Professor of Physics at UC Riverside (UCR), passed away suddenly and unexpectedly November 21, 2022, at the age of 66. Prof. Wimpenny was born February 10, 1956, in the UK. He attended Sheffield University for both his undergraduate and graduate studies, receiving his Ph.D. in 1980. From 1980-84, Steve was a postdoctoral researcher at the University of Liverpool where he worked on the CERN EMC muon scattering experiment. Steve then became a CERN Research Fellow (1984-87) and transitioned to the UA1 experiment where he led studies of the muon decays of the newly discovered W and Z bosons.

Steve joined the physics faculty at UC Riverside in 1988. He began work on the DZero experiment, which was being constructed at the Tevatron collider at Fermilab. Working at DZero, Steve made important contributions to the muon detector construction, installation, and operation. He soon became leader of the group searching for signatures of the elusive top quark in decays to leptons (electrons and muons), and he played a central role in the discovery of the top quark in 1995 by the DZero and CDF Collaborations. He led the DZero Top Quark Dilepton Analysis group from 1992-96 and continued as a leader in top quark physics in DZero and later at the CERN Large Hadron Collider.

In 2006, Steve joined the CMS experiment at CERN where he continued studies of the top quark. He was one of the first leaders of the Top Quark Mass group in CMS. He was the driving force on the combination of all of the CMS mass

measurements as well as the combination of CMS, ATLAS, DZero and CDF results. He performed one of the first measurements of the top-antitop cross-section at the LHC. He studied the hadronization of bottom quarks (an important ingredient in the top quark mass measurement). He also searched for the very rare production of 4 top quarks, culminating in evidence shortly before he passed away. He was a long-time member of the CMS Top Quark Publication Committee, charged with producing well-written and timely publications, and just became co-chair a month before his passing.

Steve was very active in administrative duties at UC Riverside. He served as Physics and Astronomy Undergraduate Advisor for many years and served on numerous Academic Senate committees. He chaired both the Courses committee (2001) as well as Educational Policy (2015-2016). He also served on the Privilege and Tenure, Preparatory Education, and Academic Personnel committees.

Steve will be remembered as an accomplished leader and innovator in top quark physics. He was a highly valued professor and member of the UCR community. Many colleagues noted his kind and gentle manner, collegiality, and selflessness. He was passionate and committed to his scholarship, and a mentor to many.

He is survived by his wife Judy and sons Edward and Daniel.

Edited by Michael Pirrung based on an original obituary written by John Ellison and Robert Clare.

**EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Combined B.S. + M.S. Five- Year Program in Computer Science

PRESENT:

Combined B.S. + M.S. Five-Year Program

The college offers combined five year B.S. + M.S. programs designed to allow successful UCR Computer Science ~~or~~ Computer Engineering B.S. graduates to complete the Master of Science degree in Computer Science in one year, by allowing up to 12 credits of coursework taken as a UCR undergraduate to be counted towards the 32-unit elective requirements of the M.S. (The courses that can be double counted are those that are eligible to be counted as ~~technical-electives~~ in the B.S. requirements.)

A student may apply at the start of their senior year by submitting an application to the Computer Science M.S. program, provided that at the end of junior year, the student was a UCR Computer Science ~~or~~ Computer Engineering B.S. student with cumulative GPA at least 3.4 and had completed the following courses with no grade less than a B- and average grade at least 3.2: CS 100, CS 061 or CS 120A, CS 111 or CS 141, CS 153. The application to the M.S. program must include at least two recommendation letters from UCR Academic Senate faculty members (at least one, and preferably both, CSE faculty). Submission of GRE scores with the application is recommended but not required. Matriculation into the combined program occurs in the Fall term following senior year, provided: (a) the M.S. application is accepted, (b) throughout senior year, the student is a Computer Science

PROPOSED:

Combined B.S. + M.S. Five-Year Program

The college offers combined five year B.S. + M.S. programs designed to allow successful UCR Computer Science, Computer Science with Business Applications, or Computer Engineering B.S. graduates to complete the Master of Science degree in Computer Science in one year, by allowing up to 12 credits of coursework taken as a UCR undergraduate to be counted towards the 32-unit elective requirements of the M.S. (The courses that can be double counted are those that are eligible to be counted as Computer Science technical electives in the B.S. requirements.)

A student may apply at the start of their senior year by submitting an application to the Computer Science M.S. program, provided that at the end of junior year, the student was a UCR Computer Science, Computer Science with Business Applications, or Computer Engineering B.S. student. Applicants to the B.S. + M.S. programs are expected to have a cumulative GPA of at least 3.4 and a “core” course GPA of 3.2, so must have therefore completed at least three of the following “core” courses with no grade less than a B- and average grade at least 3.2: CS 100, CS 120A, CS 141, CS 153. The application to the M.S. program must include at least two recommendation letters from UCR Academic Senate faculty members (at least one, and preferably both, CSE faculty). Submission of GRE scores with the application is recommended but not required. Matriculation

~~or~~ Computer Engineering B.S. major with cumulative GPA 3.4 or higher, (c) by the end of senior year, the student completes the Computer Science ~~or~~ Computer Engineering B.S. degree requirements.

Incoming students who are applying to the Computer Science ~~or~~ Computer Engineering B.S. programs may simultaneously apply for preliminary admission into the combined program provided their high school GPA is at least 3.6, their SAT-I combined score is at least 1950, they satisfy the Entry Level Writing requirement before matriculation, and they have sufficient math preparation to enroll in calculus upon arrival. Preliminary admission status is maintained as long as the student is a Computer Science ~~or~~ Computer Engineering B.S. student in good standing with a cumulative GPA of at least 3.4. Preliminarily admitted students still need to apply for full admission in their senior year as described above. Five-year programs leading to M.S. degrees in other programs (including Computer Engineering) are also available. They are described separately in the catalog sections for those programs

into the combined program occurs in the Fall term following senior year, provided: (a) the M.S. application is accepted, (b) throughout senior year, the student is a Computer Science, Computer Science with Business Applications, or Computer Engineering B.S. major with cumulative GPA 3.4 or higher, (c) no grade less than a B- and average grade at least 3.2 in all four of the core courses listed above prior to matriculation into the program, (d) by the end of senior year, the student completes the Computer Science, Computer Science with Business Applications, or Computer Engineering B.S. degree requirements.

Incoming students who are applying to the Computer Science, Computer Science with Business Applications, or Computer Engineering B.S. programs may simultaneously apply for preliminary admission into the combined program provided their high school GPA is at least 3.6, their SAT-I combined score is at least 1950, they satisfy the Entry Level Writing requirement before matriculation, and they have sufficient math preparation to enroll in calculus upon arrival. Preliminary admission status is maintained as long as the student is a Computer Science, Computer Science with Business Applications, or Computer Engineering B.S. student in good standing with a cumulative GPA of at least 3.4. Preliminarily admitted students still need to apply for full admission in their senior year as described above. Five-year programs leading to M.S. degrees in other programs (including Computer Engineering) are also available. They are described separately in the catalog sections for those programs

JUSTIFICATION:

In previous years, CS 120A, CS 120B and CS 161 were required “core courses” for the CS BS+MS program, and for CS graduate degree admissions. CSBA majors were not required to take those courses, which excluded them from the BS+MS. However, admission to the CS graduate program now only requires CS 61, CS 141, and CS 153 (and implicitly CS 100). Furthermore, these requirements are now aligned with updated BS+MS entry requirements (high GPA in CS 61, CS 100, CS 141, CS 153) as well. Because CSBA majors are required to complete these new requirements before graduating, they should be allowed to participate in the BS+MS program. Therefore, we are

requesting to allow CSBA majors to participate in the BS+MS program. One concern is that CSBA majors will not have as much preparation in CS systems-oriented courses, so we will, through advising, encourage CSBA majors to consider taking CS 161, but will not require it.

We were advised (for the 2023-24 catalog) that adding the “or” language (CS 61 or CS 120A) may be helpful to clarify for students when they are “ready” to apply. But we agree with the Senate committee’s recommendation: it turns out to confuse students even more. Therefore, we are reverting the language regarding the core courses back to the 2022-23 catalog year wording style without the “or” and simply listing the core courses that are actually used. That style had been sufficient for almost a decade. And the program is very successful, with 84 students in our BS+MS program this year. There are two questions students consider regarding the BS+MS: (1) when do I apply, and (2) will I get in (am I qualified). The answers are: (2) “meet the GPA requirements”, and (1) “apply as soon as the evidence is clear you are on track to meet the GPA requirements.” Students struggle with (1) estimating their readiness. The danger in waiting too long is missing the graduate division deadlines. The danger in applying too early is giving false hope.

To help with this, we are adding two things:

- 1) The “at least three” wording – this shows that students have a flexible window of opportunity.
- 2) The “matriculation” condition – this shows the GPA requirement for all four is firm.

The updated wording accurately reflects both the advising considerations and process as well as the requirements of the program. We appreciate the feedback to make sure this wording is clear. Hopefully, it is both simple and clear.

Finally, we are well aware that not many students read or parse the catalog so carefully (but it is still important the catalog is accurate, of course), so we couple this with multiple points of contact with students as well: advising materials (emails, website information, Q&A, pamphlets), multiple orientations, and specific BS+MS information sessions to guide students through this process.

APPROVALS:

Approved by the faculty of the Department of Computer Science and Engineering:

October 16, 2023

Approved by the Executive Committee of the Bourns College of Engineering:

October 26, 2023

Approved by the Graduate Council:

May 3, 2024

Approved by the Committee on Educational Policy:

May 3, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Administrative Studies Major

PRESENT:

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 ECON130 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 Sociology 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,~~ 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,~~ BUS 100W, BUS 102, BUS 107, PHIL 116, POSC182, POSC 186

PROPOSED:

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 ECON130 or ECON 162/BUS 162
 - (2) PSYC 140 or PSYC 142
 - (3) SOC 150 or SOC 151
 - (4) POSC 181 or POSC 182E or POSC 182G or POSC 183 or POSC 186
 - (5) ANTH 127 or ANTH 127S or ANTH 131
These two courses must be outside the discipline of Sociology 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 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151
 - (2) **Human Resources Management/ Labor Relations:** 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 100W, BUS 102, BUS 107, PHIL 116, POSC 182E or POSC 182G, 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

(6) **Financial Accounting:** BUS 108, BUS 165A, BUS 165B, BUS 165C, BUS 167

(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

Note: In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total requirements (Sociology requirements and Administrative Studies requirements).

(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 124A, BUS 124B, 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

(6) **Financial Accounting:** BUS 108, BUS 165A, BUS 165B, BUS 165C, BUS 167

(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

Note: In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total requirements (Sociology requirements and Administrative Studies requirements).

Justification:

- Removed 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

Approvals:

Approved by the faculty of the Program of Administrative Studies:
Approved by the Executive Committee of the College of Humanities,
Arts, and Social Sciences:
Approved by the Committee on Educational Policy:

December 15, 2023

March 1, 2024

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:2024 Fall

Proposed Changes to Art History Major

PRESENT:

The major requirements for the B.A. in Art History are as follows: (52 units)

1. Lower-division requirements (12 units):
one lower-division course in each of the three major areas. Note: No course that appears in more than one area can be repeated

a) Pre-modern: AHS 013, AHS 015, AHS 016, AHS 017A or AHS 017HA, AHS 017B or AHS 017HB, AHS 027/ANTH 027/LNST 027

b) Early Modern: AHS 013, AHS 015, AHS 016, AHS 017B or AHS 017HB, AHS 017C or AHS 017HC, AHS 023, AHS 028/LNST 028

c) Modern/Contemporary: AHS 008, AHS 013, AHS 017C or AHS 017HC, AHS 020/MCS 023, AHS 021/URST 021, AHS 023, AHS 028/LNST 028

2. Upper-division requirements (40 units)

a) AHS 192

b) Two courses in each of the major areas (24 units). Note: No course that appears in more than one area can be repeated.

(1) Pre-modern: AHS 112/ANTH 151/LNST 112, AHS 116/LNST 116, AHS 117/ANTH 157/LNST 117, AHS 125, AHS 126, AHS 133/ANTH 161/GSST 130/HISE 149, AHS 138/AST 138, AHS 139/AST 139, AHS 143/AST 143, AHS 144/AST 144, AHS 146/AST 147, AHS 147, AHS 155, AHS 156, AHS 157, AHS 158, ~~AHS 159~~
(2) Early Modern: AHS 113, AHS 116/ LNST

PROPOSED:

The major requirements for the B.A. in Art History are as follows: (52 units)

No change

2. Upper-division requirements (40 units)

No change

No change

(1) Pre-modern: AHS 112/ANTH 151/LNST 112, AHS 116/LNST 116, AHS 117/ANTH 157/LNST 117, AHS 125, AHS 126, AHS 133/ANTH 161/GSST 130/HISE 149, AHS 138/AST 138, AHS 139/AST 139, AHS 143/AST 143, AHS 144/AST 144, AHS 146/AST 147, AHS 147, AHS 155, AHS 156, AHS 157, AHS 158,
(2) Early Modern: AHS 113, AHS 116/ LNST

116, AHS 117/ANTH 157/LNST 117, AHS 125, AHS 126, AHS 133/ANTH 161/GSST 130/HISE 149, AHS 134/HISE 134, AHS 138/AST 138, AHS 139/AST 139, AHS 143/AST 143, AHS 144/AST 144, ~~AHS 145/AST 146~~, AHS 146/AST 147, AHS 158, AHS 160, AHS 161, AHS 162, AHS 163, AHS 165/HISE 133/WMST 170, AHS 167, ~~AHS 168, AHS 169~~, AHS 170, AHS 171, AHS 172, AHS 173, AHS 177

(3) Modern/Contemporary: AHS 107, AHS 114/LNST 114, AHS 115/LNST 115, AHS 116/LNST 116, AHS 120/EUR 110B/CPLT 110B/MCS 178/GER 110B, AHS 124/LNST 124, AHS 133/ANTH 161/GSST 130/HISE 149, AHS 134/HISE 134, AHS 135, AHS 136/MCS 137, AHS 137/MCS 138, AHS 138/AST 138, AHS 144/AST 144, ~~AHS 145/AST 146~~, AHS 146/AST 147, AHS 158, AHS 175, AHS 176/MCS 176, AHS 177, AHS 178/URST 178, AHS 179, AHS 180, AHS 181, AHS 182, AHS 183, AHS 184/URST 184, ~~AHS 185/URST 185~~, AHS 186/MCS 186, AHS 188, AHS 189 (E- Z), AHS 191

3. Twelve (12) elective units of upper-division course work in Art History chosen from the three major areas:

Justification:

COURSE AHS145/AST146, AHS168, AHS169, AHS185/URST185 DISCONTINUED EFFECTIVE FALL 2024

Approvals:

Approved by the faculty of the Department of Art History:
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:
Approved by the Committee on Educational Policy:

116, AHS 117/ANTH 157/LNST 117, AHS 125, AHS 126, AHS 133/ANTH 161/GSST 130/HISE 149, AHS 134/HISE 134, AHS 138/AST 138, AHS 139/AST 139, AHS 143/AST 143, AHS 144/AST 144, AHS 146/AST 147, AHS 158, AHS 160, AHS 161, AHS 162, AHS 163, AHS 165/HISE 133/WMST 170, AHS 167, AHS 170, AHS 171, AHS 172, AHS 173, AHS 177

(3) Modern/Contemporary: AHS 107, AHS 114/LNST 114, AHS 115/LNST 115, AHS 116/LNST 116, AHS 120/EUR 110B/CPLT 110B/MCS 178/GER 110B, AHS 124/LNST 124, AHS 133/ANTH 161/GSST 130/HISE 149, AHS 134/HISE 134, AHS 135, AHS 136/MCS 137, AHS 137/MCS 138, AHS 138/AST 138, AHS 144/AST 144, AHS 146/AST 147, AHS 158, AHS 175, AHS 176/MCS 176, AHS 177, AHS 178/URST 178, AHS 179, AHS 180, AHS 181, AHS 182, AHS 183, AHS 184/URST 184, AHS 186/MCS 186, AHS 188, AHS 189 (E- Z), AHS 191

3. Twelve (12) elective units of upper-division course work in Art History chosen from the three major areas:

January 26, 2024

February 26, 2024

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Art History/Administrative Studies Major

PRESENT:

1. Art History/Administrative Studies Major

The major requirements for the B.A. degree in Art History/Administrative Studies are as follows:

Art History requirements (48 units)

1. Lower-division requirements (12 units): one lower-division course in each of the three major areas. Note: No course that appears in more than one area can be repeated

a) Pre-modern: AHS 013, AHS 015, AHS 016, AHS 017A or AHS 017HA, AHS 017B or AHS 017HB, AHS 018/AST 018, AHS 027/ ANTH 027/LNST 027, AHS 030/HIST 027/ CLA 017

b) Early Modern: AHS 013, AHS 015, AHS 016, AHS 017B or AHS 017HB, AHS 017C or AHS 017HC, AHS 023, AHS 028/LNST 028

c) Modern/Contemporary: AHS 008, AHS 017C, AHS 020/MCS 023, AHS 021/URST 021, AHS 023, AHS 028/LNST 028

2. Upper-division requirements (36 units)

a) AHS 192, Junior and Senior Seminar (4 units)

b) Two courses (24 units total) in each of the major areas (Pre-modern, Early Modern, Modern/Contemporary) Note: No course that appears in more than one area can be repeated.

c) Eight (8) elective units of upper-division course work in Art History chosen from the three major areas.

Administrative Studies requirements (37 units)

1. Lower-division requirements (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

PROPOSED:

1. Art History/Administrative Studies Major

The major requirements for the B.A. degree in Art History/Administrative Studies are as follows:

Art History requirements (48 units)

1. Lower-division requirements (12 units): one lower-division course in each of the three major areas. Note: No course that appears in more than one area can be repeated

a) Pre-modern: AHS 013, AHS 015, AHS 016, AHS 017A or AHS 017HA, AHS 017B or AHS 017HB, AHS 018/AST 018, AHS 027/ ANTH 027/LNST 027, AHS 030/HIST 027/ CLA 017

b) Early Modern: AHS 013, AHS 015, AHS 016, AHS 017B or AHS 017HB, AHS 017C or AHS 017HC, AHS 023, AHS 028/LNST 028

c) Modern/Contemporary: AHS 008, AHS 017C, AHS 020/MCS 023, AHS 021/URST 021, AHS 023, AHS 028/LNST 028

2. Upper-division requirements (36 units)

a) AHS 192, Junior and Senior Seminar (4 units)

b) Two courses (24 units total) in each of the major areas (Pre-modern, Early Modern, Modern/Contemporary) Note: No course that appears in more than one area can be repeated.

c) Eight (8) elective units of upper-division course work in Art History chosen from the three major areas.

Administrative Studies requirements (37 units)

1. Lower-division requirements (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 ECON130 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 ANTH127S or ANTH 131

These two courses must be outside the discipline of Art History 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, ~~POSC182,~~ 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
- (6) **Financial Accounting:** BUS 108, BUS 165A, BUS 165B, BUS 165C, BUS 167
- (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/

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 ECON130 or ECON 162/BUS 162
- (2) PSYC 140 or PSYC 142
- (3) SOC 150 or SOC 151
- (4) POSC 181 or POSC 182E or POSC 182G or POSC 183 or POSC 186
- (5) ANTH 127 or ANTH127S or ANTH 131

These two courses must be outside the discipline of Art History 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 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151
- (2) **Human Resources Management/ Labor Relations:** 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 100W, BUS 102, BUS 107, PHIL 116, POSC182E POSC 182G, 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 124A, 124B, 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
- (6) **Financial Accounting:** BUS 108, BUS 165A, BUS 165B, BUS 165C, BUS 167
- (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

Note: In filling the dual requirements of the major students may not count more than two courses toward both parts of their total requirements (Art History requirements and Administrative Studies requirements).

STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

Note: In filling the dual requirements of the major students may not count more than two courses toward both parts of their total requirements (Art History requirements and Administrative Studies requirements).

Justification:

- Removed 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;

Approvals:

Approved by the faculty of the Department of Art History:

January 25, 2024

Approved by the faculty of the Program of Administrative Studies:

December 15, 2023

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:

March 1, 2024

Approved by the Committee on Educational Policy:

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Art History/Religious Studies Major

PRESENT:

Major Requirements

The major requirements for the B.A. degree in Art History/Religious Studies are as follows:

Asian Concentration (52 units)

1. **Lower-division requirements (12 units)** AHS 015, AST 030/CHN 030, RLST 005
2. **Upper-division requirements (40 units)**
 - a) Art History (16 units): AHS 125, AHS 126, AHS 138/AST 138, AHS 139/AST 139, AHS 143/AST 143, AHS 144/AST 144, ~~AHS 145/AST 146~~, AHS 146/AST 147, CPLT 141
 - b) Religious Studies (24 units): choose from RLST 101, RLST 103, RLST 105, RLST 106, RLST 142/AST 142/CHN 142, RLST 144/CPLT 144
3. **Optional 190-level work in either Art History or Religious Studies**

Student-designed Comparative Concentration (52 units)

1. **Lower-division requirements (12 units)**
 - a) Art History, choose at least 4 units: AHS 013, AHS 015, AHS 017A or AHS 017HA, AHS 017B or AHS 017HB, AHS 017C or AHS 017HC, AST 030/CHN 030
 - b) Religious Studies, choose at least 4 units: RLST 005, RLST 007, RLST 010
2. **Upper-division requirements (40 units)**
 - a) Art History, choose at least 12 units: AHS 139/AST 139, AHS 143, AHS 155, AHS 156, AHS 157, ~~AHS 159~~, AHS 160, AHS 161, AHS 162, AHS 163, AHS 164, AHS 167, ~~AHS 169~~, AHS 170, AHS 171, AHS 172, AHS 173 CPLT 141
 - b) Religious Studies, choose at least 12 units: RLST 100, RLST 101, RLST 103, RLST 105, RLST 106, RLST 111, RLST 121, RLST 128 (E-Z), RLST 130, RLST 131, RLST 135/ HISE 130, RLST 136, RLST 142/AST 142/ CHN 142, RLST 144/CPLT 144
3. **Optional 190-level work in either Art History**

PROPOSED:

Major Requirements

The major requirements for the B.A. degree in Art History/Religious Studies are as follows:

Asian Concentration (52 units)

- No Change
2. **Upper-division requirements (40 units)**
 - a) Art History (16 units): AHS 125, AHS 126, AHS 138/AST 138, AHS 139/AST 139, AHS 143/AST 143, AHS 144/AST 144, AHS 146/AST 147, CPLT 141
 - b) Religious Studies (24 units): choose from RLST 101, RLST 103, RLST 105, RLST 106, RLST 142/AST 142/CHN 142, RLST 144/CPLT 144
- No change

Student-designed Comparative Concentration (52 units)

- No change
2. **Upper-division requirements (40 units)**
 - a) Art History, choose at least 12 units: AHS 139/AST 139, AHS 143, AHS 155, AHS 156, AHS 157, AHS 160, AHS 161, AHS 162, AHS 163, AHS 164, AHS 167, AHS 170, AHS 171, AHS 172, AHS 173 CPLT 141
 - b) Religious Studies, choose at least 12 units: RLST 100, RLST 101, RLST 103, RLST 105, RLST 106, RLST 111, RLST 121, RLST 128 (E-Z), RLST 130, RLST 131, RLST 135/ HISE 130, RLST 136, RLST 142/AST 142/ CHN 142, RLST 144/CPLT 144
 3. **Optional 190-level work in either Art History**

or Religious Studies

Western Concentration (At least 52 units)

1. Lower-division requirements (16 units)

a) Art History: AHS 017A or AHS 017HA, AHS 017B or AHS 017HB, AHS 017C or AHS 017HC, AHS 030

b) Religious Studies, choose at least 4 units: RLST 007, RLST 010

2. Upper-division requirements (36 units)

a) Art History (16 units): choose from AHS 155, AHS 156, AHS 157, ~~AHS 159~~, AHS 160, AHS 161, AHS 162, AHS 163, AHS 164, AHS 167, AHS 170, AHS 171, AHS 172

b) Religious Studies (20 units): choose from RLST 100, RLST 111, RLST 121, RLST 128 (E-Z), RLST 130, RLST 131, RLST 135/ HISE 130, RLST 136

3. Optional 190-level work in either Art History or Religious Studies

or Religious Studies

Western Concentration (At least 52 units)

No change

2. Upper-division requirements (36 units)

a) Art History (16 units): choose from AHS 155, AHS 156, AHS 157, AHS 160, AHS 161, AHS 162, AHS 163, AHS 164, AHS 167, AHS 170, AHS 171, AHS 172

b) Religious Studies (20 units): choose from RLST 100, RLST 111, RLST 121, RLST 128 (E-Z), RLST 130, RLST 131, RLST 135/ HISE 130, RLST 136

3. Optional 190-level work in either Art History or Religious Studies

Justification:

Changes made due to courses being discontinued at the request of the NOFY report. AHS145/AST146, AHS159, and AHS169 deleted.

Approvals:

Approved by the faculty of the Department of Art History:

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:

Approved by the Committee on Educational Policy:

January 26, 2024

February 26, 2024

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to BA & BS Anthropology Major

PRESENT:

The major requirements for the B.A. and B.S. degrees in Anthropology are as follows:

1. Lower-division requirements (four courses [at least 16 units])
 - a) ANTH 001, ANTH 001H, or ANTH 001W, ANTH 002, ANTH 005, and ANTH 007 or ANTH 007S with a grade of C- or better in each

2. Upper-division requirements
 - a) One theoretical/history course ANTH 100 or ANTH 100W.
 - b) One methods course; ANTH 165E, ANTH 165F, ANTH 165G, or ANTH 165I
 - c). One regional course; ANTH 115E-Z or ANTH 140E-Z

3. At least 6 courses (24 units) in one area of concentration
 - a) Four field approach to anthropology
 - 1) At least one upper-division course in each of the subdisciplines of anthropology:
 - (a) Archaeology
 - (b) Biological anthropology
 - (c) Cultural and social anthropology
 - (d) Linguistic anthropology
 - 2) Two courses (at least 8 units) of upper-division Anthropology for the B.A.; three courses (at least 12 units) for the B.S.

- b) Medical Anthropology
 - 1) At least two upper division courses in two different subdisciplines of anthropology:
 - (a) Archaeology
 - (b) Biological anthropology
 - (c) Cultural and social anthropology
 - (d) Linguistic anthropology
 - 2) At least four upper division courses for a B.A. with a concentration in Medical

PROPOSED:

The major requirements for the B.A. and B.S. degrees in Anthropology are as follows:

No Change

No Change

No Change

No Change

Anthropology (at least 16 units); five courses (at least 20 units) for the B.S. selected from the following:

- (a) ANTH 144 E-Z courses
- (b) GSST 171

c) Black and Black Diaspora Studies

1) At least two upper division courses in two different subdisciplines of anthropology:

No Change

- (a) Archaeology
- (b) Biological anthropology
- (c) Cultural and Social anthropology
- (d) Linguistic anthropology

2) At least four upper division courses in Black and Black Diaspora Studies (at least 16 units); for a B.A. with a concentration in Black and Black Diaspora Studies (at least 16 units); five courses (at least 20 units) for the B.S. selected from the following:

- (a) ANTH 142 E-Z courses
- (b) ANTH 144F, ANTH 144I, ANTH 144K, ANTH 144O

2) At least four upper division courses in Black and Black Diaspora Studies (at least 16 units); for a B.A. with a concentration in Black and Black Diaspora Studies (at least 16 units); five courses (at least 20 units) for the B.S. selected from the following:

- (a) ANTH 142 E-Z courses
- (b) ANTH 144F, ANTH 144I/SEHE 181, ANTH 144K/SEHE 182, ANTH 144O

The title of the Anthropology major will be entered on the official degree list and on the official transcript. Diplomas will read “Anthropology” with the individual field of concentration specified where appropriate (Medical Anthropology or Black and Black Diaspora Studies).

No Change

Justification:

This crosslisting will serve majors in the new Department of Society, Environment and Health Equity and ANTH dept BA & BS majors.

Approvals:

Approved by the faculty of the Department of Anthropology:

December 1, 2023

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:

February 7, 2024

Approved by the Committee on Educational Policy:

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Comparative Ancient Civilizations Major

PRESENT:

1. Lower-division requirements (20 units): CPLT 001 or CPLT 001W, 1 lower-division CPLT course, and any three from ANTH 003, ~~ANTH 004~~, AST 030/CHN 030, CLA 010A, CLA 010B, CLA 010C, CPLT 017A
2. Upper-division requirements (44 units)
 - a. At least 16 units from CPAC 102/CLA 102, CPAC 112/CLA 113/HISE 113, CPAC 121/CLA 121/ POSC 121, CPAC 132/AST 132/CHN 132/CLA 132, CPAC 133/HISE 114, CPAC 134/HIST 110, CPAC 141/AST 141/CHN 141/CLA 141/AST 145/ POSC 140
 - b. CPLT 193 (4 units). (CPLT 196 strongly recommended but not required)
 - c. The balance (24 units) from any of the following upper-division courses in related disciplines; students are recommended, in consultation with their advisor, to focus on one or two ancient civilizations in related courses to obtain special depth in those areas. Since related course offerings in these areas are often added, some of the most recent courses acceptable to fulfill this requirement may not be listed and students are advised to consult with the major advisor.

Anthropology

ANTH 110
ANTH 117
ANTH 144E

Art History

AHS 144/AST 144
AHS 146/AST 147

PROPOSED:

1. Lower-division requirements (20 units): CPLT 001 or CPLT 001W, 1 lower-division CPLT course, and any three from ANTH 003, AST 030/CHN 030, CLA 010A, CLA 010B, CLA 010C, CPLT 017A

No Change

No Change

AHS 147
AHS 148
AHS 155

Asian Studies

AST 107/CHN 107/RLST 107
AST 136/CHN 136
AST 142/CHN 142/RLST 142
AST 144/AHS 144
AST 147/AHS 147
AST 148/CHN 148

Chinese

CHN 107/AST 107/RLST 107
CHN 142/AST 142/RLST 142
CHN 148/AST 148

Classics

CLA 100/HISE 110
CLA 112/CPLT 112/RLST 117
CLA 113/CPAC 112/HISE 113
CLA 114/CPLT 114
CLA 120 (E-Z)
CLA 121/CPAC 121/POSC 121
CLA 132/CPAC 132/AST 132/CHN 132
CLA 141/CPAC 141/AST 145/CHN 141/POSC 140

Comparative Literature

CLA 112/CPLT 112/RLST 117
CLA 114/CPLT 114

English

ENGL 100 (E-Z)
ENGL 149
ENGL 151A
ENGL 151B

Ethnic Studies

ETST 115 (E-Z)/HISA 144 (E-Z)

Greek

GRK 101 (E-Z)

History

HISA 144 (E-Z)/ETST 115 (E-Z)
HISE 110/CLA 100
HISE 115
HISE 116
HISE 117
HISE 150

HISE 171
HIST 110/CPAC 134
HIST 180
HIST 181

Latin

LATN 101 (E-Z)
LATN 135

Philosophy

PHIL 120 (E-Z)
PHIL 122E

Political Science

POSC 110

Religious Studies

RLST 101
RLST 106
RLST 107/AST 107/CHN 107
RLST 111
RLST 117/CLA 112/CPLT 112
RLST 121
RLST 124 (E-Z)
RLST 128E
RLST 130
RLST 131
RLST 136
RLST 142/AST 142/CHN 142

Justification:

ANTH 004 was discontinued in Fall 2016 and is still appearing in the general catalog, received directive from the course specialist, Melinda Miller, to ensure this catalog was submitted.

Approvals:

Approved by the faculty of the Department of Comparative
Literature & Languages:

January 10, 2023

Approved by the Executive Committee of the College of Humanities,
Arts, and Social Sciences:

February 7, 2024

Approved by the Committee on Educational Policy:

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Creative Writing Major

PRESENT:

The major requirements for the B.A. degree in Creative Writing are as follows:

Prerequisite courses: CRWT 056 or equivalent, and ENGL 001A or equivalent.

1. Lower-division requirements (20 units; five courses)

Two Creative Writing survey courses from CRWT 046S, CRWT 047S, or CRWT 048S, CRWT 046, CRWT 047 or CRWT 048

and

Two Creative Writing introductory courses from CRWT 057A, CRWT 057B, or CRWT 057C

and

One literature survey course from CRWT 012/CPLT 012, CRWT 040 or CRWT 040S, CRWT 041, CRWT 042, CRWT 043, CRWT 044, CRWT 045, CRWT 076, ENGL 014, ~~ENGL 015~~, ENGL 017, CRWT 097H

2. Upper-division requirements (36 units)

a) Three workshop courses in primary genre:

Creative Nonfiction

CRWT 130, CRWT 132, CRWT 134

or

Poetry

CRWT 150, CRWT 160, CRWT 170

or

Fiction

CRWT 152, CRWT 162, CRWT 172

b) One workshop in second genre: CRWT 130, CRWT 132, CRWT 134, CRWT 150, CRWT 152, CRWT 160, CRWT 162*, CRWT 170*, CRWT 172*

* These workshops may be repeated; however, only 4 units total can be applied to the major.

c) One workshop in third genre: CRWT 130,

PROPOSED:

[no change]

[no change]

[no change]

[no change]

[no change]

One literature survey course from CRWT 012/CPLT 012, CRWT 040 or CRWT 040S, CRWT 041, CRWT 042, CRWT 043, CRWT 044, CRWT 045, CRWT 076, ENGL 014, ENGL 017, CRWT 097H

[no change]

[no change]

[no change]

[no change]

CRWT 132, CRWT 134, CRWT 150, CRWT 152,
CRWT 160, CRWT 162*, CRWT 170*, CRWT
172*

* These workshops may be repeated; however, only
4 units total can be applied to the major.

d) Three upper-division courses in Creative
Writing: CRWT 136, CRWT 143, CRWT 146,
CRWT 151, CRWT 155, CRWT 164A/TFDP
164A, CRWT 164B/TFDP 164B, CRWT
164C/TFDP 164C, CRWT 165, CRWT 171,
CRWT 173, CRWT 174, CRWT 175, CRWT 176,
CRWT 180, CRWT 182, CRWT 185, CRWT
187/CPLT 187, CRWT 191 (may be taken twice
but used only once for major credit), CRWT 198I
(may be taken only once, for 4 units)

e) Four (4) units of CRWT 195 or CRWT 195H
(Senior Honors Thesis) or any upper division
course in another subject area outside of Creative
Writing

Justification:

ENGLISH DEPT DISCONTINUED ENGL 015 HAS TO REMOVE SINCE IT NO LONGER EXISTS

Approvals:

Approved by the faculty of the Department of Creative Writing:

December 1, 2023

Approved by the Executive Committee of the College of Humanities,
Arts, and Social Sciences:

February 7, 2024

Approved by the Committee on Educational Policy:

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Economics/Administrative Studies Major

PRESENT:

In order to receive a B.A. degree in Economics/Administrative Studies students must fulfill the following requirements:

Economics requirements (12 courses, 55 units)

1. ECON 002 or ECON 002H, ECON 003 or ECON 003H with grades of C- or better
2. ECON 104A, ECON 104B, ECON 105A
3. Four additional upper-division courses in Economics worth 4 or 5 units each, including at least two that have either ECON 104A or ECON 105A or ECON 107 as a prerequisite. ECON 102, 103, and 190 cannot be used to meet this requirement.
4. ECON 101, ECON 107
5. One of MATH 009A, MATH 009HA, or equivalent

Note: Up to 4 units of internship credit may be counted toward the upper-division electives in Economics

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

PROPOSED:

In order to receive a B.A. degree in Economics/Administrative Studies students must fulfill the following requirements:

Economics requirements (12 courses, 55 units)

1. ECON 002 or ECON 002H, ECON 003 or ECON 003H with grades of C- or better
2. ECON 104A, ECON 104B, ECON 105A
3. Four additional upper-division courses in Economics worth 4 or 5 units each, including at least two that have either ECON 104A or ECON 105A or ECON 107 as a prerequisite. ECON 102, 103, and 190 cannot be used to meet this requirement.
4. ECON 101, ECON 107
5. One of MATH 009A, MATH 009HA, or equivalent

Note: Up to 4 units of internship credit may be counted toward the upper-division electives in Economics

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 ECON130 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 Sociology 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,~~ 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,~~ BUS 100W, BUS 102, BUS 107, PHIL 116, POSC182, 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

(6) **Financial Accounting:** BUS 108, BUS 165A, BUS 165B, BUS 165C, BUS 167

(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

Note: In filling the dual requirements of the

or ECON130 or ECON 162/BUS 162

(2) PSYC 140 or PSYC 142

(3) SOC 150 or SOC 151

(4) POSC 181 or POSC 182E or POSC 182G or POSC 183 or POSC 186

(5) ANTH 127 or ANTH 127S or ANTH 131
These two courses must be outside the discipline of Sociology 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 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151

(2) **Human Resources Management/ Labor Relations:** 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 100W, BUS 102, BUS 107, PHIL 116, POSC 182E or POSC 182G, 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 124A, BUS 124B, 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

(6) **Financial Accounting:** BUS 108, BUS 165A, BUS 165B, BUS 165C, BUS 167

(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

Note: In filling the dual requirements of the major

selected major, students may not count more than two courses toward both parts of their total requirements. (This limitation applies to specified Economics requirements and specified Administrative Studies requirements, but does not apply to the required Mathematics and Statistics courses.)

students may not count more than two courses toward both parts of their total requirements. (This limitation applies to specified Economics requirements and specified Administrative Studies requirements, but does not apply to the required Mathematics and Statistics courses.)

Justification:

- Removed BUS 100 as the course has been discontinued
- Updated POSC 182 to note it is an E-Z course
- Update the inclusion of BUS 124 as it has been split into BUS 124A and BUS 124B

Approvals:

Approved by the faculty of the Department of Economics:	January 10, 2024
Approved by the faculty of the Program of Administrative Studies:	December 15, 2023
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:	March 1, 2024
Approved by the Committee on Educational Policy:	April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to English Major

PRESENT:

The major requirements for the B.A. in English are as follows:

1. **Lower-division requirements (at least 13 units, but no more than 20 units):**
 - a. ~~English 020A, ENGL 020B, and ENGL 020C or their equivalent. These courses are normally required of all English majors as a prerequisite to upper-division courses.~~
2. **Upper-division requirements (35-46 units):**
 - a. ENGL 102, or 102W. This course should normally be taken prior to or concurrently with the student's first upper-division English course.
 - b. ~~Four courses; one course from each of the following areas:~~
 - i. ~~English Literature to 1660: ENGL 117A, ENGL 117B, ENGL 117C, ENGL 117T, ENGL 149, ENGL 151A, ENGL 151B, ENGL 151C, ENGL 152, ENGL 153, ENGL 154~~
 - ii. ~~English Literature 1660-1900: ENGL 125A, ENGL 125B, ENGL 161A, ENGL 161B, ENGL 161T, ENGL 166A, ENGL 166B, ENGL 166T, ENGL 172A, ENGL 172B, ENGL 172T~~
 - iii. ~~American Literature to 1900: ENGL 120A, ENGL 126A, ENGL 127A, ENGL~~

PROPOSED:

The major requirements for the B.A. in English are as follows:

1. **Lower-division requirements (at least 13 units, but no more than 20 units):**
 - a. Any three of the following courses
 1. ENGL 020A British Empire
 2. ENGL 020B America Literature & Culture
 3. ENGL 020C Alternative Critical Perspectives
 4. ENGL 021 Asian American
 5. ENGL 022 Native American/Indigenous
 6. ENGL 023 African American
 7. ENGL 024 Chicanx
 8. ENGL 025 LGBTQI
 9. ENGL 033 Multimodal Literacies
2. **Upper-division requirements (35-46 units):**
 - a. ENGL 102, or 102W. This course should normally be taken prior to or concurrently with the student's first upper-division English course.
 - b. Two courses covering material from before 1900, chosen from the following: ENGL 112, ENGL 117A, ENGL 117B, ENGL 117C, ENGL 117D, ENGL 117T, ENGL 120A, ENGL 127A, ENGL 130, ENGL 131, ENGL 132, ENGL 149, ENGL 151A, ENGL 151B, ENGL 151C, ENGL 151D, ENGL 152, ENGL 153, ENGL 154, ENGL 161, ENGL 166A, ENGL 166B, ENGL 166T, ENGL 172, ENGL 172T

130, ENGL 131, ENGL 132, ENGL 138A

iv. ~~Literature after 1900: ENGL 120B, ENGL 120T, ENGL 125C, ENGL 126B, ENGL 127B, ENGL 127C, ENGL 129C, ENGL 133, ENGL 134, ENGL 135, ENGL 136, ENGL 136T, ENGL 138B, ENGL 138T, ENGL 139, ENGL 139T, ENGL 176A, ENGL 176B, ENGL 176C~~

e. ~~One course on literature and related fields, including theory, or on a literary theme or genre, postcolonial literature, literature and gender, or literature and sexuality, to be chosen from among the following: ENGL 100, ENGL 101, ENGL 104, ENGL 121, ENGL 122 /LGBS 122, ENGL 124A, ENGL 124B, ENGL 127T, ENGL 140, ENGL 141, ENGL 142, ENGL 143, ENGL 144 (E-Z), ENGL 145 (E-Z)/MCS 145 (E-Z), ENGL 146/MCS 146, ENGL 179A, ENGL 179SA, ENGL 179B~~

~~f.~~ Race and Ethnicity Requirement: This course can also count towards requirements 2b or 2c or 2f.-This course is to be chosen from among the following: ENGL 120A, ENGL 120B, ENGL 120T, ENGL 121, ENGL 122, ENGL 136, ENGL 136T, ENGL 138A, ENGL 138B, ENGL 138T, ENGL 139, ENGL 139T, ~~ENGL 140, ENGL 144 (E-Z),~~ ENGL 145K

~~e.~~ English 188: Literature and the Professions or English 189: Capstone Research Seminar.

~~f.~~ Additional Upper Division Courses: ~~Four~~ additional upper-division English courses worth 4 units each. Only 4 units from ~~either ENGL 103 or any upper-division 4-unit Creative Writing course~~ will be accepted toward the fulfillment of this requirement. One course worth 4 units of ENGL 190 may be counted toward this requirement. Proposals for ENGL 190 must be approved by a sponsoring faculty member and the department chair. If the student wishes to offer units from ENGL 190 as part of the additional upper-division courses, a copy of an approved petition will be placed in the student's file.

c. Race and Ethnicity Requirement: This course can also count towards requirements 2b or 2c or 2f.-This course is to be chosen from among the following: ENGL 120A, ENGL 120B, ENGL 120T, ENGL 121, ENGL 122, ENGL 136A, ENGL 136B, ENGL 136T, ENGL 137, ENGL 138A, ENGL 138B, ENGL 138C, ENGL 138T, ENGL 139, ENGL 139T, ENGL 144, ENGL 145K, ENGL 186

d. English 188: Literature and the Professions or English 189: Capstone Research Seminar.

e. Additional Upper Division Courses: Seven additional upper-division English courses worth 4 units each. Only 4 units from ENGL 103 will be accepted toward the fulfillment of this requirement. One course worth 4 units of ENGL 190 may be counted toward this requirement. Proposals for ENGL 190 must be approved by a sponsoring faculty member and the department chair. If the student wishes to offer units from ENGL 190 as part of the additional upper-division courses, a copy of an approved petition will be placed in the student's file.

Students are not allowed more than 20 units at the lower-division level.

Students are not allowed more than 20 units at the lower-division level.

~~Students are encouraged to take at least one of the following as a college breadth requirement or as an elective: CLA 027A, CLA 027B, CLA 040; CPLT 017A, CPLT 017B, CPLT 017C; ETST 114, ETST 120, ETST 124, ETST 138, ETST 170, ETST 183; or any literature course in a language other than English. Students are also encouraged to take a course in British or American history, such as HIST 017A, HIST 017B, HISE 150, HISE 151, HISE 152.~~

Each student works with the Undergraduate Academic Advisor and the Faculty Advisor for help in shaping a program and following it through to graduation. Students should see the advisors on a regular basis, normally once per quarter prior to registration. Information about times and meeting places for advisors is posted online and is available in the department office from the undergraduate academic advisor

Each student works with the Undergraduate Academic Advisor and the Faculty Advisor for help in shaping a program and following it through to graduation. Students should see the advisors on a regular basis, normally once per quarter prior to registration. Information about times and meeting places for advisors is posted online and is available in the department office from the undergraduate academic advisor

Justification:

This revision to our major is made at the conclusion of a three-year project to revise and update our curriculum. Consistent with the changes we have made to our minor, we have broadened the range of lower-division courses that can be acceptable for the major. The new courses now included alongside the previous requirements of ENGL 20A/B/C reflect changes in the field related to de-centering canonical British and American literatures as the most important aspects of the discipline. We have also stopped recommending a range of courses from other Departments as that list, too, reflected older ways of conceptualizing our discipline. We feel that our revised and updated curriculum allows us to cover the necessary context within our own course. Finally, we have simplified the period requirements to reflect the lesser importance of periodization in how we conceive of the knowledge students gain in the degree. And we have eliminated the “related fields” requirement as all students will inevitably achieve such coverage by taking a sufficient number of classes in the major, and we wanted students to have maximum flexibility to aid in timely degree completion.

Approvals:

Approved by the faculty of the Department of English:

June 5, 2023

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:

February 7, 2024

Approved by the Committee on Educational Policy:

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to English Minor

PRESENT:

The English minor is designed to provide an overview of English and American literature, an opportunity for the exercise of disciplined literary analysis, and a varied experience of the best literature in English.

1. Lower-division requirements (14 units)
 - a. ~~Two courses chosen from ENGL 020A, ENGL 020B, ENGL 020C~~
 - b. ~~One course chosen from ENGL 012, ENGL 014, ENGL 015, ENGL 022, ENGL 033/MCS 033~~

2. Upper-division requirements (16 units)
 - a. Four courses of upper-division English. Only four (4) units from ENGL 103 or ENGL 190 will be accepted toward fulfillment of this requirement. Proposals for ENGL 190 must be approved by a sponsoring faculty member and the department chair. If the student wishes to offer units from ENGL 190 as part of the 16 units, a copy of the approved petition will be placed in the student's file.

PROPOSED:

The English minor is designed to provide an overview of English and American literature, an opportunity for the exercise of disciplined literary analysis, and a varied experience of the best literature in English.

1. Lower-division requirements (14 units)
 - a. ENGL 012 Introduction to Literature or ENGL 014 North American Writers
 - b. Any two of the following courses:
 - ENGL 020A British Empire
 - ENGL 020B America Literature & Culture
 - ENGL 020C Alternative Critical Perspectives
 - ENGL 021 Asian American
 - ENGL 022 Indigenous
 - ENGL 023 African American
 - ENGL 024 Chicana
 - ENGL 025 LGBTQI
 - ENGL 033 Multimodal Literacies

No Change

See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors. No Change

Justification:

This revision to our minor is made at the conclusion of a three-year project to revise and update our curriculum. Consistent with the changes we have made to our major, we have broadened the range of lower-division courses that can be acceptable for the minor. The new courses now included alongside the previous requirements of ENGL 20A/B/C reflect changes in the field related to de-centering canonical British and American literatures as the most important aspects of the discipline.

Approvals:

Approved by the faculty of the Department of English:	October 23, 2023
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:	February 7, 2024
Approved by the Committee on Educational Policy:	April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Environmental Studies

PRESENT:

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/SEHE 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

PROPOSED:

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

b) [no change]

c) one additional science course with a lab or STAT 004, SEHE 005/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

b) One of the following: GSST 171/SEHE 105, SEHE 106 or SEHE 106S

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

i) Climate Studies; GSST 173/SEHE 141, ~~NAHS 171~~/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/~~SEHE 123~~, 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 128, SOC 128S, 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

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

i) Climate Studies; ENGR 171/~~NASC 171~~/PBPL 171, GSST 173/SEHE 141, SEHE 116, SEHE 131,-SEHE 132

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

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

iv) Environmental Humanities; AST 180/JPN 180/MCS, 180, ENGL 120A, ENGL 120T, GSST 161, GSST 181/SEHE 142, MCS 108, MCS 117, MCS 170, MCS 175/SEHE 143/SPN 125

v) [no change]

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, ETST 128/SOC 128, ETST 128S/SOC 128S, SOC 161

e) [no change]

f) At least four units of SEHE 190 or SEHE 198-I

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.

SEHE 106 or SEHE 106S; 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, SEHE 106 or SEHE 106S; 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: Removed courses and cross-listings that will not be approved by May 2024 (SEHE 001S, SEHE 101S, SEHE 105S, SEHE 120, SEHE 130, SEHE 135, SEHE 140, SEHE 193, SEHE 195H, SEHE 198G; GSST 161/SEHE 123. Corrected code spelling error for NASC 171. Inserted missing cross listings for ETST 128/SOC 128, ETST 128S/SOC 128S, GSST 171/SEHE 105, MCS 175/SEHE 143/SPN 125. Please note that additional capstone options have been or will be submitted for approval for 2024-2025, including SEHE 193, SEHE 195H, SEHE 198I and SEHE 198G. We will submit a curriculum revision as soon as those courses are approved.

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 Academic Senate: February 27, 2024

Revision submitted to CHASS FEC: April 2, 2024

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: April 12, 2024

Approved by the Committee on Educational Policy: May 2, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted: Proposed Changes to Minor in Environmental Studies

PRESENT:

Minor Requirements (20 units)

1) Lower-division requirement (1 course, 4 units)
SEHE 001

2) Upper-division requirement (4 courses, at least
16 units)

i) Climate Studies; GSST 173/SEHE 141,
~~NAHS 171~~/ENGR 171/PBPL 171, 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
POSC 139S/SEHE 139S; GSST 131/~~SEHE 140~~

iv) Environmental Humanities; AST 180/JPN
180/MCS, 180, ENGL 120A, ENGL 120T,
GSST 161/~~SEHE 123~~, 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

PROPOSED:

Minor Requirements (20 units)

1) [no change]

2) Upper-division requirement (4 courses, at least
16 units)

i) Climate Studies; GSST 173/SEHE 141, NASC
171/ENGR 171/PBPL 171, SEHE 116, SEHE
131, SEHE 132

ii) Environmental Justice; ETST 179, GSST
171/SEHE 105, POSC 137/SEHE 137 or POSC
137S/SEHE 137S, SEHE 110, SEHE 106 or
SEHE 106S, SEHE 129

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

iv) Environmental Humanities; AST 180/JPN
180/MCS, 180, ENGL 120A, ENGL 120T,
GSST 161, GSST 181/SEHE 142, MCS 108,
MCS 117, MCS 170, MCS 175/SEHE 143/SPN
125

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

Justification:

Removed courses and cross-listings that will not be approved by May 2024 (SEHE 120, SEHE 130, GSST 161/SEHE 123, SEHE 135, SEHE 140); corrected misspelled code (NASC 171) and inserted a missing cross-listing (MCS 175/SEHE 143/SPN 125). Corrected alphabetical order. Inserted three courses omitted by mistake (GSST 171/SEHE 105, SEHE 106 or 106S, SEHE 129).

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 Academic Senate: February 27, 2024

Revision submitted: April 2, 2024

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: April 12, 2024

Approved by the Committee on Educational Policy: May 2, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Global and Community Health

PRESENT:

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, ~~CNS~~ 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.

PROPOSED:

Major Requirements

1) Lower-Division Requirements (4 courses, 16 units)

a) [no change]

b) [no change]

c) One course (4 units) in natural science from the following: BCH 010, BIOL 030, BIOL 034, BIOL 040, BPSC 011, BPSC 021, BPSC 050/ENTM 050, CBNS 004, CBNS 010, CHEM 003, ENSC 001, ENSC 002, ENSC 004, GEO 003, GEO 004, GEO 007, PLPA 010

d) [no change]

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

2) Upper-Division Requirements (9 courses, 36 units)

a) [no change]

b) One of the following core courses: GSST 171/SEHE 105, SEHE 106 or SEHE 106S

c) Four courses in global and community health from among the following. Must include at least two SEHE courses. ANTH 144F/GSST 185, ANTH 144I/SEHE 181, ANTH 144K/SEHE 182, ANTH 144N/SEHE 183, AST 180/JPN 180/MCS 180, ECON 129, ENSC 103, ETST 116/HISA 147, GBST 102, GBST 103, GSST 164/SEHE 161, MCS 106, MCS 117, PBPL 127/SOC 127, SOC 120, PBPL 167/SOC 167, PHIL 167, POSC 180, RLST 110, RLST 122, SEHE 110, SEHE 116, SEHE 129, SEHE 162, SEHE 163, SEHE 172, HIST 107/SEHE 173, SEHE 174, SEHE 175, SEHE 176; SEHE 189, 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/HISA 134, ETST 128/SOC 128, ETST 128S/SOC 128S, ETST 163E, GSST 107, GSST 109, GSST 113, GSST 131, GSST 176, MCS 109, MCS 160, MCS 189, SOC 161

e) [no change]

f) At least four units of SEHE 190 or SEHE 198I

~~f) One capstone course from among the following: SEHE 193, SEHE 195H, SEHE 198G (minimum 4 units) or SEHE 198I (minimum 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, 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 years.

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, SEHE 106 or SEHE 106S; 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, SEHE 106 or SEHE 106S; 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 years.

Justification: Removed courses and cross listings that will not be approved by May 2024 (BPSC 001, BLKS 114, SEHE 193, SEHE 195H, SEHE 198G, SEHE 168/SOC 144). Corrected typos (BPSC 011, CBNS 010). Inserted missing cross listings (ANTH 144F/GSST 185, BPSC 050/ENTM 050, ETST 128/SOC 128, ETST 113/HISA 134, GSST 164/SEHE 161, PBPL 127/SOC 127, SOC 120, PBPL 167/SOC 167, SEHE 185ABC/SPN 108ABC). Re-ordered non-alphabetical cross listings (GSST 171/SEHE 105, GSST 161/SEHE 123, GSST 164/SEHE 161, HIST 107/SEHE 173, ANTH 144I/SEHE 181, ANTH 144K/SEHE 182, ANTH 144N/SEHE 183). Corrected alphabetical order. Please note that additional capstone options have been or will be submitted for approval for 2024-2025, including SEHE 193, SEHE 195H, SEHE 198I and SEHE 198G. We will submit a curriculum revision as soon as those courses are approved.

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 Academic Senate: February 27, 2024

Revisions submitted: April 2, 2024

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: April 12, 2024

Approved by the Committee on Educational Policy: May 2, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Minor in Global and Community Health

PRESENT:

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

PROPOSED:

Minor requirements

1) [no change]

2) Upper-division requirements (4 courses, 16 units) from among the following:

ANTH 144I/SEHE 181, GSST 161, GSST 164/SEHE 161, GSST 171/SEHE 105, SEHE 101, SEHE 106 or SEHE 106S, SEHE 110, SEHE 116, SEHE 162, SEHE 163, SEHE 172, HIST 107/SEHE 173, SEHE 174, SEHE 175, SEHE 176, SEHE 182/ANTH 144K, SEHE 183/ANTH 144N; SEHE 189

Justification: Inserted missing cross-listings (SEHE 161/GSST 164) and inserted one course mistakenly omitted (SEHE 106S). Removed courses and cross listings (SEHE 101S, SEHE 120, SEHE 168/SOC 144, SEHE 185ABC/SPN 108ABC) that will not be approved by May 2024. Corrected mistyped course number (SEHE 116). Corrected alphabetical order.

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 Academic Senate: February 17, 2024

Revisions submitted April 2, 2024

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: April 12, 2024

Approved by the Committee on Educational Policy: May 2, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES AND SOCIAL SCIENCE
REPORT TO THE RIVERSIDE DIVISION
May 21, 2024**

To be adopted:

Proposed Changes to Global Studies Major

PRESENT:

The major requirements for the B.A. degree in Global Studies are as follows:

Students will not be admitted into the major until they have completed either GBST 001 or GBST 002 with a “C-“ grade or better.

1. **Lower-division requirements** (7 courses [at least 24 units] plus foreign language):

a) GBST 001

b) Two introductory courses (courses numbered 001–099) in each of two different disciplines.

c) Proficiency in a foreign language at the fourth-quarter level

d) Two courses in world history chosen from HIST 010 or HIST 010W, HIST 015, HIST 020, or HIST 020W

2. **Upper-division requirements** (45 units)

Students must select (8) eight courses in at least two different disciplines and two courses in a single region, at least one 100-level GBST course.

Students may opt to concentrate on one or two thematic tracks or to select a range of courses from different thematic tracks. Please note: students are responsible for fulfilling any prerequisites required for upper division courses. Students must complete GBST 001 before enrolling in any upper division GBST courses.

Global Health, Sustainability, and Resources

ANTH 144E, ANTH 164, BPSC 165, ECON 129, ECON 143, ECON 148, ENGR 171, ETST 116, GBST 103, GBST 130/PBPL 130, GEO 157, GEO 160, GEO 167, GSST 145, GSST 147, GSST 148, GSST 161, GSST 171, GSST 173, GSST 181,

PROPOSED:

[no change]

1. [no change]

2. [no change]

Global Health, Sustainability, and Resources

ANTH 144E, ANTH 164, BPSC 165, ECON 129, ECON 143, ECON 148, ENGR 171, ETST 116, GBST 103, GBST 130/PBPL 130, GEO 157, GEO 160, GEO 167, GSST 145/SEHE 145, GSST 147, GSST 148/SEHE 148, GSST 161, GSST

GSST 183, HIST 107, MCS 108, MCS 122, PBPL 171/ENGR 171, POSC 106, POSC 106S, POSC 137, POSC 137S, POSC 180, POSC 180S, PHIL 167, SOC 184

Global Institutions and Economics

ANTH 119, ANTH 136, ANTH 142J, BUS 114, BUS 138, BUS 154, BUS 164, BUS 178, ECON 124, ECON 173, ECON 175, ECON 178, ECON 181, ECON 185, ECON 187, ECON 188, ECON 189, ETST 102, ETST 109E, GBST 104, GBST 130, GBST 100, GSST 101, GSST 138, GSST 155, GSST 190, MCS 109, POSC 116, POSC 116S, POSC 126, POSC 126S, POSC 134, POSC 134S, POSC 136, POSC 136S, POSC 138, POSC 138S, POSC 150, POSC 150S, POSC 151, POSC 151S, POSC 158, POSC 164, POSC 164S, POSC 178, SOC 112, SOC 112S, SOC 135, SOC 135S, SOC 176, SOC 181, SOC 181S

Global Arts, Cultures, and Ideas

ANTH 108, ANTH 119, ANTH 126, ANTH 136, ANTH 140G/I/P, ANTH 163, ANTH 142G, ANTH 176, ANTH 178, AHS 115, AHS 163, AHS 178, CPLT 121, CPLT 123, CPLT 167, CPLT 166, CPLT 173 (E-Z), DNCE 123, DNCE 127, DNCE 128, DNCE 136, ~~ENGL 136~~, ENGL 189, ENGL 101, ENGL 142N, ENGL 120T, ETST 100, ETST 118, ETST 148, ETST 166, ETST 175, GBST 100, GSST 123, GSST 146, GSST 151, GSST 162, GSST 167, GSST 171, HIST 130 A/B, HIST 137K, HIST 139, MCS 105, MCS 125E, MCS 127, MCS 129, MCS 130, MCS 144J, MCS 147, MCS 156E, MCS 173F/I/T, MCS 184, MCS 185, MUS 117, MUS 123, MUS 126, RLST 106, RLST 107, RLST 109, RLST 111, RLST 135A, RLST 135B, SOC 146, SOC 161, SPN 102A, SPN 102B, SPN 105, SPN 106, TFDP 176

War, Peace, and Justice

ANTH 182, CPLT 121, ETST 101A, ETST 101B, ETST 108E, ETST 111, ETST 112, ETST 177, GBST 110, GBST 140, GSST 109, GSST 125, GSST 136, HISA 160, HISA 184, MCS 188, MUS 118, PHIL 161, PHIL 164, PHIL 165, POSC 104, POSC 104S, POSC 107, POSC 110, POSC 110S, POSC 123, POSC 126, POSC 126S, POSC 129, POSC 132, POSC 132S, POSC 137, POSC 137S, POSC 140, POSC 150, POSC 150S, POSC 151,

171/~~SEHE 105~~, GSST 173/~~SEHE 141~~, GSST 181, GSST 183, HIST 107, MCS 108, MCS 122, PBPL 171/ENGR 171, POSC 106/~~SEHE 136~~, POSC 106S/~~SEHE 136S~~, POSC 137, POSC 137S, POSC 180, POSC 180S, PHIL 167, SOC 184

[no change]

Global Arts, Cultures, and Ideas

ANTH 108, ANTH 119, ANTH 126, ANTH 136, ANTH 140G/I/P, ANTH 163, ANTH 142G, ANTH 176, ANTH 178, AHS 115, AHS 163, AHS 178, CPLT 121, CPLT 123, CPLT 167, CPLT 166, CPLT 173 (E-Z), DNCE 123, DNCE 127, DNCE 128, DNCE 136, ~~ENGL 136~~ENGL 136A/ENGL 136SA, ENGL 136B, ENGL 189, ENGL 101, ENGL 142N, ENGL 120T, ETST 100, ETST 118, ETST 148, ETST 166, ETST 175, GBST 100, GSST 123, GSST 146, GSST 151, GSST 162, GSST 167, GSST 171, HIST 130 A/B, HIST 137K, HIST 139, MCS 105, MCS 125E, MCS 127, MCS 129, MCS 130, MCS 144J, MCS 147, MCS 156E, MCS 173F/I/T, MCS 184, MCS 185, MUS 117, MUS 123, MUS 126, RLST 106, RLST 107, RLST 109, RLST 111, RLST 135A, RLST 135B, SOC 146, SOC 161, SPN 102A, SPN 102B, SPN 105, SPN 106, TFDP 176

[no change]

POSC 151S, POSC 152, POSC 159, POSC 159S,
POSC 164, POSC 164S, SOC 122, SOC 146, SOC
161, SPN 165 RLST 116, RLST 117, RLST 124
(E-Z), RLST 113, RLST 136, RLST 155

3. Capstone requirement (4 units)

3. [no change]

Students are required to complete their major with a capstone experience. The capstone must examine at least one global issue. Most students will satisfy this requirement by taking the Senior Thesis Seminar (GBST 193). Students may also conduct an individual project with the approval of the chair of Global Studies.

Justification:

ENGL 136 is changing into ENGL 136A / ENGL 136SA and 136B.

POSC 106/106S has been cross listed with SEHE 134/136S

SEHE has cross listed with GSST 145, 148, 171, & 173

Approvals:

Approved by the faculty of the Department of Global Studies:

April 11, 2024

Approved by the Executive Committee of the College of Humanities,
Arts, and Social Sciences:

April 11, 2024

Approved by the Committee on Educational Policy:

April 12, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES AND SOCIAL SCIENCE
REPORT TO THE RIVERSIDE DIVISION
May 21, 2024**

To be adopted:

Proposed Changes to Global Studies Minor

PRESENT:

1. Lower-division requirements (21 units)

a) GBST 001

b) Proficiency of a foreign language at the fourth quarter level

2. Upper-division requirements (16 units)

4 Upper-division courses. Students must select four (4) courses with significant global content in at least two different disciplines; two (2) of these courses must be in a geographic area. Students may opt to concentrate on one or two thematic tracks or to select a range of courses from different thematic tracks. Please note: students are responsible for fulfilling any prerequisites required for upper division courses. Students must complete GBST 001 before enrolling in any upper division GBST courses.

Global Health, Sustainability, and Resources

ANTH 144E, ANTH 164, BPSC 165, ECON 129, ECON 143, ECON 148, ENGR 171, ETST 116, GBST 103, GBST 130/PBPL 130, GEO 157, GEO 160, GEO 167, GSST 145, GSST 147, GSST 148, GSST 161, GSST 171, GSST 173, GSST 181, GSST 183, HIST 107, MCS 108, MCS 122, PBPL 171/ENGR 171, POSC 106, POSC 106S, POSC 137, POSC 137S, POSC 180, POSC 180S, PHIL 167, SOC 184

Global Institutions and Economics

ANTH 119, ANTH 136, ANTH 181, BUS 114, BUS 138, BUS 154, BUS 164, BUS 178, ECON 124, ECON 173, ECON 175, ECON 178, ECON 181, ECON 185, ECON 187, ECON 188, ECON 189, ETST 102, ETST 109E, GBST 104, GBST 130, GBST 100, GSST 101, GSST 138, GSST 155,

PROPOSED:

1. [no change]

2. [no change]

Global Health, Sustainability, and Resources

ANTH 144E, ANTH 164, BPSC 165, ECON 129, ECON 143, ECON 148, ENGR 171, ETST 116, GBST 103, GBST 130/PBPL 130, GEO 157, GEO 160, GEO 167, GSST 145/SEHE 145, GSST 147, GSST 148/SEHE 148, GSST 161, GSST 171/SEHE 105, GSST 173/SEHE 141, GSST 181, GSST 183, HIST 107, MCS 108, MCS 122, PBPL 171/ENGR 171, POSC 106/SEHE 136, POSC 106S/SEHE 136S, POSC 137, POSC 137S, POSC 180, POSC 180S, PHIL 167, SOC 184

[no change]

GSST 190, MCS 109, POSC 116, POSC 116S, POSC 126, POSC 126S, POSC 134, POSC 134S, POSC 136, POSC 136S, POSC 138, POSC 138S, POSC 150, POSC 150S, POSC 151, POSC 151S, POSC 158, POSC 164, POSC 164S, POSC 178, SOC 112, SOC 112S, SOC 135, SOC 135S, SOC 176, SOC 181, SOC 181S

Global Arts, Cultures, and Ideas

ANTH 108, ANTH 119, ANTH 126, ANTH 136, ANTH 140G/I/P, ANTH 163, ANTH 142G, ANTH 176, ANTH 178, AHS 115, AHS 163, AHS 178, CPLT 121, CPLT 123, CPLT 167, CPLT 166, CPLT 173 (E-Z), DNCE 123, DNCE 127, DNCE 128, DNCE 136, ~~ENGL 136~~, ENGL 189, ENGL 101, ENGL 142N, ENGL 120T, ETST 100, ETST 118, ETST 148, ETST 166, ETST 175, GBST 100, GSST 123, GSST 146, GSST 151, GSST 162, GSST 167, GSST 171, HIST 130 A/B, HIST 137K, HIST 139, MCS 105, MCS 125E, MCS 127, MCS 129, MCS 130, MCS 144J, MCS 147, MCS 156E, MCS 173F/I/T, MCS 184, MCS 185, MUS 117, MUS 123, MUS 126, RLST 106, RLST 107, RLST 109, RLST 111, RLST 135A, RLST 135B, SOC 146, SOC 161, SPN 102A, SPN 102B, SPN 105, SPN 106, TFDP 176

War, Peace, and Justice

ANTH 182, CPLT 121, ETST 101A, ETST 101B, ETST 108E, ETST 111, ETST 112, ETST 177, GBST 110, GBST 140, GSST 109, GSST 125, GSST 136, HISA 160, HISA 184, MCS 188, MUS 118, PHIL 161, PHIL 164, PHIL 165, POSC 104, POSC 104S, POSC 107, POSC 110, POSC 110S, POSC 123, POSC 126, POSC 126S, POSC 129, POSC 132, POSC 132S, POSC 137, POSC 137S, POSC 140, POSC 150, POSC 150S, POSC 151, POSC 151S, POSC 152, POSC 159, POSC 159S, POSC 164, POSC 164S, SOC 122, SOC 146, SOC 161, SPN 165 RLST 116, RLST 117, RLST 124 (E-Z), RLST 113, RLST 136, RLST 155

Justification:

ENGL 136 is changing into ENGL 136A / ENGL 136SA and 136B.

POSC 106/106S has been cross listed with SEHE 134/136S

SEHE has cross listed with GSST 145, 148, 171, & 173

Approvals:

Global Arts, Cultures, and Ideas

ANTH 108, ANTH 119, ANTH 126, ANTH 136, ANTH 140G/I/P, ANTH 163, ANTH 142G, ANTH 176, ANTH 178, AHS 115, AHS 163, AHS 178, CPLT 121, CPLT 123, CPLT 167, CPLT 166, CPLT 173 (E-Z), DNCE 123, DNCE 127, DNCE 128, DNCE 136, ENGL 136A/ENGL 136SA, ENGL 136B, ENGL 189, ENGL 101, ENGL 142N, ENGL 120T, ETST 100, ETST 118, ETST 148, ETST 166, ETST 175, GBST 100, GSST 123, GSST 146, GSST 151, GSST 162, GSST 167, GSST 171, HIST 130 A/B, HIST 137K, HIST 139, MCS 105, MCS 125E, MCS 127, MCS 129, MCS 130, MCS 144J, MCS 147, MCS 156E, MCS 173F/I/T, MCS 184, MCS 185, MUS 117, MUS 123, MUS 126, RLST 106, RLST 107, RLST 109, RLST 111, RLST 135A, RLST 135B, SOC 146, SOC 161, SPN 102A, SPN 102B, SPN 105, SPN 106, TFDP 176

[no change]

Approved by the faculty of the Department of Global Studies Minor:
Approved by the Executive Committee of the College of Humanities,
Arts, and Social Sciences:
Approved by the Committee on Educational Policy:

April 11, 2024

April 11, 2024

April 12, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to History/Administrative Studies Major

PRESENT:

History/Administrative Studies Major

The major requirements for the B.A. degree in History/Administrative Studies are as follows:

History requirements (52 units):

All requirements for the B.A. in History

PROPOSED:

[no change]

[no change]

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 ECON130 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 Sociology 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,

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 ECON130 or ECON 162/BUS 162
 - (2) PSYC 140 or PSYC 142
 - (3) SOC 150 or SOC 151
 - (4) POSC 181 or POSC 182E or POSC 182G or POSC 183 or POSC 186
 - (5) ANTH 127 or ANTH 127S or ANTH 131
These two courses must be outside the discipline of Sociology 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 100W,

BUS 176/SOC 176, SOC 150, SOC 151

(2) Human Resources Management/ Labor Relations: ~~BUS 100~~, 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~~, BUS 100W, BUS 102, BUS 107, PHIL 116, POSC182, 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

(6) Financial Accounting: BUS 108, BUS 165A, BUS 165B, BUS 165C, BUS 167

(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

Note

In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total requirements (History requirements and Administrative Studies requirements)

Justification:

- 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;

Approvals:

BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151

(2) Human Resources Management/ Labor Relations: 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 100W, BUS 102, BUS 107, PHIL 116, POSC 182E or POSC 182G, 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 124A, BUS 124B, 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

(6) Financial Accounting: BUS 108, BUS 165A, BUS 165B, BUS 165C, BUS 167

(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

Note

In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total requirements (History requirements and Administrative Studies requirements).

Approved by the faculty of the Department of History:	January 29, 2024
Approved by the faculty of the Program of Administrative Studies:	December 15, 2023
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:	March 1, 2024
Approved by the Committee on Educational Policy:	April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to International Relations Minor

PRESENT:

Requirements for the minor (28 units)

1. Eight (8) units from HISA 117B, HISE 142, HISE 146, HISA 164B, HISE 174, HIST 182
2. Eight (8) units from ECON 171, ECON 175, ECON 178/BUS 178, ECON 181, ECON 182, ECON 185/LNST 185
3. POSC 124 or POSC 124S
4. Eight (8) units from POSC 123, POSC 125, POSC 126 or POSC 126S, POSC 127, POSC 128, POSC 129, POSC 130, POSC 155 or POSC 155S, POSC 160 or POSC 160S

See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors

Justification:

Updated POSC 127 to include SEHE 127 cross list

Approvals:

Approved by the faculty of the Department of International Relations:
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:
Approved by the Committee on Educational Policy:

PROPOSED:

Requirements for the minor (28 units)

1. Eight (8) units from HISA 117B, HISE 142, HISE 146, HISA 164B, HISE 174, HIST 182
2. Eight (8) units from ECON 171, ECON 175, ECON 178/BUS 178, ECON 181, ECON 182, ECON 185/LNST 185
3. POSC 124 or POSC 124S
4. Eight (8) units from POSC 123, POSC 125, POSC 126 or POSC 126S, POSC 127/SEHE 127, POSC 128, POSC 129, POSC 130, POSC 155 or POSC 155S, POSC 160 or POSC 160S

See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors

January 10, 2024

February 7, 2024

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted: Fall 2024

Proposed Changes to Italian Studies Minor

PRESENT:

Requirements for the minor consist of 24 units, distributed as follows:

- ~~1. Twelve (12) units of ITAL 101A and ITAL 101B and ITAL 101C~~
- ~~2. Eight (8) units of upper-division courses in Italian literature, film and/or culture offered by the Department of Comparative Literature and Languages~~
- ~~3. Four (4) units of upper-division courses in Italian art history, history, film, theatre, or another related discipline offered by other departments and approved by the student's advisor.~~

PROPOSED:

Requirements for the minor consist of 24 units, distributed as follows:

- 1. Lower Division Requirements (4 units plus language proficiency)**
 - a. Proficiency in Italian through the Intermediate Level in either: (1) ITAL 001, ITAL 002, ITAL 003, ITAL 004; or (2) ITAL 020A, ITAL 020B, ITAL 004; or (3) equivalent.
 - b. Four (4) units from lower-division lecture courses on Italian literature, film, and/or culture offered by the Department of Comparative Literature and Languages.
- 2. Upper Division Requirements (20 units)**
 - a. Eight (8) units of ITAL 101A and ITAL 101B.
 - b. Eight (8) units of upper-division courses in Italian literature, film, and/or culture offered by the Department of Comparative Literature and Languages.
 - c. Four (4) units of upper-division courses in Italian art history, history, film, theatre, or another related discipline (may be offered by the Department of Comparative Literature and Languages or by another department) and approved by the student's advisor.

Foreign Language Placement Examination A placement examination is required of all freshmen entering the College of Humanities, Arts, and Social Sciences who wish to meet the foreign language requirement with the same language taken in high school. Consult the quarterly Schedule of Classes and placementtest.ucr.edu for date and time. Transfer students who have taken a college-level language course may not take the placement examination and should consult with their advisors. No college-level credit may be duplicated. See college placement examination policy

Foreign Language Placement Examination A placement examination is required of all freshmen entering the College of Humanities, Arts, and Social Sciences who wish to meet the foreign language requirement with the same language taken in high school. Consult the quarterly Schedule of Classes and placementtest.ucr.edu for date and time. Transfer students who have taken a college-level language course may not take the placement examination and should consult with their advisors. No college-level credit may be duplicated. See college placement examination policy

Justification:

These proposed changes support the growth and development of the Italian minor by slightly decreasing the language requirement (by removing 1 upper-division language course, Italian 101C) and by adding 1 new course requirement in Italian literature, cinema, and culture at the lower division level. These changes will better align the Italian minor with other, comparable minors in our department while also facilitating students' time to degree. The addition of the lower-division course on Italian literature, cinema, and culture is particularly meaningful because it will provide cultural context which is vital to lower-division language study, as well as help in the discovery of the language itself for students who are not yet enrolled in Italian language courses. Both of these changes support student learning and provide a more robust curricular frame for the Italian minor. Finally, in relation to the edit regarding the 4 upper-division units on Italian literature, film, and culture that may be taken outside of our department: the new language included in these revisions clarifies (for both students and advisors) that this requirement may be taken within or outside of our department. This language retains the value of an interdisciplinary approach while also providing a more precise guideline for students and advisors. As well: this new language clarifies that our department offers 2 tracks for lower-division Italian language studies: the standard lower division track (Italian 001-004) as well as the "Italian for Spanish Speakers" track (Italian 20A, 20B, Italian 004). Students already taking the Italian minor will follow the existing minor requirements, and the department will ensure that any required courses are made available to them.

Approvals:

Approved by the faculty of the Department of Comparative Literature & Languages:	December 4, 2023
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:	February 7, 2024
Approved by the Committee on Educational Policy:	April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Political Science Major

PRESENT:

The major requirements for the B.A. requirement in Political Science are as follows:

1. **Lower-division requirements (four courses [at least 16-20 units]): one course from a, b, c, and d.**

Students in the major must complete two of the four lower-division Political Science courses with a grade of “C” or better in order to take upper-division Political Science courses.

- a) POSC 005 or POSC 005H or POSC 005W or POSC 007
- b) POSC 010 or POSC 010H or POSC 010W
- c) POSC 015 or POSC 015H or POSC 017
- d) POSC 020 or POSC 020H

Upper-division requirements (nine courses [at least 36 units])

- a) One course from each of the following areas:

(1) **U.S. Government and Politics:** POSC 100, POSC 101, POSC 104 or 104S, POSC 108, POSC 143 or POSC 143S, POSC 144 or POSC 144S, POSC 145, POSC 146, POSC 148 or POSC 148H or POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 173 or POSC 173S, POSC 180 or POSC 180S, POSC 181, POSC 182, POSC 183, POSC 184 or POSC 184S, POSC 186

(2) **Comparative Government and Politics:** POSC 109/RLST 173 POSC 120, POSC 151 or POSC 151S, POSC 152, POSC 153, POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157 or POSC 157S, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC 161/LNST 188, POSC 162/LNST 142 or POSC

PROPOSED:

[no change]

1. [no change]

[no change]

(1) **U.S. Government and Politics:** POSC 100, POSC 101, POSC 104 or 104S, POSC 108, POSC 143 or POSC 143S, POSC 144 or POSC 144S, POSC 145, POSC 146, POSC 148 or POSC 148H or POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 173 or POSC 173S, POSC 180 or POSC 180S, POSC 181, POSC 182E, POSC 183E, POSC 184 or POSC 184S, POSC 186

(2) **Comparative Government and Politics:** POSC 102 or POSC 102S, POSC 109/RLST 173 POSC 120, POSC 151 or POSC 151S, POSC 152, POSC 153, POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157 or POSC 157S, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC 161/LNST 188, POSC

162S/LNST 142S, POSC 163 or POSC 163S, POSC 164 or POSC 164S, POSC 165 or POSC 165S, POSC 178 or POSC 178S, POSC 188 or POSC 188S

(3) **International Relations and Foreign Policy:** POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126 or POSC 126S, POSC 127 or POSC 127S, POSC 128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 136 or POSC 136S, POSC 137 or POSC 137S, POSC 138 or POSC 138S, POSC 139 or POSC 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169

(4) **Political Theory:** POSC 106 or POSC 106S, POSC 110 or POSC 110S, POSC 111 or POSC 111S, POSC 112 or POSC 112S, POSC 113, POSC 115 or POSC 115S, POSC 116 or POSC 116S, POSC 117 or POSC 117S, POSC 119, POSC 121/CLA 121/CPAC 121 or POSC 121S/CLA 121S/CPAC 121S, POSC 122 or POSC 122S

(b) Five additional courses in Political Science course work (Not more than 2 courses from the 190 series and POSC 142L and POSC 142M are allowed toward the nine-course upper-division requirement.)

A course in statistics is strongly recommended.

162/LNST 142 or POSC 162S/LNST 142S, POSC 163 or POSC 163S, POSC 164 or POSC 164S, POSC 165 or POSC 165S, POSC 178 or POSC 178S, POSC 188 or POSC 188S

(3) **International Relations and Foreign Policy:** POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126 or POSC 126S, POSC 127/SEHE 127 or POSC 127S/SEHE 127S, POSC 128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 136 or POSC 136S, POSC 137/SEHE 137 or POSC 137S/SEHE 137S, POSC 138 or POSC 138S, POSC 139 or POSC 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169, POSC 182F or POSC 182G, POSC 183F

(4) **Political Theory:** POSC 106/SEHE 136 or POSC 106S/SEHE 136S, POSC 110 or POSC 110S, POSC 111 or POSC 111S, POSC 112 or POSC 112S, POSC 113, POSC 115 or POSC 115S, POSC 116 or POSC 116S, POSC 117 or POSC 117S, POSC 119, POSC 121/CLA 121/CPAC 121 or POSC 121S/CLA 121S/CPAC 121S, POSC 122 or POSC 122S

(b) [no change]

[no change]

Justification:

All changes reflect new courses and course revisions that have to be incorporated into the department's major and minor requirements. Each change is described in order below

- We are adding POSC 7 W as a course that fulfills this lower division Political Theory requirement. This new writing intensive version of POSC 7 did not previously exist. (Students can only take one of these for credit towards the requirement.)
- We are eliminating POSC 182 from this list of courses meeting the US Politics requirement because the course has been replaced by an E-Z series of courses. We are adding one course from the new series, POSC 182 E, as the appropriate one to meet this US Politics requirement.

- We are eliminating POSC 183 from this list of courses meeting the US Politics requirement because the course has been replaced by an E-Z series of courses. We are adding one course from the new series, POSC 183 E, as the appropriate one to meet this US Politics requirement.
 - We are adding POSC 102 and POSC 102 S as courses that fulfill this Comparative Politics requirement. These courses did not previously exist.
 - We are adding POSC 182 F, POSC 182 G, POSC 183 F to this list of courses that meet the International Relations requirement. These courses, part of a new E-Z series, did not previously exist.
-
- POSC 106/106S has been cross listed with SEHE 134/136S
 - POSC 127/127S has been cross listed with SEHE 127/127S
 - POSC 137/137S has been cross listed with SEHE 137/137S

Approvals:

Approved by the faculty of the Department of Political Science:

May 8, 2023

Approved by the Executive Committee of the College of Humanities,
Arts, and Social Sciences:

February 26, 2024

Approved by the Committee on Educational Policy:

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Political Science Minor

PRESENT:

The Political Science Department offers a minor in Political Science.

1. One lower-division course (at least 5 units) in political science, selected from POSC 005 or POSC 005H or POSC 005W or POSC 007; POSC 010 or POSC 010H or POSC 010W; POSC 015 or POSC 015H or POSC 017; POSC 020 or POSC 020H

2. Five upper-division courses (at least 20 units) to be selected as follows:

a) One course in each of the following areas (4 courses):

(1) **American Politics:** POSC 100, POSC 101, POSC 104 or POSC 104S, POSC 108, POSC 143 or POSC 143S, POSC 144 or POSC 144S, POSC 145, POSC 146, POSC 148 or POSC 148H or POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 173 or POSC 173S, POSC 180 or POSC 180S, POSC 181, POSC 182, POSC 183, POSC 184 or POSC 184S, POSC 186

(2) **Comparative Politics:** POSC 109/ RLST 173, POSC 120, POSC 151 or POSC 151S, POSC 152, POSC 153, POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157 or POSC 157S, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC 161/LNST 188, POSC 162/LNST 142 or POSC 162S/LNST 142S, POSC 163 or POSC 163S, POSC 164 or POSC 164S,

PROPOSED:

[no change]

1. One lower-division course (at least 5 units) in political science, selected from POSC 005 or POSC 005H or POSC 005W or POSC 007 or POSC 007W; POSC 010 or POSC 010H or POSC 010W; POSC 015 or POSC 015H or POSC 017; POSC 020 or POSC 020H

2. [no change]

a) [no change]

(1) **American Politics:** POSC 100, POSC 101, POSC 104 or POSC 104S, POSC 108, POSC 143 or POSC 143S, POSC 144 or POSC 144S, POSC 145, POSC 146, POSC 148 or POSC 148H or POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 173 or POSC 173S, POSC 180 or POSC 180S, POSC 181, POSC 182E, POSC 183E, POSC 184 or POSC 184S, POSC 186

(2) **Comparative Politics:** POSC 102, POSC 102S, POSC 109/ RLST 173, POSC 120, POSC 151 or POSC 151S, POSC 152, POSC 153, POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157 or POSC 157S, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC 161/LNST 188, POSC 162/LNST 142 or POSC 162S/LNST 142S, POSC 163 or POSC 163S,

POSC 165 or POSC 165S, POSC 178 or POSC 178S, POSC 188 or POSC 188S

POSC 164 or POSC 164S, POSC 165 or POSC 165S, POSC 178 or POSC 178S, POSC 188 or POSC 188S

(3) **International Relations:** POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126 or POSC 126S, POSC 127 or POSC 127S, POSC 128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 136 or POSC 136S, POSC 137 or POSC 137S, POSC 138 or POSC 138S, POSC 139 or POSC 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169

(3) **International Relations:** POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126 or POSC 126S, POSC 127/SEHE 127 or POSC 127S/SEHE 127S, POSC 128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 136 or POSC 136S, POSC 137/SEHE 137 or POSC 137S/SEHE 137S, POSC 138 or POSC 138S, POSC 139 or POSC 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169, POSC 182F or POSC 182G, POSC 183F

(4) **Political Theory:** POSC 106 POSC 106S or POSC 107, POSC 110 or POSC 110S, POSC 111 or POSC 111S, POSC 112 or POSC 112S, POSC 113, POSC 115 or POSC 115S, POSC 116 or POSC 116S, POSC 117 or POSC 117S, POSC 119, POSC 121/CLA 121/CPAC 121 or POSC 121S/CLA 121S/CPAC 121S, POSC 122 or POSC 122S

(4) **Political Theory:** POSC 106/SEHE 136 or POSC 106S/SEHE 136S or POSC 107, POSC 110 or POSC 110S, POSC 111 or POSC 111S, POSC 112 or POSC 112S, POSC 113, POSC 115 or POSC 115S, POSC 116 or POSC 116S, POSC 117 or POSC 117S, POSC 119, POSC 121/CLA 121/CPAC 121 or POSC 121S/CLA 121S/CPAC 121S, POSC 122 or POSC 122S

b) One additional course selected by the student from among those listed in (1) through (4) above.

b) [no change]

The Political Science Department also offers a minor in **International Relations** (listed elsewhere in this catalog). Also, see Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors.

[no change]

Justification:

All changes reflect new courses and course revisions that have to be incorporated into the department's major and minor requirements

-
- We are adding POSC 7 W as a course that fulfills this lower division Political Theory requirement. This new writing intensive version of POSC 7 did not previously exist. (Students can only take one of these for credit towards the requirement.)

- We are eliminating POSC 182 from this list of courses meeting the US Politics requirement because the course has been replaced by an E-Z series of courses. We are adding one course from the new series, POSC 182 E, as the appropriate one to meet this US Politics requirement.
 - We are eliminating POSC 183 from this list of courses meeting the US Politics requirement because the course has been replaced by an E-Z series of courses. We are adding one course from the new series, POSC 183 E, as the appropriate one to meet this US Politics requirement.
 - We are adding POSC 102 and POSC 102 S as courses that fulfill this Comparative Politics requirement. These courses did not previously exist.
 - We are adding POSC 182 F, POSC 182 G, POSC 183 F to this list of courses that meet the International Relations requirement. These courses, part of a new E-Z series, did not previously exist.
-

- POSC 106/106S has been cross listed with SEHE 134/136S
- POSC 127/127S has been crossed listed with SEHE 127/127S
 - POSC 137/137S has been cross listed with SEHE 137/137S

Approvals:

Approved by the faculty of the Department of Political Science:	May 8, 2023
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:	February 7, 2024
Approved by the Committee on Educational Policy:	April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Political Science/Administrative Studies Major

PRESENT:

The major requirements for the B.A. degree in Political Science/Administrative Studies are as follows. Note that the prerequisite for POSC 198-I is a GPA of 2.70 or better.

Political Science requirements (48 units)

1. Lower-division requirements

Three courses from POSC 005 or POSC 005H or POSC 005W or POSC 007; POSC 010 or POSC 010H or POSC 010W; POSC 015 or POSC 015H or POSC 017; POSC 020 or POSC 020H

Students in the major must complete two of the three lower-division Political Science courses with a grade of "C" or better in order to take upper-division political science courses.

2. Upper-division requirements

a) Three courses from POSC 181, POSC 182, POSC 183, POSC 186

b) At least one course from each of the following:

(1) **U.S. Government and Politics:** POSC 100, POSC 101, POSC 104 or POSC 104S, POSC 108, POSC 143 or POSC 143S, POSC 144 or POSC 144S, POSC 145, POSC 146, POSC 148 or POSC 148H or POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 173 or POSC 173S, POSC 180 or POSC 180S, POSC 181, POSC 182, POSC 183, POSC 184 or POSC 184S, POSC 186

PROPOSED:

[no change]

1. Lower-division requirements

Three courses from POSC 005 or POSC 005H or POSC 005W or POSC 007 or POSC 007W; POSC 010 or POSC 010H or POSC 010W; POSC 015 or POSC 015H or POSC 017; POSC 020 or POSC 020H

[no change]

2. Upper-division requirements

a) Three courses from POSC 181, POSC 182E or POSC 182F or POSC 182G, POSC 183E or POSC 183E, POSC 186

[no change]

(1) **U.S. Government and Politics:** POSC 100, POSC 101, POSC 104 or POSC 104S, POSC 108, POSC 143 or POSC 143S, POSC 144 or POSC 144S, POSC 145, POSC 146, POSC 148 or POSC 148H or POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 173 or POSC 173S, POSC 180 or POSC 180S, POSC 181, POSC 182E, POSC 183E, POSC 184 or POSC 184S, POSC 186

(2) **Comparative Government and Politics:** POSC 109/RLST 173 POSC 120, POSC 151 or POSC 151S, POSC 152, POSC 153, POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157 or POSC 157S, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC 161/LNST 188, POSC 162/LNST 142 or POSC 162S/LNST 142S, POSC 163 or POSC 163S, POSC 164 or POSC 164S, POSC 165 or POSC 165S, POSC 178 or POSC 178S, POSC 188 or POSC 188S

(3) **International Relations and Foreign Policy:** POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126 or POSC 126S, POSC 127 or POSC 127S, POSC 128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 136 or POSC 136S, POSC 137 or POSC 137S, POSC 138 or POSC 138S, ~~POSC 139 or POSC 139S~~, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169

(4) **Political Theory:** POSC 106 or POSC 106S, POSC 110 or POSC 110S, POSC 111 or POSC 111S, POSC 112 or POSC 112S, POSC 113, POSC 115 or POSC 115S, POSC 116 or POSC 116S, POSC 117 or POSC 117S, POSC 119, POSC 121/CLA 121/CPAC 121 or POSC 121S/CLA 121S/CPAC 121S, POSC 122 or POSC 122S

c) Four (4) additional units from POSC 198G or POSC 198-I (prerequisite: GPA of 2.70 or better)

d) Additional four (4) units in any upper-division Political Science course

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)

(2) **Comparative Government and Politics:** POSC 102 or POSC 102S, POSC 109/RLST 173 POSC 120, POSC 151 or POSC 151S, POSC 152, POSC 153, POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157 or POSC 157S, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC 161/LNST 188, POSC 162/LNST 142 or POSC 162S/LNST 142S, POSC 163 or POSC 163S, POSC 164 or POSC 164S, POSC 165 or POSC 165S, POSC 178 or POSC 178S, POSC 188 or POSC 188S

(3) **International Relations and Foreign Policy:** POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126 or POSC 126S, POSC 127/SEHE 127 or POSC 127S/SEHE 127S, POSC 128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 136 or POSC 136S, POSC 137/SEHE 137 or POSC 137S/SEHE 137S, POSC 138 or POSC 138S, POSC 139 or POSC 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169, POSC 182F or POSC 182G, POSC 183F

(4) **Political Theory:** POSC 106/SEHE 136 or POSC 106S/SEHE 136S, POSC 110 or POSC 110S, POSC 111 or POSC 111S, POSC 112 or POSC 112S, POSC 113, POSC 115 or POSC 115S, POSC 116 or POSC 116S, POSC 117 or POSC 117S, POSC 119, POSC 121/CLA 121/CPAC 121 or POSC 121S/CLA 121S/CPAC 121S, POSC 122 or POSC 122S

c) [no change]

d) [no change]

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 ECON130 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 Sociology 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~~, 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~~, BUS 100W, BUS 102, BUS 107, PHIL 116, POSC182, 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
- (6) **Financial Accounting:** BUS 108, BUS 165A, BUS 165B, BUS 165C, BUS 167
- (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

Note: In filling the dual requirements of the selected major, students may not count more than

a) Two courses (8 units) from the list below:

- (1) ECON 102 or ECON 103 or ECON 104A or ECON130 or ECON 162/BUS 162
- (2) PSYC 140 or PSYC 142
- (3) SOC 150 or SOC 151
- (4) POSC 181 or POSC 182E or POSC 182G or POSC 183 or POSC 186
- (5) ANTH 127 or ANTH 127S or ANTH 131

These two courses must be outside the discipline of Sociology 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 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151
- (2) **Human Resources Management/ Labor Relations:** 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 100W, BUS 102, BUS 107, PHIL 116, POSC 182E or POSC 182G, 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 124A, BUS 124B, 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
- (6) **Financial Accounting:** BUS 108, BUS 165A, BUS 165B, BUS 165C, BUS 167
- (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

Note: In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total

two courses toward both parts of their total requirements (Political Science requirements and Administrative Studies requirements).

requirements (Political Science requirements and Administrative Studies requirements).

Justification:

All changes reflect new courses and course revisions that have to be incorporated into the department's major and minor requirements. Each change is described in order below.

- We are adding POSC 7 W as a course that fulfills this lower division Political Theory requirement. This new writing intensive version of POSC 7 did not previously exist. (Students can only take one of these for credit towards the requirement.)

· We are eliminating POSC 182 and POSC 183 from this list of courses meeting this policy and administration requirement because both of these course have been replaced by E-Z series of courses. We are replacing them with all the new corresponding POSC 182 E-Z and POSC 183 E-Z courses.

· We are eliminating POSC 182 from this list of courses meeting the US Politics requirement because the course has been replaced by an E-Z series of courses. We are adding one course from the new series, POSC 182 E, as the appropriate one to meet this US Politics requirement.

· We are eliminating POSC 183 from this list of courses meeting the US Politics requirement because the course has been replaced by an E-Z series of courses. We are adding one course from the new series, POSC 183 E, as the appropriate one to meet this US Politics requirement.

· We are adding POSC 102 and POSC 102 S as courses that fulfill this Comparative Politics requirement. These courses did not previously exist.

· We are adding POSC 182 F, POSC 182 G, POSC 183 F to this list of courses that meet the International Relations requirement. These courses, part of a new E-Z series, did not previously exist.

- Update the inclusion of BUS 124 as it has been split into BUS 124A and BUS 124B
- POSC 106/106S has been cross listed with SEHE 134/136S
- POSC 127/127S has been crossed listed with SEHE 127/127S
- POSC 137/137S has been cross listed with SEHE 137/137S

- Removed 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

Approvals:

Approved by the faculty of the Department of Political Science:

May 8, 2023

Approved by the faculty of the Program of Administrative Studies:

December 15, 2023

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:

March 1, 2024

Approved by the Committee on Educational Policy:

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Political Science/International Affairs Major

PRESENT:

The major requirements for the B.A. degree in Political Science/International Affairs are as follows:

1. Lower-division requirements (two courses [at least 8-10 units]): One course from a and one course from b:

- a) POSC 015 or POSC 015H or POSC 017
- b) POSC 020 or POSC 020H.

Students in the major must complete two lower-division Political Science courses with a grade of “C” or better in order to take upper-division political science courses.

Upper-division requirements (11 courses, 44-55 units):

a) International Relations (three courses) POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126 or POSC 126S, POSC 127 or POSC 127S, POSC 128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 136 or POSC 136S, POSC 137 or POSC 137S, POSC 138 or POSC 138S, POSC 139 or POSC 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169

b) Comparative Politics (three courses) POSC 109/RLST 173, POSC 120, POSC 151 or POSC 151S, POSC 152, POSC 153, POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157 or POSC 157S, POSC 158/ LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC 161/LNST 188, POSC 162/LNST 142 or POSC 162S/LNST 142S, POSC 163 or POSC 163S,

PROPOSED:

[no change]

[no change]

Upper-division requirements (11 courses, 44-55 units):

a) International Relations and Foreign Policy: POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126 or POSC 126S, POSC 127/SEHE 127 or POSC 127S/SEHE 127S, POSC 128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 136 or POSC 136S, POSC 137/SEHE 137 or POSC 137S/SEHE 137S, POSC 138 or POSC 138S, POSC 139 or POSC 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169, POSC 182F or POSC 182G, POSC 183F

b) Comparative Government and Politics: POSC 102 or POSC 102S, POSC 109/RLST 173 POSC 120, POSC 151 or POSC 151S, POSC 152, POSC 153, POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157 or POSC 157S, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC 161/LNST 188, POSC 162/LNST 142 or POSC 162S/LNST 142S, POSC 163 or POSC 163S, POSC 164 or POSC 164S,

POSC 164 or POSC 164S, POSC 165 or POSC 165S, POSC 178 or POSC 178S, POSC 188 or POSC 188S

POSC 165 or POSC 165S, POSC 178 or POSC 178S, POSC 188 or POSC 188S

c) General Political Science (three other political science courses in any subfield).

c) [no change]

d) In addition, students must take two courses from the following: ANTH109/GSST 109, ANTH 122, ANTH 127 or ANTH 127S, ANTH 136/SEAS 136, ANTH 139, ANTH 161/LNST 161, ANTH 163, ANTH 164/LNST 164/GSST 164, ANTH168/ETST148/LNST168, ANTH 169/GBST 169, ANTH 182, ANTH 186/LNST 166, ANTH 188/GSST 151 ECON 171, ECON 175, ECON 178/ BUS 178, ECON 181, ECON 182, ECON 185/LNST 185 HISA 117A, HISA 117B, HISA 140, HISA 161, HISA 162, HISA 163B, HISA 164A, HISA 164B, HISA 165, HISA 166, HISE 141, HISE 142, HISE 145 or HISE 145S, HISE 146 or HISE 146S, HISE 147, HISE 152, HISE 162, HISE 174, HIST 124, HIST 125, HIST 127, HIST 182, HIST 184, HIST 186, SOC 135, SOC 137, SOC 161, SOC 181

d) [no change]

Students may petition for permission to count a specific course not on this list.

[no change]

Political Science/International Affairs majors are strongly encouraged to learn a language other than English. The university offers language instruction in Chinese, French, German, Greek, Italian, Japanese, Korean, Latin, Portuguese, Spanish, and Vietnamese.

[no change]

Justification:

All changes reflect new courses and course revisions that have to be incorporated into the department's major and minor requirements. Each change is described in order below.

- We are adding POSC 182 F, POSC 182 G, POSC 183 F to this list of courses that meet the International Relations requirement. These courses, part of a new E-Z series, did not previously exist.
- We are adding POSC 102 and POSC 102 S as courses that fulfill this Comparative Politics requirement. These courses did not previously exist.
- POSC 127/127S has been crossed listed with SEHE 127/127S
- POSC 137/137S has been cross listed with SEHE 137/137S

Approvals:

Approved by the faculty of the Department of Political Science:

May 8, 2023

Approved by the Executive Committee of the College of Humanities,

Arts, and Social Sciences:
Approved by the Committee on Educational Policy:

February 26, 2024
April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Political Science/Public Service Major

PRESENT:

The major requirements for the B.A. degree in Political Science/Public Service are as follows. Note that the prerequisite for POSC 198-I is a GPA of 2.70 or better.

**1. Lower-division requirements
(five courses [at least 20-25 units])**

- a) POSC 010 or POSC 010H or POSC 010W
- b) One course from POSC 005 or POSC 005H or POSC 005W, POSC 007, POSC 015 or POSC 015H or POSC 017, POSC 020 or POSC 020H
- c) ECON 003
- d) SOC 004
- e) SOC 005 or STAT 040

Students in the major must complete two of the lower-division Political Science courses with a grade of “C” or better in order to take upper-division political science courses.

**2. Upper-division requirements
(11 courses [at least 40-48 units])**

- a) Political Science distribution: choose one course from each group

(1) **Comparative Government and Politics Group:** POSC 109/RLST 173, POSC 120, POSC 151 or POSC 151S, POSC 152, POSC 153, POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157 or POSC 157S, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC 161/LNST 188, POSC 162/ LNST 142 or

PROPOSED:

[no change]

**1. Lower-division requirements
(five courses [at least 20-25 units])**

- a) [no change]
- b) One course from POSC 005 or POSC 005H or POSC 005W, POSC 007 or POSC 007W, POSC 015 or POSC 015H or POSC 017, POSC 020 or POSC 020H
- c) [no change]
- d) [no change]
- e) [no change]

[no change]

2. [no change]

[no change]

(1) **Comparative Government and Politics Group:** POSC 102 or POSC 102S, POSC 109/RLST 173, POSC 120, POSC 151 or POSC 151S, POSC 152, POSC 153, POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157 or POSC 157S, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC

POSC 162S/LNST 142S, POSC 163 or POSC 163S, POSC 164 or POSC 164S, POSC 165 or POSC 165S, POSC 178 or POSC 178S, POSC 188 or POSC 188S

(2) **International Relations and Foreign Policy Group:** POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126 or POSC 126S, POSC 127 or POSC 127S, POSC 128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 136 or POSC 136S, POSC 137 or POSC 137S, POSC 138 or POSC 138S, POSC 139 or POSC 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169

(3) **Political Theory Group:** POSC 106 or POSC 106S, POSC 110 or POSC 110S, POSC 111 or POSC 111S, POSC 112 or POSC 112S, POSC 113, POSC 115 or POSC 115S, POSC 116 or POSC 116S, POSC 117 or POSC 117S, POSC 119, POSC 121/CLA 121/CPAC 121 or POSC 121S/CLA 121S/CPAC 121S, POSC 122 or POSC 122S

b) Public Service requirement

(1) POSC 181, ~~POSC 183~~

(2) Eight (8) units from POSC 198G and POSC 198-I (prerequisite: GPA of 2.70 or better)

(3) An additional four courses from POSC 170, POSC 171, POSC 182, POSC 186

161/LNST 188, POSC 162/ LNST 142 or POSC 162S/LNST 142S, POSC 163 or POSC 163S, POSC 164 or POSC 164S, POSC 165 or POSC 165S, POSC 178 or POSC 178S, POSC 188 or POSC 188S

(2) **International Relations and Foreign Policy Group:** POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126 or POSC 126S, POSC 127/SEHE 127 or POSC 127S/SEHE 127S, POSC 128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 136 or POSC 136S, POSC 137/SEHE 137 or POSC 137S/SEHE 137S, POSC 138 or POSC 138S, POSC 139 or POSC 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169, POSC 182F or POSC 182G, POSC 183F

(3) **Political Theory Group:** POSC 106/SEHE 136 or POSC 106S/SEHE 136S, POSC 110 or POSC 110S, POSC 111 or POSC 111S, POSC 112 or POSC 112S, POSC 113, POSC 115 or POSC 115S, POSC 116 or POSC 116S, POSC 117 or POSC 117S, POSC 119, POSC 121/CLA 121/CPAC 121 or POSC 121S/CLA 121S/CPAC 121S, POSC 122 or POSC 122S

b) [no change]

(1) a) Choose one: POSC 181 or POSC 182E;
b) Choose one: POSC 183E or POSC 183F

(2) [no change]

(3) An additional four courses from POSC 100, POSC 101, POSC 104 or POSC 104S, POSC 108, POSC 143 or POSC 143S, POSC 144 or POSC 144S, POSC 145, POSC 146, POSC 148 or POSC 148H or POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 173 or POSC 173S, POSC 180 or POSC

180S, POSC 181, POSC 182E, POSC 183E, POSC 184 or POSC 184S, POSC 186

Justification:

- We are adding POSC 7 W as a course that fulfills this lower division Political Theory requirement. This new writing intensive version of POSC 7 did not previously exist. (Students can only take one of these for credit towards the requirement.)
- We are adding POSC 182 F, POSC 182 G, POSC 183 F to this list of courses that meet the International Relations requirement. These courses, part of a new E-Z series, did not previously exist.
- The changes to the “public service requirement” of this major are needed: first, in order to provide students with an alternative to POSC 181 – now a less-frequently offered courses – so that they may graduate in a timely manner; and second, to reflect revisions to POSC 183, which has now been made into an E-Z course.
 - We are adding POSC 182E as an additional course to meet this portion of the public service requirement. We are doing this in order to provide students with an alternative to POSC 181 – now a less-frequently offered courses – so that they may graduate in a timely manner.
 - We are eliminating POSC 183 from this list of courses meeting this portion of the public service requirements because the course has been replaced by an E-Z series of courses. We are adding all three of the new corresponding E-Z course, POSC 183 E, POSC 183 F.
 - We are adding POSC 102 and POSC 102 S as courses that fulfill this Comparative Politics requirement. These courses did not previously exist.
 - In general, we are replacing a more limited number of courses meeting the US politics portion of the public service requirements of this major with the complete list of US politics courses offered in the department. We are doing this to enable students to graduate in a timely manner. The only complication here is that we are eliminating POSC 182 from this list of courses because the course has been replaced by an E-Z series of courses. We are adding one course from the new series, POSC 182 E, as the appropriate one to meet this US Politics portion of the public service requirement. The other courses in the old list (POSC 170, POSC 171, and POSC 186) all are in the new list, as well.
 - POSC 106/106S has been cross listed with SEHE 134/136S
 - POSC 127/127S has been crossed listed with SEHE 127/127S
 - POSC 137/137S has been cross listed with SEHE 137/137S

Approvals:

Approved by the faculty of the Department of Political Science:
Approved by the Executive Committee of the College of Humanities,
Arts, and Social Sciences:
Approved by the Committee on Educational Policy:

May 8, 2023

February 26, 2024

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Bachelor of Science in Psychology

PRESENT:

The B.S. degree is designed to provide a research-intensive curriculum for students who want a deeper understanding of how knowledge is created through research and for students who may be interested in research-based graduate programs in psychology and the biological sciences.

PROPOSED:

[no change]

Psychology courses must be taken for a letter grade. Students must check course descriptions for prerequisite requirements. [no change]

Admission

A limited number of students are accepted into the B.S. degree of the Psychology major. Acceptance is according to overall GPA and acceptable progress towards the Psychology major, including PSYC 001, PSYC 002, PSYC 011 and PSYC 012 with a B- or better. Students must apply when they have completed between 75 and 100 quarter units of college work. [no change]

The major requirements for the B.S. degree in Psychology are as follows:

1. Lower-division requirements for the B.S. (at least 39 units)

[no change]

a) One course in Mathematics equivalent to MATH 004 or higher; or a score on the MAE (Math Advisory Exam) sufficient for placement into MATH 022 or higher.

b) One 4 unit course in Biological Sciences (Biochemistry, Biology, Botany and Plant Sciences, Entomology, Nematology, or Plant Pathology)

c) One 4 unit course in Physical Sciences (Chemistry, Physics, Earth Sciences, excluding

cultural Geography courses)

d) Two additional 4 unit courses that satisfy the CHASS Natural Sciences and Mathematics breadth requirements.

e) PSYC 001, PSYC 002, PSYC 011, PSYC 012 with no grade below a B-

2. Upper-division requirements (37 units)

a) PSYC 110 or CBNS 106

b) PSYC 140, PSYC 150

c) PSYC 132 or PSYC 134

d) PSYC 160 or PSYC 161 or PSYC 162 or PSYC 163

e) Any three of the following: PSYC 109, PSYC 120L/CBNS 120L, PSYC 122L, PSYC 123L, PSYC 180, PSYC 181, PSYC 182 (E- Z), PSYC 195, PSYC 197 (for a total of 4 units, letter grade required), PSYC 199H. Also 195/197 can be applied twice (4 units and letter grade repeatable for up to 8 units).

f) One of the following: PSYC 117, PSYC 136, PSYC 139, PSYC 148, PSYC 169, or PSYC 190 (for a total of 4 units, letter grade required). One of the following graduate seminars may be substituted, with permission of the instructor: PSYC 251, PSYC 255, PSYC 256, PSYC 257, PSYC 258, PSYC 263

g) One additional 4-unit, upper-division Psychology course, with the following restrictions: only one quarter of PSYC 190 (for a total of 4 units, letter grade required); only one quarter of PSYC 195 (for a total of 4 units, letter grade required); only one quarter of PSYC 197 (for a total of 4 units, letter grade required), only one quarter of PSYC 195H (for a total of 4 units, letter grade required); only one quarter of PSYC 199 (for a total of 4 units, letter grade required); only one quarter of PSYC 199H (for a total of 4 units, letter grade required); only one quarter of PSYC 198G, or one 4-to 8-unit quarter of PSYC 198I may be included

Students planning for graduate school should take into consideration any specific graduate school requirements when choosing these elective Psychology courses.

2. Upper-division requirements (37 units)

a) [no change]

b) [no change]

c) [no change]

d) [no change]

e) Any three of the following: PSYC 109, PSYC 120L/CBNS 120L, PSYC 122L, PSYC 123L/CBNS 130L, PSYC 180, PSYC 181, PSYC 182 (E- Z), PSYC 195, PSYC 197 (for a total of 4 units, letter grade required), PSYC 199H. Also 195/197 can be applied twice (4 units and letter grade repeatable for up to 8 units).

f) [no change]

g) [no change]

[no change]

Justification:

Adding CBNS 130L crosslist to PSYC 123L as the crosslist was previously approved Spring 2019 and update was not made in curriculum

Approvals:

Approved by the faculty of the Department of Psychology:

February 8, 2024

Approved by the Executive Committee of the College of Humanities,

Arts, and Social Sciences:

February 26, 2024

Approved by the Committee on Educational Policy:

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

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, RLST 160, RLST 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 182E or POSC 182G 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 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151
- (2) **Human Resources Management/ Labor Relations:** 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 100W, BUS 102, BUS 107, PHIL 116, POSC 182E or POSC182G, 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 119, BUS 124A, BUS 124B, 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

(6) **Financial Accounting:** BUS 108,
BUS 165A, BUS 165B, BUS 165C,
BUS 167

(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:	October 10, 2022
Approved by the faculty of the Program of Administrative Studies:	December 15, 2023
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:	March 20, 2024
Approved by the Committee on Educational Policy:	April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Sociology/Administrative Studies Major (BA)

PRESENT:

The major requirements for the B.A. degrees in Sociology are as follows:

For the Bachelor of Arts

Sociology Department requirements (14 courses [at least 56 units])

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (5 courses [at least 20 units])

- a) SOC 001 or SOC 001H with a grade of “C-” or better
- b) SOC 003, SOC 004, SOC 005 with a grade of “C-” or better in each
- c) One additional lower-division Sociology courses with a grade of “C-” or better

2. Upper-division requirements (9 courses [at least 36 units])

- a) SOC 168 or SOC 169
- b) A minimum of one course each selected from four of the following five areas of emphasis:
 - (1) **Social Institutions, Organizations and Change:** SOC 112, SOC 121, SOC 122, SOC 123, SOC 125, SOC 137, SOC 139/MCS 139, SOC 143/URST 143, SOC 150, SOC 151, SOC 156, SOC 160, SOC 176/BUS 176, SOC 179, SOC 181, SOC 182/URST 182, SOC 184
 - (2) **Social Psychology:** SOC 173, SOC 174, SOC 175, SOC 177 E-Z, SOC 178, SOC 186E, SOC 186F, SOC 186G
 - (3) **Social Inequality:** SOC 128, SOC 129, SOC 130, SOC 131 E-Z, SOC 132, SOC 133, SOC 135, SOC 161, SOC 162, SOC 163, SOC 164, SOC 165
 - (4) **Criminology and Deviance:** SOC 134, SOC

PROPOSED:

The major requirements for the B.A. degrees in Sociology are as follows:

NO CHANGE

144, SOC 145, SOC 147, SOC 149, SOC 159, SOC 180

(5) **Family and Gender:** SOC 140, SOC 141, SOC 142, SOC 146, SOC 155 E-Z

c) An additional four elective courses (at least 16 units) in Sociology (No more than 5 units from any combination of SOC 190, SOC 197, SOC 198-I.)

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 ECON130 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 Sociology 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 400,~~ 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,~~ BUS 100W, BUS 102, BUS 107, PHIL 116, POSC182, 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,

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 ECON130 or ECON 162/BUS 162
 - (2) PSYC 140 or PSYC 142
 - (3) SOC 150 or SOC 151
 - (4) POSC 181 or POSC 182E or POSC 182G or POSC 183 or POSC 186
 - (5) ANTH 127 or ANTH 127S or ANTH 131
These two courses must be outside the discipline of Sociology 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 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151
 - (2) **Human Resources Management/ Labor Relations:** 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 100W, BUS 102, BUS 107, PHIL 116, POSC 182E or POSC 182G, 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

(6) **Financial Accounting:** BUS 108, BUS
165A, BUS 165B, BUS 165C, BUS 167

(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

Note: In filling the dual requirements of the
selected major, students may not count more than
two courses toward both parts of their total
requirements (Sociology requirements and
Administrative Studies requirements).

Justification:

NO CHANGES TO BA SOCIOLOGY MAJOR, SUBMITTING DUE TO CHANGES TO THE SOC
ADMIN STUDIES BA:

- Removed 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

Approvals:

Approved by the faculty of the Department of Sociology:

Approved by the faculty of the Program of Administrative Studies:

Approved by the Executive Committee of the College of Humanities,
Arts, and Social Sciences:

Approved by the Committee on Educational Policy:

December 1, 2023

December 15, 2023

March 1, 2024

April 8, 2024

BUS 119, BUS 124A, BUS 124B, 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

(6) **Financial Accounting:** BUS 108, BUS
165A, BUS 165B, BUS 165C, BUS 167

(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

Note: In filling the dual requirements of the
selected major, students may not count more than
two courses toward both parts of their total
requirements (Sociology requirements and
Administrative Studies requirements).

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Sociology/Administrative Studies Major (BS)

PRESENT:

The major requirements for the B.S. degrees in Sociology are as follows:

**For the Bachelor of Science
Sociology Department requirements (16 courses
[at least 64 units])**

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (5 courses [at least 20 units])

- a) SOC 001 or SOC 001H with a grade of “C-” or better
- b) SOC 003, SOC 004, SOC 005 with a grade of “C-” or better in each
- c) One additional lower-division Sociology courses with a grade of “C-” or better

2. Upper-division requirements (11 courses [at least 44 units])

- a) SOC 110, SOC 168, SOC 169
- b) A minimum of one course each selected from four of the following five areas of emphasis:
 - (1) **Social Institutions, Organizations and Change:** SOC 112, SOC 121, SOC 122, SOC 123, SOC 125, SOC 126, SOC 137, SOC 139/MCS 139, SOC 143/URST 143, SOC 150, SOC 151, SOC 156, SOC 160, SOC176/BUS 176, SOC 179, SOC 181, SOC 182/URST 182, SOC 184
 - (2) **Social Psychology:** SOC 173, SOC 174, SOC 175, SOC 177 E-Z, SOC 178, SOC 186E, SOC 186F, SOC 186G
 - (3) **Social Inequality:** SOC 128, SOC 129, SOC 130, SOC 131 E-Z, SOC 132, SOC 133, SOC 135, SOC 161, SOC 162, SOC 163, SOC 164, SOC 165
 - (4) **Criminology and Deviance:** SOC 134, SOC

PROPOSED:

The major requirements for the B.S. degrees in Sociology are as follows:

NO CHANGE

144, SOC 145, SOC 147, SOC 149, SOC 159, SOC 180

(5) **Family and Gender:** SOC 140, SOC 141, SOC 142, SOC 146, SOC 155 E-Z

c) An additional four elective courses (at least 16 units) in Sociology (No more than 5 units from any combination of SOC 190, SOC 197, SOC 198-I.)

Administrative Studies requirements (37 units)

1. Lower-division requirements (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 ECON130 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 ANTH127S or ANTH 131

These two courses must be outside the discipline of Art History 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, POSC182, 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

Administrative Studies requirements (37 units)

1. Lower-division requirements (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 ECON130 or ECON 162/BUS 162
 - (2) PSYC 140 or PSYC 142
 - (3) SOC 150 or SOC 151
 - (4) POSC 181 or POSC 182E or POSC 182G or POSC 183 or POSC 186
 - (5) ANTH 127 or ANTH127S or ANTH 131

These two courses must be outside the discipline of Art History 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 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151

(2) **Human Resources Management/ Labor Relations:** 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 100W, BUS 102, BUS 107, PHIL 116, POSC182, 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 124A, 124B, 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

(6) **Financial Accounting:** BUS 108, BUS 165A, BUS 165B, BUS 165C, BUS 167

(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

Note: In filling the dual requirements of the major students may not count more than two courses toward both parts of their total requirements (Art History requirements and Administrative Studies requirements).

(5) **Managerial Accounting/Taxation:** BUS 108, and two from BUS 166, BUS 168A, BUS 168B

(6) **Financial Accounting:** BUS 108, BUS 165A, BUS 165B, BUS 165C, BUS 167

(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

Note: In filling the dual requirements of the major students may not count more than two courses toward both parts of their total requirements (Art History requirements and Administrative Studies requirements).

Justification:

NO CHANGES TO BA SOCIOLOGY MAJOR, SUBMITTING DUE TO CHANGES TO THE SOC ADMIN STUDIES BS:

- Removed 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;

Approvals:

Approved by the faculty of the Department of Sociology:

December 1, 2023

Approved by the faculty of the Program of Administrative Studies:

December 15, 2023

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:

March 1, 2024

Approved by the Committee on Educational Policy:

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Speculative Fiction and Cultures of Science Minor

PRESENT:

1. Requirements (24 units)

- a. Four (4) units from SFCS 001 or from the approved substitutes ENGL 146/ MCS 146 or ANTH 162.
- b. Sixteen (16) additional units, selected from the following groups. Students must take at least four (4) units from two of the three groups.

GROUP ONE: Fine Arts; selected from CRWT 162; CRWT 172; MCS 146; MCS 133; MCS 151G; MCS 153 (E-Z); MCS 170; TFDP 166C.

GROUP TWO: Humanities; selected from CPLT 118; CPAC 132; ENGL 179A; ENGL 179SA; ENGL 179B; ENGL 179C; JPN 184; HIST 105; HIST 107; HISA 147; MCS 109; MCS 147; MCS 149; MCS 157; MCS 158; MCS 166; PHIL 137; PHIL 167.

GROUP THREE: Social Sciences; selected from ANTH 144F; ANTH 144E; GSST 106; GSST 161; GSST 185; GSST 187; GSST 189.

- c. Four (4) units from SFCS 193 (senior seminar) or CPLT 193 or ENGL 189 or MCS 193 or PHIL 193

All students must take the introductory course (SFCS 001) and the senior seminar or approved equivalents listed above. There is no required order in which elective courses must be taken but credit in SFCS 001 is required for entry into SFCS 193.

PROPOSED:

1. Requirements (24 units)

- a. Four (4) units from SFCS 001 or from the approved substitutes ENGL 146/ MCS 146 or ANTH 162.
- b. Sixteen (16) additional units, selected from the following groups. Students must take at least four (4) units from two of the three groups.

GROUP ONE: Fine Arts; selected from CRWT 162; CRWT 172; MCS 146; MCS 133; MCS 151G; MCS 153 (E-Z); MCS 170; TFDP 166C.

GROUP TWO: Humanities; selected from CPLT 118; CPAC 132; ENGL 179A; ENGL 179SA; ENGL 179B; ENGL 179C; JPN 184; HIST 105; HIST 107/SEHE173; HISA 147; MCS 109; MCS 147; MCS 149; MCS 157; MCS 158; MCS 166; PHIL 137; PHIL 167.

GROUP THREE: Social Sciences; selected from ANTH 144F; ANTH 144E; GSST 106; GSST 161; GSST 185; GSST 187; GSST 189.

- c. Four (4) units from SFCS 193 (senior seminar) or CPLT 193 or ENGL 189 or MCS 193 or PHIL 193

All students must take the introductory course (SFCS 001) and the senior seminar or approved equivalents listed above. There is no required order in which elective courses must be taken but credit in SFCS 001 is required for entry into SFCS 193.

See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for information on minors.

See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for information on minors.

Justification:

The History Department has submitted a cross listing request between HIST 107 & SEHE 173. If this cross list is approved, the listing of HIST 107 within the catalog must be updated to include SEHE.

Approvals:

Approved by the faculty of the Department of Speculative Fiction and Cultures of Science Minor:

December 11, 2023

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:

February 7, 2024

Approved by the Committee on Educational Policy:

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Sustainability Studies Major

PRESENT:

1. Lower-Division Requirement (4 courses, 14–16 units)
 - a) GSST 001
 - b) GSST 021
 - 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): BIOL 003, BIOL 005C, BIOL 040, BPSC 011, BPSC 021, ENTM 010, ENTM 020, ENTM 050/BPSC 050, GEO 002, GEO 004, GEO 009, GEO 010, GEO 011, GEO 012, CEE 010 (2 units), ENGR 096/NASC 096/HASS 096, ENSC 001, ENSC 002, ENSC 006/ECON 006, ME 004, PHYS 007, PHYS 010, PHYS 016, PHYS 024, PHYS 037
2. Quantitative Method Requirement (one course, 4 units)

One of the following courses or sequences OR an additional science course with a lab: SOC 001/SOC 004/SOC 005, STAT 008, STAT 100A, PSYC 011, POSC 114, ECON 101, GEO 157
3. Upper-Division Requirements (9 courses, 36 units)
 - a) GSST 100
 - b) Two GSST courses, of which at least one is from the following courses on gender & sustainability: GSST 131, GSST 161, GSST 171, GSST 173, GSST 181, GSST 183
 - c) Four courses from any of the following lists. (Students may concentrate in one or two areas or take courses from all areas. Up to two courses for this requirement may be replaced by any of the following CNAS courses. Students are responsible

PROPOSED:

1. Lower-Division Requirement (4 courses, 14–16 units)
 - a) GSST 001
 - b) GSST 021
 - 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): BIOL 003, BIOL 005C, BIOL 040, BPSC 011, BPSC 021, ENTM 010, ENTM 020, ENTM 050/BPSC 050, GEO 002, GEO 004, GEO 009, GEO 010, GEO 011, GEO 012, CEE 010 (2 units), ENGR 096/NASC 096/HASS 096, ENSC 001, ENSC 002, ENSC 006/ECON 006, ME 004, PHYS 007, PHYS 010, PHYS 016, PHYS 024, PHYS 037
2. Quantitative Method Requirement (one course, 4 units)

One of the following courses or sequences OR an additional science course with a lab: SOC 001/SOC 004/SOC 005, STAT 008, STAT 100A, PSYC 011, POSC 114, ECON 101, GEO 157
3. Upper-Division Requirements (9 courses, 36 units)
 - a) GSST 100
 - b) Two GSST courses, of which at least one is from the following courses on gender & sustainability: GSST 131, GSST 161, GSST 171/SEHE 105, GSST 173/SEHE 141, GSST 181, GSST 183
 - c) Four courses from any of the following lists. (Students may concentrate in one or two areas or take courses from all areas. Up to two courses for this requirement may be replaced by any of the following CNAS courses. Students are responsible

for fulfilling the relevant prerequisites: BIOL 100/ENTM 100, BIOL 165/BPSC 165, ECON 143A/ENSC 143A, ENSC 101, ENSC 102, ENSC 141, ENTM 124, ENTM 125, ENTM 126, GEO 160, GEO 161, GEO 167, GEO 169.)

(1) Environmental policy and politics: PBPL 129, POSC 106, POSC 127, POSC 137, POSC 139, POSC 160, POSC 180, POSC 189

(2) Health & medicine: ANTH 144E, ANTH 144F/GSST 185, ANTH 144J, ANTH 144M, ANTH 144N, ETST 116, HIST 107

(3) Science, technology, and related topics: ANTH 110, ANTH 132, ANTH 140T, AST 107, ETST 183, HIST 105, HIST 106, HIST 109/ENGR 109, MCS 122, PHIL 117, RLST 164, SOC 137, SOC 161, SOC 184

(4) Internship or Honors Thesis focusing on sustainability: GSST 195, GSST 198-I

d) Capstone course sequence, required for all seniors: GSST 191A + GSST 191C

Justification:

Adding POSC 106/127/137/139 SEHE cross list

Adding GSST 173 SEHE cross list

Approvals:

Approved by the faculty of the Department of Sustainability Studies:

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:

Approved by the Committee on Educational Policy:

for fulfilling the relevant prerequisites: BIOL 100/ENTM 100, BIOL 165/BPSC 165, ECON 143A/ENSC 143A, ENSC 101, ENSC 102, ENSC 141, ENTM 124, ENTM 125, ENTM 126, GEO 160, GEO 161, GEO 167, GEO 169.)

(1) Environmental policy and politics: PBPL 129, POSC 106/SEHE 136, POSC 127/SEHE 127, POSC 137/SEHE 137, POSC 139/SEHE 139, POSC 160, POSC 180, POSC 189

(2) Health & medicine: ANTH 144E, ANTH 144F/GSST 185, ANTH 144J, ANTH 144M, ANTH 144N, ETST 116, HIST 107

(3) Science, technology, and related topics: ANTH 110, ANTH 132, ANTH 140T, AST 107, ETST 183, HIST 105, HIST 106, HIST 109/ENGR 109, MCS 122, PHIL 117, RLST 164, SOC 137, SOC 161, SOC 184

(4) Internship or Honors Thesis focusing on sustainability: GSST 195, GSST 198-I

d) Capstone course sequence, required for all seniors: GSST 191A + GSST 191C

January 10, 2024

February 7, 2024

April 21, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Theatre, Film, and Digital Production Major

PRESENT:

The major requirements for the B.A. degree in Theatre, Film, and Digital Production are as follows:

Lower-division requirements (9 units)

1. TFDP 099
2. TFDP 020
3. Either TFDP 010, TFDP 021, TFDP 022, TFDP 050, TFDP 050S, TFDP 066, or TFDP 067

[no change]

Track 1: Literature, History, Criticism and Dramaturgy

[no change]

Upper-division requirements (40/44 units)

1. Literature, History, Criticism and Dramaturgy requirement (20 units)

a) **Literature, History, and Criticism emphasis (12 units):** TFDP 100, TFDP 120A, TFDP 120B

1) **Eight (8) additional units from** TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 161, TFDP 177 or TFDP 177S, TFDP 191 (E-Z)

b) **Dramaturgy emphasis (12 units):** TFDP 100, TFDP 120A, TFDP 120B

1) **Eight (8) additional units from** TFDP 103, TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 161, TFDP 177 or TFDP 177S, TFDP 191 (E-Z)

2. **Twelve (12) elective units from** TFDP 101, TFDP 102, TFDP 109, TFDP 110A, TFDP 115, TFDP 126A, TFDP 126B, TFDP 150A, TFDP 150B, TFDP 152, TFDP 164A/CRWT 164A, TFDP 167, TFDP 169, TFDP 185/MUS 185 or TFDP 185S/MUS 185S, TFDP 199

3. Production requirement (8/12 units)

a) **Literature, History, and Criticism emphasis:** Eight (8) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

b) **Dramaturgy emphasis:** TFDP 174 (4 units) and

eight (8) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, or TFDP 175

Track 2: Writing for the Performing Arts
Upper-division requirements (44 units)

[no change]

1. Literature, History, and Criticism (12 units)

a) TFDP 120A, TFDP 120B (8 units)

b) **Four (4) units from** TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 191(E-Z)

2. Writing for the Performing Arts (20 units)

a) TFDP 164A, TFDP 164B, TFDP 164C

b TFDP 166A, TFDP 166B

3. Eight (8) elective units from TFDP 109, TFDP 110A, TFDP 114, TFDP 115, TFDP 150A, TFDP 150B, TFDP 152, TFDP 163, TFDP 165, TFDP 166C, TFDP 167, TFDP 169, TFDP 195, TFDP 198-I

4. Production requirement: Four (4) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

Track 3: Filmmaking

[no change]

Upper-division requirements (40 units)

1. Filmmaking (16) units

[no change]

a) TFDP 155 and TFDP 153A or TFDP 154 (8 units)

b) **Eight (8) additional units from** TFDP 117, TFDP 130A, TFDP 130B, TFDP 142, TFDP 144, TFDP 151, TFDP 153B, TFDP 156A, TFDP 156B, TFDP 157, TFDP 159

[no change]

2. Screenwriting (4) units from TFDP 163

[no change]

3. Sixteen (16) elective units from TFDP 100, TFDP 101, TFDP 109, TFDP 115, TFDP 120A, TFDP 120B, TFDP 122, TFDP 123, TFDP 133, TFDP 149, TFDP 150A, TFDP 150B, TFDP 152, TFDP 160, TFDP 161, TFDP 165, TFDP 167, TFDP 171, TFDP 172, TFDP 177 or TFDP 177S, TFDP 180 (E-Z), TFDP 185/MUS 185 or TFDP 185S/MUS 185S, TFDP 191(E-Z), TFDP 195, TFDP 198-I

3. Twenty (20) elective units from TFDP 100, TFDP 101, TFDP 109, TFDP 115, TFDP 120A, TFDP 120B, TFDP 122, TFDP 123, TFDP 133, TFDP 149, TFDP 150A, TFDP 150B, TFDP 152, TFDP 160, TFDP 161, TFDP 165, TFDP 167, TFDP 171, TFDP 172, TFDP 177 or TFDP 177S, TFDP 180 (E-Z), TFDP 185/MUS 185 or TFDP 185S/MUS 185S, TFDP 191(E-Z), TFDP 195, TFDP 198-I, TFDP 170, TFDP 173, TFDP 174, or TFDP 175

~~**4. Production requirement:** Four (4) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175~~

Track 4: Acting and Directing

[no change]

Upper-division requirements (40-44 units)

1. Acting/Directing (16 units)

a) **Acting emphasis:** TFDP 109, TFDP 110A, TFDP 110B (12 units)

1) **Four (4) additional units from** TFDP 111A, TFDP 111B, TFDP 111C, TFDP 111D, TFDP 112 (E-Z), TFDP 113 (E-Z)

b) **Directing emphasis:** TFDP 109, TFDP 150A, TFDP 150B (12 units)

1) **Four (4) additional units from** TFDP 110A, TFDP 112 (E-Z), TFDP 113 (E-Z), TFDP 117, TFDP 153A, TFDP 154

2. Literature History and Criticism (12 units):
TFDP 100, TFDP 120A, TFDP 120B

3. Electives (4) units from TFDP 066, TFDP 101, TFDP 110A, TFDP 110B, TFDP 111A, TFDP 111B, TFDP 111C, TFDP 111D, TFDP 112 (E-Z), TFDP 113 (E-Z), TFDP 115, TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 136, TFDP 149, TFDP 150A, TFDP 150B, TFDP 152, TFDP 154, TFDP 155, TFDP 160, TFDP 161, TFDP 163, TFDP 185/MUS 185 or TFDP 185S/MUS 185S, TFDP 177 or TFDP 177S, TFDP 180 (E-Z), TFDP 191 (E-Z), TFDP 195, TFDP 198-I

4. Production requirement (8-12) units from
TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

Track 5: Production and Design

[no change]

Upper-division requirements (40-44 units)

1. Production and Design (16 units)

a) TFDP 101 (4 units)

b) **Twelve (12) units from** TFDP 131, TFDP 132, TFDP 133, TFDP 135, TFDP 136, TFDP 142, TFDP 143, TFDP 145, TFDP 149, TFDP 180 (E-Z)

2. Literature, History, and Criticism (12 units)

a) TFDP 100 (4 units)

b) **Eight (8) units from** TFDP 120A, TFDP 120B, TFDP 121, TFDP 122, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 161, TFDP 176/DNCE 128/ANTH 128/AST 128, TFDP 177 or TFDP 177S, TFDP 191 (E-Z)

3. Four (4 units) from TFDP 109, TFDP 115,

TFDP 150A, TFDP 150B, TFDP 152, TFDP 160,
TFDP 195, TFDP 198-I

4. Production requirement (8-12) units from
TFDP 170, TFDP 171, TFDP 172, TFDP 173,
TFDP 174, or TFDP 175

Track 6: General Theatre, Film, and Digital [no change]
Production

Upper-division requirements (40 units)

1. Twelve (12) units of Literature, History, and
Criticism: TFDP 100, TFDP 120A, TFDP 120B

2. Twelve (12) units of Additional Requirements
from TFDP 101, TFDP 103, TFDP 109, TFDP
121, TFDP 150A, TFDP 150B, TFDP 131, TFDP
132, TFDP 133, TFDP 135, TFDP 136, TFDP 138,
TFDP 143, TFDP 145, TFDP 149, TFDP 153A,
TFDP 154, TFDP 163, TFDP 164A/CRWT 164A,
TFDP 166A

3. Electives (8) eight units from TFDP 115, TFDP
122, TFDP 124A, TFDP 124B, TFDP 125 (E-Z),
TFDP 152, TFDP 161, TFDP 176/DNCE
128/ANTH 128/AST 128, TFDP 177 or TFDP
177S, TFDP 185/MUS 185 or TFDP 185S/MUS
185S, TFDP 180 (E-Z), TFDP 191 (E-Z), TFDP
195, TFDP 199

4. Production requirement (8) units from TFDP
170, TFDP 171, TFDP 172, TFDP 173, TFDP 174,
or TFDP 175

Justification:

These units came about initially because back when the department only had about 60-70 students, the theatre productions were having a hard time finding crew. The production units kind of forced students to have to participate. But the units requirement is no longer necessary for filmmaking majors as student population of TFDP grows up to about 450.

Approvals:

Approved by the faculty of the Department of TFDP:

December 1, 2023

Approved by the Executive Committee of the College of Humanities,
Arts, and Social Sciences:

February 7, 2024

Approved by the Committee on Educational Policy:

April 8, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Entomology BS + MS

PRESENT:

Combined Entomology B.S. + Entomology
M.S. Program

The College of Natural and Agricultural Science offers a combined five-year B.S.+M.S. program in Entomology, designed to allow successful UCR Entomology B.S. graduates to complete the Master of Science degree in Entomology in one year (Plan I, Thesis).

Applicants to the Combined Entomology B.S.+M.S. program (including transfer students) should apply by the end of their junior year, providing that the student is a UCR Entomology B.S. student with cumulative GPA at least 3.0 overall and 3.3 GPA in the Entomology major. The application to the Combined B.S.+M.S. program must include a Statement of Interest and Eligibility, at least two recommendation letters from UCR Academic Senate faculty members, one of which should include the prospective thesis advisor and at least one of which must be Entomology faculty. Matriculation into the graduate portion of the combined degree program occurs in the Fall term following senior year, provided: (a) the M.S. application is accepted, (b) throughout senior year, the student is an Entomology B.S. major with cumulative GPA 3.0 or higher, (c) by the end of senior year, the student completes the Entomology B.S. degree requirements.

Incoming freshman students who apply to the Entomology B.S. program may simultaneously apply for preliminary admission into the combined degree program provided their high-

PROPOSED :

Combined Entomology B.S. + Entomology
M.S. Program

No Change

school GPA is at least 3.6, their SAT-I combined score is at least 1250, they satisfy the Entry-Level Writing requirement prior to matriculation, and they have sufficient math preparation to enroll in MATH 7A (Calculus for the Life Sciences) or 9A (First-Year Calculus Part 1) upon arrival. Preliminary conditional admission status is maintained as long as the student is an Entomology B.S. student in good standing with a cumulative GPA of at least 3.0. Conditionally admitted students still need to apply for full admission by the end of their junior year as described above.

Overall Requirements

A total of 36 units are required to complete the MS portion. 24 units must be 200-level. No more than 12 units may come from 297 or 299 research units. No more than 12 units of ENTM 100-level courses earned prior to matriculation to graduate status can be applied toward the MS degree requirements.

No Change

Course Requirements

1. While in the Combined Entomology B.S.+M.S. Program, students must complete a minimum of 24 units of research (a combination of ENTM 190/197/199 and ENTM 297/299) over 6 consecutive quarters. Students receive credit towards this requirement by completing up to 12 units of ENTM 190/197/199/199H as an undergraduate student and a minimum of 12 units of ENTM 297/299 as a graduate student. Only 12 units of ENTM 297/299 will count toward the 36 unit requirement.

2. A minimum of 9 units of graduate courses and graded 2-unit graduate seminars from this list of courses: ENTM 201, ENTM 202, ENTM 203, ENTM 207, ENTM 209, ENTM 210, ENTM 212, ENTM 219, ENTM 227, ENTM 229, ENTM 230, ENTM 240,

Course Requirements

1. No change

2. A minimum of 9 units of graduate courses and graded 2-unit graduate seminars from this list of courses: ENTM 201, ENTM 201L, ENTM 202, ENTM 202L, ENTM 203, ENTM 203L, ENTM 207, ENTM 209, ENTM 210, ENTM 212, ENTM 219, ENTM

ENTM 241, ENTM 242, ENTM 249, ENTM 251, ENTM 252, ENTM 254, ENTM 255, ENTM 256, ENTM 257, ENTM 258, ENTM 262, ENTM 267, ENTM 289, ENTM 290, BPSC 230, BPSC 234, BPSC 246, BPSC 247, EEOB 215, EEOB 217, EEOB 230, EEOB 282, EEOB 283, STAT 231A, STAT 231B.

3. Up to 6 units of upper division 100 level ENTM courses may be taken during the M.S. portion of the program.

4. Enrollment in ENTM 250, is required during all quarters of M.S. study (3 units total).

5. Thesis and Final Oral Examination: Following completion of their research, students submit a written thesis and conclude their studies with an oral public defense of the thesis.

Interested students should check with the Department of Entomology's Undergraduate Advisors and their Academic Advisor for additional details.

Professional Development

Students in the Entomology B.S.+M.S. Program must participate in the departmental seminar (ENTM 250) for the three quarters of their master's year and present at the Annual Graduate Student Seminar Day.

Justification:

Update to Courses to break out lab to create more options for Master's students who are not required to complete both aspects of the course.

Approvals:

Approved by the faculty of the Department of Entomology:
Approved by the Executive Committee of the College CNAS:
Approved by the Graduate Council:
Approved by the Committee on Educational Policy:

227, ENTM 229, ENTM 230, ENTM 240, ENTM 241, ENTM 242, ENTM 249, ENTM 251, ENTM 252, ENTM 254, ENTM 255, ENTM 256, ENTM 257, ENTM 258, ENTM 262, ENTM 267, ENTM 289, ENTM 290, BPSC 230, BPSC 234, BPSC 246, BPSC 247, EEOB 215, EEOB 217, EEOB 230, EEOB 282, EEOB 283, STAT 231A, STAT 231B.

3. Up to 6 units of upper division 100 level ENTM courses may be taken during the M.S. portion of the program.

4. Enrollment in ENTM 250, is required during all quarters of M.S. study (3 units total).

5. Thesis and Final Oral Examination: Following completion of their research, students submit a written thesis and conclude their studies with an oral public defense of the thesis.

Interested students should check with the Department of Entomology's Undergraduate Advisors and their Academic Advisor for additional details.

Professional Development

Students in the Entomology B.S.+M.S. Program must participate in the departmental seminar (ENTM 250) for the three quarters of their master's year and present at the Annual Graduate Student Seminar Day.

November 17, 2023
March 5, 2024
April 18, 2024
May 24, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed changes to the B.A and the B.S. in Microbiology

PRESENT:

Major

Microorganisms play key roles in ecosystems and human civilization. They can both cause and prevent a wide array of diseases in animals and plants. They are key components in the manufacturing of bread, cheese, and other food products. Microbes are involved in soil formation, global environmental processes and detoxifying contaminated environments. In addition, they contain a wealth of useful compounds and enzymes for biotechnology. [no change]

Students earning a degree will be prepared to continue studies at the graduate level, earn teaching credentials, or enter professional schools in medicine, pharmacy, optometry, dentistry, veterinary medicine, and clinical laboratory science among others. Students will also be trained for technical careers in medicine, agriculture, biotechnology and environmental fields. For information on how to select elective coursework for specific career paths, visit the CNAS Under-graduate Academic Advising Center.

Students in the Microbiology major can obtain either B.A. or B.S. degrees. The B.S. degree offers students with a strong interest in the natural sciences an opportunity to emphasize this aspect of their education. The B.A. degree is available to students who wish to obtain a broader background in the humanities and social sciences than is required of students in the B.S. program.

University Requirements

[no change]

See the Undergraduate Studies section for requirements that all students must satisfy.

College Requirements

[no change]

See Degree Requirements, College of Natural and Agricultural Sciences, in the Undergraduate Studies Section, for requirements that students must satisfy.

Major Requirements

[no change]

Some of the following requirements for the Microbiology major may also fulfill the College's breadth requirements. Consult with an advisor for course planning.

1. Core Curriculum (~~72-77~~ units)

Students must complete all required core curriculum courses with a grade of "C-" or better and with a cumulative GPA in the courses of at least 2.0. Grades of "D" or "F" in two required courses, either separate courses or repetitions of the same course, are grounds for discontinuation from the major.

- a) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C
- b) ~~CHEM001A and CHEM 01LA or CHEM001HA and CHEM 01HLA, CHEM001B and CHEM 01LB or CHEM001HB and CHEM 01HLB, CHEM 001C and CHEM 01LC or CHEM001HC and CHEM 01HLC~~
- c) CHEM 008A and 08LA or CHEM 08HA and CHEM 8HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 8HLB, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 8HLC
- d) ~~PHYS 002A and PHYS 02LA or PHYS 002HA and PHYS 02HLA, PHYS 002B and PHYS 02LB or PHYS 002HB and PHYS 02HLB, PHYS 002C and PHYS 02LC or PHYS 002HC and PHYS 02HLC, PHYS 040A, PHYS 040B, PHYS 040C~~

1. Core Curriculum (72-73 units)

[no change]

- b) CHEM 001A and CHEM 01LA or CHEM 01HA and CHEM 1HLA, CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 1HLB, CHEM 001C and CHEM 01LC or CHEM 01HC and CHEM 1HLC
- c) CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 08HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 08HLB, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 08HLC
- d) PHYS 002A and PHYS 02LA or PHYS 02HA and PHYS 02HLA, PHYS 002B and PHYS 02LB or PHYS 02HB and PHYS 02HLB, PHYS 002C and PHYS 02LC or PHYS 02HC and PHYS 02HLC, or PHYS 040A, PHYS 040B, PHYS 040C

e) MATH 007A or MATH 009A, MATH 007B or MATH 009B	[no change]
f) STAT 010	[no change]
g) BCH 100 or BCH 100H, or BCH 110A or BCH 110HA and BCH 110B or BCH 110HB	g) <u>BCH 100 or BCH 100H or BCH 110A or BCH 110HA</u>
2. Upper-Division Requirements (37-38 units)	[no change]
a) Major Core (19 or 20 units): BIOL 102, BIOL 107A, MCBL 121/BIOL 121, MCBL 121L/BIOL 121L or MCBL 121LS , MCBL 125	a) Major Core (19-20 units): BIOL 102, BIOL 107A, MCBL 121/BIOL 121 <u>or MCBL 131</u> , MCBL 121L/BIOL 121L or <u>MCBL 131L</u> , MCBL 125
b) Major Electives. A minimum of 18 units from the following to be selected in consultation with a faculty advisor: BIOL 128/CBNS 128, BIOL 157, BIOL 158, CBNS 101, ENSC 120/NEM 120, MCBL 120/BIOL 120/PLPA 120, MCBL 120L/BIOL 120L/PLPA 120L, MCBL 122/BIOL 122, MCBL 123/BIOL 123/PLPA 123, MCBL 124/BIOL 124, MCBL 126, MCBL 127, MCBL 128, MCBL 129, MCBL 190², MCBL 197², MCBL/ENSC 133, PLPA 134/BIOL 134, PLPA 134L/BIOL 134L, MCBL 139	b) Major Electives. A minimum of 18 units from the following to be selected in consultation with a faculty advisor: <u>BIOL 128/CBNS 128, BIOL 157, BIOL 158, CBNS 101, ENSC 120/NEM 120, MCBL 120/BIOL 120/PLPA 120, MCBL 120L/BIOL 120L/PLPA 120L, MCBL 122/BIOL 122, MCBL 123/BIOL 123/PLPA 123, MCBL 124/BIOL 124, MCBL 125 (when repeated), MCBL 126, MCBL 127, MCBL 128, MCBL 129, MCBL/ENSC 133, MCBL 139, MCBL 190², MCBL 197², NEM 159/BIOL 159, PLPA 134/BIOL 134, PLPA 134L/BIOL 134L</u>
3. Other Requirements	3. <u>Depth Requirements</u>
For the Bachelor of Science degree, an additional 16 units in upper-division microbiology courses and/or substantive courses in a field or fields related to the major. Acceptable courses include BCH 162, BIOL 107B, BIOL 109, BIOL 119, MCBL 198-I³; a more complete list of acceptable courses is available at the CNAS Undergraduate Academic Advising Center.	<u>For the Bachelor of Science degree, an additional 16 units in upper-division microbiology courses and/or substantive courses in a field or fields related to the major. Acceptable courses include any course not used to fulfill requirements under b) Major Electives, BCH 162, BIOL 107B, BIOL 109, BIOL 119, and MCBL 198-I³. Some lower-division courses can also be applied such as STAT 010, STAT 011, MATH 009C, MATH 010A, or CS 009A. A more complete list of acceptable courses is available at the CNAS Undergraduate Academic Advising Center.</u>

For the Bachelor of Arts degree, the foreign language requirement may be fulfilled by completing level-four coursework or by demonstrating the equivalent proficiency in one foreign language.

[no change]

4. Bachelor of Science Sample Program

Freshman Year	Fall	Winter	Spring
BIOL 005A, BIOL 005LA, or BIOL 020, BIOL 005B		5	4
CHEM 001A or CHEM 001HA, CHEM 001B or CHEM 001HB, CHEM 001C or CHEM 001HC	4	4	4
CHEM 01LA or CHEM 01HLA, CHEM 01LB or CHEM 01HLB, CHEM 01LC or CHEM 01HLC	1	1	1
ENGL 001A, ENGL 001B	4		4
Humanities/Social Sciences			4
MATH 007A or 009A, MATH 007B or 009B	4	4	
NASC 093	2		
Total Units	15	14	17

Freshman Year	Fall	Winter	Spring
BIOL 005A, <u>BIOL 05LA or</u> <u>BIOL 020,</u> BIOL 005B		5	4
CHEM 001A or <u>CHEM 01HA,</u> CHEM 001B or <u>CHEM 01HB,</u> CHEM 001C or <u>CHEM 01HC</u>	4	4	4
CHEM 01LA or CHEM 1HLA, CHEM 01LB or <u>CHEM 1HLB,</u> CHEM 01LC or <u>CHEM 1HLC</u>			
[no change]			
[no change]			
MATH 007A or <u>MATH 009A,</u> MATH 007B or <u>MATH 009B</u>			
[no change]			
Total Units	15	14	17

Sophomore Year	Fall	Winter	Spring
STAT 010			5
BIOL 005C	4		
CHEM 008A and 08LA or CHEM 08HA and CHEM 8HLA , CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 8HLB , CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 8HLC	4	4	4
Elective		4	
Humanities/Social Sciences		4	
PHYS 002A or PHYS 002HA , PHYS 002B or PHYS 002HB , PHYS 002C or PHYS 002HC	4	4	4
PHYS 02LA or PHYS 02HLA, PHYS 02LB or PHYS 02HLB, PHYS 02LC or PHYS 02HLC	1	1	1
Total Units	13	17	14

Sophomore Year	Fall	Winter	Spring
[no change]			
[no change]			
CHEM 008A and <u>CHEM 08LA</u> or CHEM 08HA and <u>CHEM 08HLA</u> , CHEM 008B and CHEM 08LB or CHEM 08HB and <u>CHEM 08HLB</u> , CHEM 008C and CHEM 08LC or CHEM 08HC and <u>CHEM 08HLC</u>	4	4	4
[no change]			
[no change]			
PHYS 002A or <u>PHYS 02HA</u> , PHYS 002B or <u>PHYS 02HB</u> , PHYS 002C or <u>PHYS 02HC</u>	4	4	4
[no change]			
Total Units	13	17	14

Junior Year	Fall	Winter	Spring
BCH 100 or BCH 100H	4		
Humanities/Social Sciences	4	4	4
BIOL 102		4	
BIOL 107A		4	
MCBL 121		4	
MCBL 121L or MCBL 121LS		3 or 4	
MCBL 125			4
PHIL 009 ⁴	4		
Major Electives & Other Reqs.			7
Total Units	16	15 or 16	15
Senior Year	Fall	Winter	Spring
ENGL 001C		4	
Elective	4		8
Major Electives & Other Reqs.	8	8	8
MCBL 197	2	2	
Total Units	14	14	16

<u>Junior Year</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
[no change]			
[no change]			
[no change]			
[no change]			
MCBL 121 <u>or</u> MCBL 131	<u>4</u>		
MCBL 121L <u>or</u> MCBL 131L		3 or 4	
[no change]			
[no change]			
<u>Major Electives & Depth</u>			
Total Units	16	15 or 16	15
Senior Year	Fall	Winter	Spring
[no change]			
[no change]			
<u>Major Electives & Depth</u>			
[no change]			
[no change]			

Notes:

- | | |
|--|---|
| 1. Some students will take courses in summer session to (i) reduce the unit load during the normal academic year (ii) complete the degree requirements in less than four years or (iii) enable the acquisition of a minor or double major in four years. | [no change] |
| 2. No more than 4 units of either MCBL 190 or MCBL 197 can be applied toward the Major Electives unit requirement, unless approved by the Microbiology Steering Committee. | [no change] |
| 3. No more than 4 units can be applied toward the Other Requirements unit requirement, unless approved by the Microbiology Steering Committee. | 3. <u>No more than 4 units can be applied toward the Depth Requirements unit requirement, unless approved by the Microbiology Steering Committee.</u> |
| 4. Students are encouraged to take a class in ethics | [no change] |

Justification:

Some students in the Microbiology major change their major to Biology in their senior year because they are unable to graduate on time. To enable students to graduate with a degree in their chosen major, we have modified some requirements in the Microbiology major to provide options similar to those in the *Life Sciences core curriculum* and *Other requirements* area of the Biology major. For example, the *Core Curriculum* area of the Microbiology major includes one biochemistry course (e.g. BCH 100). We propose that students be able to use this course for the upper-division, *Other Requirements* area for the major just as Biology allows. In addition, the *Core Curriculum* includes one statistics course (STAT 010). We propose that students be able to also use this course for the *Other Requirements* area of the major as Biology allows. In addition, we propose allowing students to use the third quarter of calculus or a second quarter of statistics for the *Other Requirements* for the major. All of these changes will make it easier for students to graduate on time in the Microbiology major.

Typos in course numbers were corrected. Equivalent courses to MCBL 121 and MCBL 121L were added. MCBL 121LS was renumbered to MCBL 131L.

Approvals:

Approved by the faculty of the Department of Microbiology and Plant Pathology
Approved by the CNAS Executive Committee:
Approved by the Committee on Educational Policy:

November 30, 2023
March 5, 2024
April 22, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Statistics BS + 1

PRESENT:

Joint B.S.+1 Statistics M.S. Program

The College of Natural and Agricultural Science offers a combined B.S.+1 Statistics M.S. program, designed to allow successful B.S. graduates who have taken some graduate level statistics courses in their senior standing year in UCR to complete the Master of Science degree in Statistics in one year, by allowing up to 12 units of graduate level coursework taken in UCR as an undergraduate to be counted towards the MS degree requirements.

A student should apply for the B.S.+1 Statistics M.S. program (including transfer students) before the start of their senior standing year. To apply, the student must have a cumulative GPA at least 3.0 overall, 3.3 GPA in the statistics major, and have completed STAT 160ABC or equivalent. These are minimum requirements and do not guarantee the admission. The application to the B.S.+1 M.S. program must include a transcript, and at least two recommendation letters. Submission of GRE scores with the application is recommended but not required. During students' senior year, students must apply via the Graduate Division for the M.S. portion. Matriculation into the graduate portion of the B.S.+1 M.S. program occurs in the Fall term following their final year, provided: (a) the M.S. application is accepted, (b) throughout the final undergraduate year at UCR the student has a cumulative GPA 3.0 or higher, (c) by the end of senior standing year, the student completes the B.S. degree requirements.

PROPOSED:

No change

A student should apply for the B.S.+1 Statistics M.S. program (including transfer students) before the start of their senior standing year. To apply, the student must have a cumulative GPA at least 3.0 overall, 3.3 GPA in the statistics major, and have completed STAT 160ABC with GPA at least 3.3 in STAT 160ABC sequence. These are minimum requirements and do not guarantee admission.

Incoming freshman students who apply to the Statistics B.S. program may simultaneously apply for preliminary conditional admission into the B.S.+1 Statistics M.S. program provided their high-school GPA is at least 3.6, they satisfy the Entry-Level Writing requirement prior to matriculation, and they are eligible to enroll in or to receive credit for MATH 7A or MATH 9A upon arrival or in their first quarter.	No change
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Preliminary conditional admission status is maintained as long as the student is a Statistics B.S. student in good standing with a cumulative GPA of at least 3.0. Conditionally admitted students still need to apply for full admission by the start of their senior standing year as described above and apply via the Graduate Division for the MS portion. Continuing undergraduate students who meet the above criteria may apply to the program by submitting a petition and should confer with their staff advisor for details.	No change
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To earn the MS degree, students are required to complete a minimum of 41 units that must include STAT 201A, 201B, 201C, STAT 202A, 202B, 202C, STAT 207, STAT 208, STAT 288, and two quarters of STAT 293, and pass the written exam. No more than 12 units earned prior to matriculation to graduate status can be applied towards the MS degree requirements. The courses that can be double counted must be graduate level courses and be eligible to be counted as electives in the B.S. requirements. Students receive credit toward the 41 units by completing STAT 201ABC (recommended) or some other graduate level courses, approved by the graduate advisor, as an undergraduate senior.	No change
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Justification:

We are making the wording more precise by including the grade scale for STAT 160ABC.

Approvals:

Approved by the faculty of the Department of Statistics:	February 23, 2024
Approved by the Executive Committee of the CNAS College:	January 23, 2024

Approved by the Graduate Council:
Approved by the Committee on Educational Policy:

April 18, 2024
April 12, 2024

**EXECUTIVE COMMITTEE
SCHOOL OF EDUCATION
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Education Minor (EDUC)

PRESENT:

Education Minor

The Education minor offers to any undergraduate student an introduction to issues and practices of education and research in public schools. Students from any major are invited to pursue a minor in Education.

Students in the Education minor may select from a variety of courses that may focus on a particular interest or may sample across aspects of the curriculum. Specific areas of interest that are reflected in the course offerings include: Special education, psychology, higher education, policy and leadership, culture and language, issues of classism, racism, sexism, heterosexism, diversity and equity, social justice, curriculum and teaching strategies, qualitative and quantitative methods, and educational research.

PROPOSED:

[No Change]

The Education minor offers to any undergraduate student an introduction to issues and practices of education and research in public schools. Students from any major are invited to pursue a minor in Education.

Students in the Education minor may select from a variety of courses that may focus on a particular interest or may sample across aspects of the curriculum. Specific areas of interest that are reflected in the course offerings include: Special education, psychology, higher education, policy and leadership, culture and language, issues of classism, racism, sexism, heterosexism, diversity and equity, social justice, curriculum and teaching strategies, qualitative and quantitative methods, and educational research.

The School of Education has a list of Education minor themes consisting of topic areas with a list of courses. The themes have been created to help students explore a focused subject area in Education by way of the Education minor. Students can visit the Undergraduate Education section on SOE's website at <https://education.ucr.edu/> to view the list of Education minor themes and suggested coursework. Students may also consult with the Program Advisor on the themes and which option(s) to pursue.

The Education minor does not lead to a teaching credential; however, some of the courses will satisfy UCR Teacher Education Program requirements. Students who are interested in pursuing a teaching credential should contact the Teacher Education Program at (951) 827-5225.

Program Requirements

The Education minor consists of the satisfactory completion of at least 24 units in courses identified for the Education Minor Program. At least 16 units must be completed in upper division courses.

Student petitions require the approval of the program advisor in the Education minor. Students may not petition to take more than 8 units of courses outside of the identified courses for the Education minor. College approval from both the School of Education and the major college is required.

Please see education.ucr.edu for the minor petition process. Minor in Education candidates must maintain a minimum cumulative GPA of 2.0.

Course Work

Students will have the opportunity to select from a menu of electives to complete the course work:

EDUC 001, EDUC 002, EDUC 003, EDUC 004, EDUC 005, EDUC 010 or EDUC 010H, EDUC 019 (E-Z), EDUC 023, EDUC 024, EDUC 032A, EDUC 032B, EDUC 032C, EDUC 041, EDUC 042, EDUC 043, EDUC 044, EDUC 050, EDUC 051, EDUC 052, EDUC 061, ~~EDUC 100A, EDUC 100B,~~ EDUC 104, EDUC 105, EDUC 111 (E-Z), ~~EDUC 112,~~ EDUC 118, EDUC 119 (E-Z), EDUC 122, EDUC 123, EDUC 132, EDUC 134, EDUC 136, EDUC 141, EDUC 142,

The Education minor does not lead to a teaching credential; however, some of the courses will satisfy UCR Teacher Education Program requirements. Students who are interested in pursuing a teaching credential should contact the Teacher Education Program at (951) 827-5225.

[No Change]

Course Work

Students will have the opportunity to select from a menu of electives to complete the course work:

EDUC 001, EDUC 002, EDUC 003, EDUC 004, EDUC 005, EDUC 010 or EDUC 010H, EDUC 019 (E-Z), EDUC 023, EDUC 024, EDUC 032A, EDUC 032B, EDUC 032C, EDUC 041, EDUC 042, EDUC 043, EDUC 044, EDUC 050, EDUC 051, EDUC 052, EDUC 061, EDUC 103W, EDUC 104, EDUC 105, EDUC 111 (E-Z), EDUC 118, EDUC 119 (E-Z), EDUC 122, EDUC 123, EDUC 132, EDUC 134, EDUC 136, EDUC 141, EDUC 142, EDUC 144, EDUC 145/BLKS

EDUC 144, EDUC 145/BLKS 145, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 149, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 177 or EDUC 178, EDUC 179A, EDUC 179B, EDUC 181, EDUC 182, EDUC 183, EDUC 184

145, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 149, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 155, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 177 or EDUC 178, EDUC 179A, EDUC 179B, EDUC 181, EDUC 182, EDUC 183, EDUC 184

Additional courses may be added to this list by proposals of academic units, or by petitions of students to take a suitable alternative course.

[No Change]

Justification:

1. EDUC 100A, EDUC 100B, and EDUC 112 are being deleted from the curriculum because they have not been offered in four years or more.
2. EDUC 103W (Critical Race Approaches to Academic Writing in Education) is a new course added to the curriculum effective Summer 2024.
3. EDUC 155 (Reimagining Education Through Critical and Decolonial Perspectives) is a new course being added to the curriculum effective Winter 2025.
4. The School of Education has put together a list of Education Minor themes consisting of topic areas with a list of courses to consider taking. The themes have been created to help students explore a focused subject area in Education by way of the Education Minor.

Approvals:

Approved by the faculty of the School of Education:

January 23, 2024

Approved by the Executive Committee of the School of Education:

February 27, 2024

Approved by the Committee on Educational Policy:

April 11, 2024

**EXECUTIVE COMMITTEE
SCHOOL OF EDUCATION
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to Education, Society, and Human Development (ESHD) Major

PRESENT:

University Requirements

See Undergraduate Studies section

College Requirements

See the School of Education section.

Major Requirements

The major requirements for the B.A. degree in Education, Society, and Human Development, with concentrations in Education for Social Justice and Learning and Behavioral Studies.

Change of Major

Students switching to the Education, Society, and Human Development Major must be in good academic standing at time of major change and have completed at least one Education course with a grade of “C” or better, excluding ~~EDUC 100A, EDUC 100B,~~ EDUC 102, and EDUC 190-198.

Education for Social Justice Concentration

1. Lower-division requirements (5 courses [at least 20 units])

(a) EDUC 005

(b) EDUC 010 or EDUC 010H

(c) At least 3 of the following lower-division courses (at least 12 units): EDUC 001, EDUC 002, EDUC 019 (E-Z), EDUC 023, EDUC 024, EDUC 032A, EDUC 032B, EDUC 032C, EDUC 041, EDUC 042, EDUC 043, EDUC 050, EDUC 051, EDUC 052, EDUC 061

2. Upper-division requirements (7 courses [at least 28 units])

(a) Educational Research Methods (1 course [at least 4 units])

(1) EDUC 118

PROPOSED:

[no change]

[no change]

Major Requirements

[no change]

Change of Major

Students switching to the Education, Society, and Human Development Major must be in good academic standing at time of major change and have completed at least one Education course with a grade of “C” or better, excluding EDUC 102 and EDUC 190-198.

[no change]

1. [no change]

(a) [no change]

(b) [no change]

(c) [no change]

2. [no change]

(a) [no change]

(1) [no change]

(b) Concentration courses (4 courses [at least 16 units])

- (1) EDUC 122, EDUC 123, EDUC 141, EDUC 142, EDUC 144, EDUC 145/BLKS 145, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 149, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154

(b) [no change]

- (2) EDUC 103W, EDUC 122, EDUC 123, EDUC 141, EDUC 142, EDUC 144, EDUC 145/BLKS 145, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 149, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 155

(c) Elective courses (2 courses [at least 8 units])

- (1) EDUC 111 (E-Z), ~~EDUC 112~~, EDUC 119 (E-Z), EDUC 132, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 179A, EDUC 181, EDUC 182, EDUC 183, EDUC 184, EDUC 190

(c) [no change]

- (1) EDUC 111 (E-Z), EDUC 119 (E-Z), EDUC 132, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 179A, EDUC 181, EDUC 182, EDUC 183, EDUC 184, EDUC 190

A maximum of 8 units of EDUC 190 may be taken to satisfy elective degree requirements.

[no change]

3. Community Engaged Learning (40 hours minimum)

3. [no change]

(a) A minimum of 40 hours of field experiences, research, internship, and/or service-learning (activity) in an approved education setting.

(a) [no change]

- (1) For a list of field experiences, research, internship, and/or service-learning opportunities and how to demonstrate completion of the minimum 40 hours, please consult with the Community Engaged Learning Coordinator or an academic advisor in the Undergraduate Programs Office in the School of Education and/or the Undergraduate programs Community Engaged Learning section of School of Education's website.

(1) [no change]

Learning and Behavioral Studies Concentration

[no change]

1. Lower-division requirements (5 courses [at least 20 units])

1. [no change]

(a) EDUC 005

(a) [no change]

(b) EDUC 010 or EDUC 010H	(b) [no change]
(c) At least 3 of the following lower-division courses (at least 12 units): EDUC 001, EDUC 002, EDUC 019 (E-Z), EDUC 023, EDUC 024, EDUC 032A, EDUC 032B, EDUC 032C, EDUC 041, EDUC 042, EDUC 043, EDUC 050, EDUC 051, EDUC 052, EDUC 061	(c) [no change]
2. Upper-division requirements (7 courses [at least 28 units])	2. [no change]
(a) Education Research Methods (1 course [at least 4 units])	(a) [no change]
(1) EDUC 118	(1) [no change]
(b) Concentration courses (4 courses [at least 16 units])	(b) [no change]
(1) EDUC 132, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 179A, EDUC 181, EDUC 182, EDUC 183, EDUC 184	(1) [no change]
(c) Elective courses (2 courses [at least 8 units]) (1) EDUC 104, EDUC 105, EDUC 111 (E-Z), EDUC 112 , EDUC 119 (E-Z), EDUC 122, EDUC 123, EDUC 141, EDUC 142, EDUC 144, EDUC 145/BLKS 145, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 149, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 171 or EDUC 172, EDUC 190	(c) Elective courses (2 courses [at least 8 units]) (1) <u>EDUC 103W</u> , EDUC 104, EDUC 105, EDUC 111 (E-Z), EDUC 119 (E-Z), EDUC 122, EDUC 123, EDUC 141, EDUC 142, EDUC 144, EDUC 145/BLKS 145, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 149, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, <u>EDUC 155</u> , EDUC 171 or EDUC 172, EDUC 190
A maximum of 8 units of EDUC 190 may be taken to satisfy elective degree requirements.	[no change]
3. Community Engaged Learning (40 hours minimum)	3. [no change]
(a) A minimum of 40 hours of field experiences, research, internship, and/or service-learning (activity) in an approved education setting.	(a) [no change]
(1) For a list of field experiences, research, internship, and/or service-learning opportunities and how to demonstrate completion of the minimum 40 hours, please consult with the Community Engaged Learning Coordinator or an academic	(1) [no change]

advisor in the Undergraduate
Programs Office in the School of
Education and/or the Undergraduate
programs Community Engaged
Learning section of School of
Education's website.

Justification:

1. EDUC 103W (Critical Race Approaches to Academic Writing in Education) is a new course effective for Summer 2024. We want to include it in the curriculum as part of the menu of upper-division course options for the concentration in Education for Social Justice and the menu of upper-division electives for the concentration in Learning and Behavioral Studies. If a student is using a previous catalog year for their curriculum, they will be able to apply this course as a concentration course for the Education for Social Justice or Community Leadership, Policy, and Society Justice Concentrations. If the student is in the Learning and Behavioral Studies concentration, the student will be able to use this as an elective course for the major.
2. EDUC 155 (Reimagining Education Through Critical and Decolonial Perspectives) is a new course effective for Winter 2025. We want to include it in the curriculum as part of the menu of upper-division course options for the concentration in Education for Social Justice and the menu of upper-division electives for the concentration in Learning and Behavioral Studies. If a student is using a previous catalog year for their curriculum, they will be able to apply this course as a concentration course for the Education for Social Justice or Community Leadership, Policy, and Society Justice Concentrations. If the student is in the Learning and Behavioral Studies concentration, the student will be able to use this as an elective course for the major.
3. EDUC 100A, EDUC 100B, and EDUC 112 are being deleted effective Winter 2025 because they have not been offered in four years or more.

Approvals:

Approved by the faculty of the School of Education:	January 23, 2024
Approved by the Executive Committee of the School of Education:	February 27, 2024
Approved by the Committee on Educational Policy:	April 11, 2024

**EXECUTIVE COMMITTEE
SCHOOL OF PUBLIC POLICY
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to the Public Policy Major

PRESENT:

Major

Public policy analysis is the use of decision-making theory and evidence-based methods to the study of substantive public policy problems. The objective of public policy analysis is to improve the quality of public policy-making by critically examining the design and relevance of public policies, their implementation and execution, and their impact on households, communities, and the society at large. By its very nature, policy analysis is multidisciplinary. For instance, policies to address health problems in society must draw on developments in philosophy, economics, political science, medicine, and ethics (among other disciplines).

Career Opportunities

A degree in public policy equips students to go into a range of different careers. Examples include working as a policy analyst for local, regional, state, or national government agencies; a governmental or public relations officer for a private sector firm; an employee of a public advocacy group; or as a leader of a community-based, non-profit organization.

PROPOSED:

[no change]

[no change]

New Student Seminar

PBPL 050 is a seminar designed for first year and transfer students that meets weekly with several aspirations including community building, orientation to the campus and the major, academic support and career exploration. The goal of this seminar is to set the foundation for the major and the students' experience at UCR. The seminar is for first-year and transfer students admitted in the Fall term. The seminar is recommended, but not required for completion of the degree. The

seminar carries 2 units of academic credit and is graded on an “S/NC” basis.

University Requirements

See Undergraduate Studies section.

[no change]

Major Requirements

The major requirements for the B.A. degree in Public Policy are as follows:

[no change]

Students will not be admitted into the major until they have completed PBPL 001 with a “C” grade or better.

[no change]

1. Lower-division requirements (six courses [at least 24 units])

[no change]

- a) PBPL 001
- b) PBPL 002
- c) ECON 003
- d) PBPL 004

[no change]

e) Math 004

f) One course from CS 005 or CS 009A

2. Upper-division requirements

2. [no change]

a) Upper Division Core (3 courses required (at least 12 units))

PBPL 100A

PBPL 100B

PBPL 101

b) Upper Division Electives (8 courses required (at least 32 units))

PBPL 102, PBPL 103, PBPL 127, PBPL 130, PBPL 132, PBPL 150, PBPL 155, PBPL 157, PBPL 160, PBPL 162, PBPL 164, PBPL 167, PBPL 170, PBPL 171, PBPL 172, PBPL 180, PBPL 182, PBPL 185, PBPL 186

b) Upper Division Electives (8 courses required (at least 32 units))

PBPL 102, PBPL 103, PBPL 105, PBPL 127, PBPL 130, PBPL 132, PBPL 150, PBPL 155, PBPL 157, PBPL 160, PBPL 162, PBPL 164, PBPL 166, PBPL 167, PBPL 170, PBPL 171, PBPL 172, PBPL 178, PBPL 180, PBPL 182, PBPL 185, PBPL 186

3. Public Policy Seminar/Colloquia

During the junior and senior years, students must enroll in PBPL 191 (Seminar in Public Policy), which includes attendance at public lectures to the campus community given by outside speakers — typically policy makers, administrators and researchers — on timely and important policy

[no change]

issues facing the Inland Empire, the state, the nation, and the world.

4. Domestic or International Policy Practicum [no change]

In the third or fourth year of the program (or during the summer between the third and fourth years), students must undertake a policy practicum (PBPL 198-I), which consists of an internship (paid or voluntary) on a policy issue or problem with a local, state or federal government agency, nonprofit or for-profit organization, a trade association, a labor/trade union, or a public-affairs firm. The Public Policy Program Committee helps students locate internship opportunities. The internship provides students with an opportunity to gain real-world experience and apply the analytical skills learned in the classroom. Students enrolled in the UC Riverside Washington Academic Program, the UC Center at Sacramento program or the Education Abroad Program can apply that experience toward the policy practicum requirement, and do not need to undertake a separate internship.

5. Senior Thesis (for Honors candidates only) [no change]

Students who have an outstanding academic record in their course work during the first three years of the program can become candidates for Honors in Public Policy during the spring quarter of their junior year. All honors candidates must enroll in a two-quarter senior thesis seminar (PBPL 195H) that will culminate in a written thesis covering a real policy problem of the student's choice. The thesis project could grow out of the practicum experience.

Justification:

1. Addition of upper division elective courses created in the 2024-2025 AY.
2. Language regarding the creation of a New Student Seminar for incoming students.

Approvals:

Approved by the Faculty of the School of Public Policy:	February 13, 2024
Approved by the Executive Committee of the College of Public Policy:	February 26, 2024
Approved by the Committee on Educational Policy:	April 11, 2024

**EXECUTIVE COMMITTEE
SCHOOL OF PUBLIC POLICY
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

To be adopted:

Proposed Changes to the Public Policy Minor

PRESENT:

PROPOSED:

1. Lower-division requirements (three courses [at least 12 units])

[no change]

a) PBPL 001

[no change]

b) PBPL 002

b) [no change]

c) ~~PBPL 004~~

c) Select one course from the following PBPL 004, PBPL 006, or PBPL 010

2. Upper Division Requirements

2. Upper Division Requirements

a. ~~Upper Division Core~~
~~PBPL 100A~~

b. Upper Division Electives (~~5~~ courses required (at least ~~20~~ units))
PBPL 100B, PBPL101, PBPL102, PBPL 103, PBPL 127, PBPL 130, PBPL 132, PBPL 150, PBPL 155, PBPL 157, PBPL 160, PBPL 162, PBPL 164, PBPL 167, PBPL 170, PBPL 171, PBPL 172, PBPL 180, PBPL 182, PBPL 185, PBPL 186

Upper Division Electives (3 courses required (at least 12 units))
PBPL 100A, PBPL 100B, PBPL 101, PBPL 102, PBPL 103, PBPL 105, PBPL 127, PBPL 130, PBPL 132, PBPL 150, PBPL 155, PBPL 157, PBPL 160, PBPL 162, PBPL 164, PBPL 166, PBPL 167, PBPL 170, PBPL 171, PBPL 172, PBPL 178, PBPL 180, PBPL 182, PBPL 185, PBPL 186

3. Public Policy Seminar/Colloquia
During the junior and senior years, students must enroll in PBPL 191 (Seminar in Public Policy), which includes attendance at public lectures to the campus community given by outside speakers — typically policy makers, administrators and

3. [no change]

researchers — on timely and important policy issues facing the Inland Empire, the state, the nation, and the world.

JUSTIFICATION:

1. SPP Faculty has adjusted the minor to add other possible lower division SPP courses for students to enroll in. We hope that this will drive enrollment in PBPL 006 and PBPL 010. We also believe that students who take these courses as breadth requirements may be motivated to apply for a minor and now these courses will apply.
2. SPP faculty voted to reduce the number of upper division courses required to align more closely with other minors across campus making the minor attractive to students.

Approvals:

Approved by the Faculty of the School of Public Policy:	February 13, 2024
Approved by the Executive Committee of the College of Public Policy:	February 26, 2024
Approved by the Committee on Educational Policy:	April 11, 2024

**THE GRADUATE DIVISION AND EXECUTIVE
COMMITTEES OF THE COLLEGES
REPORT TO THE DIVISION
MAY 21, 2024**

To be received and placed on file:

Reports of Degrees Awarded - Fall 2023

Bourns College of Engineering	
Bachelor of Science:	104
College of Humanities, Arts and Social Sciences	
Bachelor of Arts:	247
Bachelor of Science:	12
College of Natural and Agricultural Sciences	
Bachelor of Arts:	4
Bachelor of Science:	70
School of Business	
Bachelor of Science:	65
School of Education	
Bachelor of Arts:	18
School of Medicine	
Master of Science:	6
MD:	0
Doctor of Philosophy:	1
School of Public Policy	
Bachelor of Arts:	7

Report of Degrees Awarded – Winter 2024

Graduate Division	
Doctor of Philosophy:	52
Master of Arts:	13
Master of Business Administration:	17
Master of Education:	4
Master of Finance:	1
Master of Fine Arts:	5
Master of Professional Accountancy:	3
Master of Public Policy:	0
Master of Science:	150

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

Committee on Courses
Report to the Riverside Division
May 21, 2024

To be received and placed on file:
The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Cross-listed</u> <u>Course(s):</u>	<u>Title:</u>	<u>Units:</u>	<u>Course</u> <u>Renumbered:</u>
Undergraduate Courses:					
Change	ANTH 020S		CULTURE, HEALTH AND HEALING	4 Units	
Change	BCH 110HA		HONORS GENERAL BIOCHEMISTRY	4 Units	
Change	BIOL 107B		ADVANCED MOLECULAR BIOLOGY	4 Units	
Change	BIOL 171A		HUMAN ANATOMY	4 Units	
Change	BIOL 171B		HUMAN PHYSIOLOGY 1	4 Units	BIOL 171A
Change	BIOL 171C		HUMAN PHYSIOLOGY 2	4 Units	BIOL 171B
Change	BIOL 171L		HUMAN ANATOMY AND PHYSIOLOGY LABORATORY	1 Unit	
Change	BLKS 122		HOUSE DANCE AND FUTURIST CYPHER TECHNOLOGIES	4 Units	BLKS 112
Change	BPSC 184	ENTM 184	PLANNING FOR A POSTGRADUATE CAREER IN LIFE SCIENCES	2 Units	
Change	CLA 020		WORD POWER FROM GREEK AND LATIN ROOTS	4 Units	
Change	CLA 030		SCIENTIFIC WORD POWER FROM LATIN AND GREEK ROOTS	4 Units	
Change	CLA 040		CLASSICAL MYTHOLOGY	4 Units	
Change	CS 111		DISCRETE STRUCTURES	4 Units	
Change	CS 119L		LABORATORY IN PROBLEM SOLVING AND PROGRAMMING	2 Units	
Change	ENGL 132		NORTH AMERICAN LITERATURES: 19TH CENTURY	4 Units	
Change	ENGL 134		AMERICAN LITERATURE: TWENTY-FIRST CENTURY	4 Units	
Change	ENGR 118		ENGINEERING MODELING AND ANALYSIS	4 Units	
Change	ENTM 060W	BPSC 060W	SCICOMM: EXPLORING EFFECTIVE COMMUNICATION METHODS IN THE LIFE SCIENCES	4 Units	
Change	ENTM 125	ENTX 125; PLPA 125	PESTICIDES, BIOLOGICAL ORGANISMS, AND THE ENVIRONMENT	3 Units	
Change	ENTM 127	BIOL 127	INSECT ECOLOGY	4 Units	
Change	ENTM 173	BIOL 173	INSECT PHYSIOLOGY	4 Units	
Change	ENTX 154	ENSC 154	RISK ASSESSMENT	4 Units	
Change	GBST 115	SEHE 115	ETHNOGRAPHY: COLLABORATIVE/ACTIVIST INTERDISCIPLINARY RESEARCH	4 Units	
Change	GSST 148	SEHE 148	INTERSECTIONALITY, ECOLOGY, AND DESIGN SCIENCE	4 Units	
Change	HISA 137	LNST 147	BORDERLANDS HISTORY OF THE UNITED STATES	4 Units	
Change	HISA 138		CALIFORNIA	4 Units	
Change	HIST 089		MAPS: A HISTORY OF CARTOGRAPHY	4 Units	
Change	HIST 103		HISTORY OF SCIENCE FROM ANTIQUITY TO COPERNICUS	4 Units	
Change	HIST 107	SEHE 173	DISEASE AND SOCIETY	4 Units	
Change	MATH 004		INTRODUCTION TO COLLEGE MATHEMATICS FOR BUSINESS AND THE SOCIAL SCIENCES	5 Units	
Change	MATH 006A		PRECALCULUS: AN INTRODUCTION TO FUNCTIONS 1	4 Units	
Change	MATH 006B		PRECALCULUS: AN INTRODUCTION TO FUNCTIONS 2	4 Units	
Change	MATH 007B		CALCULUS FOR LIFE SCIENCES	4 Units	
Change	MATH 010A		CALCULUS OF SEVERAL VARIABLES	4 Units	
Change	MATH 011	CS 011	INTRODUCTION TO DISCRETE STRUCTURES	4 Units	CS 011
Change	MATH 031		APPLIED LINEAR ALGEBRA	5 Units	
Change	MATH 045	EE 020A	INTRODUCTION TO ORDINARY DIFFERENTIAL EQUATIONS FOR PHYSICAL SCIENCES AND ENGINEERING	4 Units	EE 020A
Change	MATH 046		INTRODUCTION TO ORDINARY DIFFERENTIAL EQUATIONS	4 Units	
Change	MATH 06LA		PRECALCULUS STUDY GROUP: AN INTRODUCTION TO FUNCTIONS 1	1 Unit	
Change	MATH 06LB		PRECALCULUS STUDY GROUP: AN INTRODUCTION TO FUNCTIONS 2	1 Unit	
Change	MATH 121		GAME THEORY	4 Units	
Change	MATH 126		COMBINATORICS	4 Units	
Change	MATH 131		LINEAR ALGEBRA I	4 Units	
Change	MATH 133		GEOMETRY	4 Units	
Change	MATH 136		INTRODUCTION TO THE THEORY OF NUMBERS	4 Units	
Change	MATH 138A		INTRODUCTION TO DIFFERENTIAL GEOMETRY	4 Units	
Change	MATH 140		POLYNOMIALS AND NUMBER SYSTEMS	4 Units	
Change	MCBL 122	BIOL 122	FOOD MICROBIOLOGY	4 Units	BIOL 122
Change	MCBL 124	BIOL 124	MEDICAL MICROBIOLOGY	4 Units	
Change	MCBL 125		EXPERIMENTAL MICROBIOLOGY	4 Units	
Change	MCBL 126		MICROBIOMES	3 Units	
Change	MCBL 127		MICROBIAL EVOLUTION	4 Units	
Change	MCBL 129		HOST RESPONSES TO VIRAL PATHOGENS	4 Units	
Change	MCBL 130		MICROBIAL THREATS AND BIODEFENSE	3 Units	
Change	MCBL 198I		INDIVIDUAL INTERNSHIP IN MICROBIOLOGY	1 to 12 Unit	
Change	ME 018B		INTRODUCTION TO COMPUTATIONAL MODELING IN MECHANICAL ENGINEERING	4 Units	
Change	ME 113		FLUID MECHANICS	4 Units	
Change	MUS 006	ANTH 006	INTRODUCTION TO WORLD MUSIC	4 Units	
Change	MUS 009		INTRODUCTION TO DIGITAL MUSIC	4 Units	
Change	MUS 023		AUDIO RECORDING AND PRODUCTION	4 Units	
Change	PBPL 101		RESEARCH METHODS AND PUBLIC POLICY	4 Units	
Change	PBPL 150		URBAN INFORMATICS FOR PUBLIC POLICY	4 Units	
Change	PHYS 002A		GENERAL PHYSICS	4 Units	
Change	PHYS 002B		GENERAL PHYSICS	4 Units	

Committee on Courses
Report to the Riverside Division
May 21, 2024

To be received and placed on file:
The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Cross-listed</u> <u>Course(s):</u>	<u>Title:</u>	<u>Units:</u>	<u>Course</u> <u>Renumbered:</u>
Change	PHYS 002C		GENERAL PHYSICS	4 Units	
Change	PHYS 007		SPACE TIME, RELATIVITY, AND COSMOLOGY	4 Units	
Change	PHYS 02HA		HONORS GENERAL PHYSICS	4 Units	
Change	PHYS 02HB		HONORS GENERAL PHYSICS	4 Units	
Change	PHYS 02HC		HONORS GENERAL PHYSICS	4 Units	
Change	PHYS 02HLA		HONORS GENERAL PHYSICS LABORATORY	1 Unit	
Change	PHYS 02HLB		HONORS GENERAL PHYSICS LABORATORY	1 Unit	
Change	PHYS 02HLC		HONORS GENERAL PHYSICS LABORATORY	1 Unit	
Change	PHYS 02LA		GENERAL PHYSICS LABORATORY	1 Unit	
Change	PHYS 02LB		GENERAL PHYSICS LABORATORY	1 Unit	
Change	PHYS 02LC		GENERAL PHYSICS LABORATORY	1 Unit	
Change	PHYS 040A		GENERAL PHYSICS	5 Units	
Change	PHYS 040B		GENERAL PHYSICS	5 Units	
Change	PHYS 040C		GENERAL PHYSICS	5 Units	
Change	PHYS 040HA		HONORS GENERAL PHYSICS	5 Units	
Change	PHYS 040HB		HONORS GENERAL PHYSICS	5 Units	
Change	PHYS 040HC		HONORS GENERAL PHYSICS	5 Units	
Change	PLPA 120	MCBL 120;	INTRODUCTION TO PLANT PATHOLOGY	3 Units	
		BIOL 120			
Change	PLPA 120L	MCBL 120L;	INTRODUCTION TO PLANT PATHOLOGY LABORATORY	1 Unit	
		BIOL 120L			
Change	PLPA 123	MCBL 123;	INTRODUCTION TO COMPARATIVE VIROLOGY	4 Units	
		BIOL 123			
Change	PLPA 134	BIOL 134	INTRODUCTION TO MYCOLOGY	3 Units	
Change	POSC 106	SEHE 136	ENVIRONMENTAL POLITICAL THOUGHT	4 Units	
Change	POSC 106S	SEHE 136S	ENVIRONMENTAL POLITICAL THOUGHT	5 Units	
Change	POSC 130		POLITICS AND ECONOMICS OF THE PACIFIC RIM	4 Units	
Change	POSC 139	SEHE 139	ENVIRONMENT, SUSTAINABILITY, AND SOCIETY	4 Units	
Change	POSC 139S	SEHE 139S	ENVIRONMENT, SUSTAINABILITY, AND SOCIETY	5 Units	
Change	POSC 171		AMERICAN STATE POLITICS	4 Units	
Change	POSC 184		DIGITAL GOVERNMENT	4 Units	
Change	POSC 184S		DIGITAL GOVERNMENT	5 Units	
Change	PSYC 126	CBNS 126	NEUROSCIENCE OF LEARNING AND MEMORY	4 Units	
Change	RLST 014		RELIGION AND SCIENCE	5 Units	
Change	RLST 015		DEATH	4 Units	
Change	RLST 016	GSST 016	SEXUALITY AND RELIGION IN GLOBAL PERSPECTIVE	4 Units	
Change	RLST 016H	GSST 016H	HONORS SEXUALITY AND RELIGION IN GLOBAL PERSPECTIVE	4 Units	
Change	SPN 105	LNST 106	THE PHONOLOGY OF THE SPANISH LANGUAGE	4 Units	
Change	SPN 106		STRUCTURE OF THE SPANISH LANGUAGE	4 Units	
Change	SPN 107	LNST 107	SPANISH IN THE UNITED STATES	4 Units	
Change	STAT 004		ELEMENTS OF DATA SCIENCE	4 Units	
Change	STAT 157		STATISTICAL COMPUTING WITH SAS	4 Units	
Change	STAT 167		INTRODUCTION TO DATA SCIENCE	4 Units	
Change	UCDC 150		SPECIAL TOPICS IN POLITICAL SCIENCE	4 Units	
Change	UCDC 151		SPECIAL TOPICS IN INTERNATIONAL RELATIONS	4 Units	
Change	UCDC 152		SPECIAL TOPICS IN SOCIAL SCIENCE	4 Units	
Change	UCDC 153		SPECIAL TOPICS IN ECONOMICS AND BUSINESS	4 Units	
Change	UCDC 154		SPECIAL TOPICS IN ARTS	4 Units	
Change	UCDC 155		SPECIAL TOPICS IN HUMANITIES	4 Units	
Change	UCDC 156		SPECIAL TOPICS IN HISTORY	4 Units	
Change	UCDC 157		SPECIAL TOPICS IN MEDIA AND COMMUNICATIONS	4 Units	
Change	UCDC 158		SPECIAL TOPICS IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS	4 Units	
Change	UCDC 159		WASHINGTON SPECIAL TOPICS	4 Units	
Change	UCDC 191A		SEMINAR FOR GENERAL RESEARCH	4 Units	
Change	UCDC 191B		SEMINAR ON CONGRESS	4 Units	
Change	UCDC 191C		SEMINAR ON THE PRESIDENCY AND EXECUTIVE BRANCH	4 Units	
Change	UCDC 191D		SEMINAR IN ENVIRONMENTAL POLICY	4 Units	
Change	UCDC 191E		SEMINAR IN INTERNATIONAL POLICY	4 Units	
Change	UCDC 191F		SEMINAR ON THE WASHINGTON MEDIA	4 Units	
Change	UCDC 191G		SEMINAR ON THE ARTS IN WASHINGTON	4 Units	
Change	UCDC 191H		SEMINAR IN HEALTH POLICY	4 Units	
Change	UCDC 191I		SEMINAR ON THE UNITED STATES SUPREME COURT	4 Units	
Change	UCDC 191M		SEMINAR IN WASHINGTON, D.C.	4 Units	
Discontinue	CHEM 091		FRESHMAN SEMINAR: WHAT CHEMISTS DO	1 Unit	
Discontinue	CHEM 095		EXPLORATIONS IN MOLECULAR SCIENCE	1 Unit	
Discontinue	EDUC 100A		TUTORIAL TEACHING: COMMUNITY OUTREACH	2 Units	
Discontinue	EDUC 100B		TUTORIAL TEACHING: PROFESSIONAL DEVELOPMENT	2 Units	
Discontinue	EDUC 112		UNDERSTANDING ASSESSMENT IN EDUCATION	4 Units	

Committee on Courses
Report to the Riverside Division
May 21, 2024

To be received and placed on file:
The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Cross-listed</u> <u>Course(s):</u>	<u>Title:</u>	<u>Units:</u>	<u>Course</u> <u>Renumbered:</u>
Discontinue	ENGL 129A		ENGLISH AND AMERICAN DRAMA: ELIZABETHAN AND JACOBAN DRAMA	4 Units	
Discontinue	ENGL 129B		ENGLISH AND AMERICAN DRAMA: RESTORATION AND EIGHTEENTH-CENTURY DRAMA	4 Units	
Discontinue	ENGL 129C		ENGLISH AND AMERICAN DRAMA: MODERN BRITISH AND AMERICAN DRAMA	4 Units	
Discontinue	ENGL 172A		LITERATURE OF THE EARLY VICTORIAN PERIOD	4 Units	
Discontinue	ENGL 172B		LITERATURE OF THE LATE VICTORIAN PERIOD	4 Units	
Merge	ENGL 129		DRAMA AND PERFORMANCE	4 Units	
Merge	ENGL 172		NINETEENTH CENTURY BRITISH LITERATURE	4 Units	
New	BIOL 117		EVOLUTIONARY ECOLOGY	4 Units	
New	BIOL 150		MAMMALOGY	4 Units	
New	BLKS 024		BLACK SOCIAL DANCE AND MOVEMENT(S): 1	2 to 4 Units	
New	BLKS 124		BLACK SOCIAL DANCE AND MOVEMENT: 2	2 to 4 Units	
New - Returned	CHEM 093		ADVENTURES IN CHEMISTRY: CAREERS, RESEARCH, ETHICS AND MORE	1 Unit	
New	EDUC 155		REIMAGINING EDUCATION THROUGH CRITICAL AND DECOLONIAL PERSPECTIVES	4 Units	
New - Returned	ENGL 111		STUDIES IN ENVIRONMENT, EMBODIMENT, AND HEALTH	4 Units	
New - Returned	ENGL 186		INTERSECTIONAL FEMINIST THEORY AND LITERATURE	4 Units	
New	ENSC 092		FRESHMAN SEMINAR IN THE ENVIRONMENTAL SCIENCES	1 Unit	
New	GNBT 010		GENETICS AND SOCIETY	4 Units	
New	GNBT 110		ADVANCED GENETICS	4 Units	
New	GNBT 114		MOLECULAR GENETICS LABORATORY	4 Units	
New	GNBT 120		ANALYSIS OF GENOMES LABORATORY	4 Units	
New	GNBT 130		GENOMES: STRUCTURE AND EVOLUTION	4 Units	
New	GSST 157		TRANS STUDIES: IDENTITY, EMBODIMENT, AND POLITICS	4 Units	
New	GSST 164	SEHE 161	REPRODUCTIVE JUSTICE	4 Units	
New	MATH 004L		INTRODUCTION TO COLLEGE MATHEMATICS FOR BUSINESS AND THE SOCIAL SCIENCES WORKSHOP	1 Unit	
New	MCBL 095		EXPLORING MICROBIOLOGY	1 Unit	
New	MSE 141	ME 151	INTRODUCTION TO MICROELECTROMECHANICAL SYSTEMS (MEMS) TECHNOLOGY	4 Units	
New	PBPL 166		INTERGOVERNMENTAL RELATIONS	4 Units	
New	POSC 171S		AMERICAN STATE POLITICS	5 Units	
New	RLST 119	MHHS 119; AST 117	MEDITATION AS MEDICINE: A CRITICAL EXPLORATION	4 Units	
New	RLST 131	MHHS 131; AST 131	THE BUDDHA'S BRAIN: MIND, REALITY, AND POWER IN THE BUDDHISM-SCIENCE DIALOGUE	4 Units	
New - Returned	SEHE 001		ENVIRONMENT, SOCIETY, AND CULTURE	4 Units	
New - Returned	SEHE 002		INTRODUCTION TO HEALTH EQUITY AND HEALTH JUSTICE	4 Units	
New	SEHE 005	STAT 005	STATISTICS, HEALTH, AND SOCIETY	4 Units	
New	SEHE 101		COMMUNITY RESEARCH METHODS: AN ANTI-OPPRESSIVE TOOLKIT	4 Units	
New	SEHE 110		ENVIRONMENTAL HEALTH AND ACTIVISM IN SOUTHERN CALIFORNIA	4 Units	
New	SEHE 116		INTERSECTIONALITY, CLIMATE EMOTIONS, AND MENTAL HEALTH	4 Units	
New	SEHE 129		FOOD JUSTICE	4 Units	
New	SEHE 130		ENVIRONMENTAL PLANNING & MANAGEMENT	4 Units	
New	SEHE 131		GLOBAL CLIMATE POLITICS & POLICY	4 Units	
New	SEHE 132		COMMUNITY RESILIENCE TO CLIMATE CHANGE	4 Units	
New	SEHE 162		GIVING BIRTH	4 Units	
New	SEHE 163		GLOBALIZING ROE: THE PAST, PRESENT, AND FUTURE OF ABORTION WORLDWIDE	4 Units	
New	SEHE 172		PUBLIC HEALTH: THEN AND NOW	4 Units	
New	SEHE 174		EUGENICS, DISABILITY AND SOCIAL JUSTICE	4 Units	
New	SEHE 176		RACE, GENDER, AND HEALTH: DIASPORIC PERSPECTIVES	4 Units	
New	SEHE 189		SPECIAL TOPICS IN GLOBAL AND COMMUNITY HEALTH	4 Units	
New	SEHE 190		SPECIAL STUDIES	1 to 5 Units	
New	SEHE 197		RESEARCH FOR UNDERGRADUATES	1 to 4 Units	
New	SEHE 198I		INDIVIDUAL INTERNSHIP IN SOCIETY, ENVIRONMENT, AND HEALTH EQUITY	1 to 12 Unit	
Graduate Courses:					
Change	CS 224	EE 242A	FOUNDATIONS OF MACHINE LEARNING	4 Units	
Change	CS 229	EE 242B	MACHINE LEARNING	4 Units	
Change	EE 240		PATTERN RECOGNITION	4 Units	
Change	HIST 240 (E-Z)		READING SEMINAR IN DOCUMENTARY SOURCE PRACTICES	4 Units	
Change	PBHL 200		FOUNDATIONS OF PUBLIC HEALTH	4 Units	
Change	PBHL 203		ETHICS IN PUBLIC HEALTH	4 Units	
Change	POSC 202A		SURVEY OF QUANTITATIVE METHODS	4 Units	
Change	POSC 202B		SURVEY OF QUANTITATIVE METHODS	4 Units	

**Committee on Courses
Report to the Riverside Division
May 21, 2024**

To be received and placed on file:
The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Cross-listed Course(s):</u>	<u>Title:</u>	<u>Units:</u>	<u>Course Renumbered:</u>
Change	PSYC 233		RESEARCH METHODS IN COGNITION AND COGNITIVE NEUROSCIENCE	3 Units	
Change	SPN 207		HISTORY OF THE SPANISH LANGUAGE	4 Units	
Change	STAT 200		FOUNDATIONAL METHODS FOR BUSINESS ANALYTICS	4 Units	
Discontinue	EDUC 294A		INTRODUCTION TO ASSESSMENT OF AUTISM SPECTRUM DISORDER	2 Units	
Discontinue	EDUC 294B		ASSESSMENT OF AUTISM SPECTRUM DISORDER: NEURODIVERSITY	2 Units	
Discontinue	EDUC 294C		ASSESSMENT OF AUTISM SPECTRUM DISORDER: FAMILY	2 Units	
New	GEO 267		PHYSICAL OCEANOGRAPHY	4 Units	
New	GEO 269		GEOPHYSICAL FLUID DYNAMICS	4 Units	
New	RLST 208		OTHERWISE METHODS: EXPERIMENT IN THE STUDY OF RELIGION	4 Units	
Split	ENTM 201		CORE AREAS OF ENTOMOLOGY I: SUBCELLULAR-CELLULAR DISCIPLINES	4 Units	
Split	ENTM 201L		CORE LABORATORY TECHNIQUES IN MOLECULAR BIOLOGY & INSECT MORPHOLOGY	1 Unit	ENTM 201
Split	ENTM 202		CORE AREAS OF ENTOMOLOGY II: SUBORGANISMAL-ORGANISMAL DISCIPLINES	4 Units	
Split	ENTM 202L		INSECT BIODIVERSITY AND SYSTEMATICS LABORATORY	1 Unit	ENTM 202
Split	ENTM 203		CORE AREAS OF ENTOMOLOGY III: SUPRAORGANISMAL DISCIPLINES	4 Units	
Split	ENTM 203L		LABORATORY EXERCISES IN DESIGN AND ANALYSIS OF ENTOMOLOGICAL EXPERIMENTS	1 Unit	ENTM 203

COMMITTEE ON COURSES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024

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:

<u>INSTRUCTOR</u>	<u>DEPARTMENT/SCHOOL</u>	<u>LIMITS OF AUTHORIZATION</u>	
Shadkam, F.	Comparative Literature & Languages	CPLT 110	S'24
Zhang, Y.	Computer Science	CS 153	SS'24F
Ott, C.	Education	EDUC 275B	S'24
Choudhry, M.	English	ENGL 102W	S'24
Mocsi, A.	English	ENGL 117T	S'24
Arquilla, A.	Evolution, Ecology and Organismal Biology	BIOL 178	SS'24A
Gardner, S.	Evolution, Ecology and Organismal Biology	BIOL 160	SS'24B
Nguyen, A.	Evolution, Ecology and Organismal Biology	BIOL 171A	SS'24A
Qin, G.	Evolution, Ecology and Organismal Biology	BIOL 116	SS'24A
Qin, G.	Evolution, Ecology and Organismal Biology	BIOL 110	SS'24B
Díaz-Letelier, G.	Hispanic Studies	SPN 101A	S'24
Espindola Ramirez, L.	Hispanic Studies	SPN 109A	S'24
Hansen, K.	Hispanic Studies	SPN 109B	S'24
Jimenez, M.	Hispanic Studies	SPN 107	S'24
Naranjo, N.	Hispanic Studies	SPN 109A	S'24
Rivera-Montoya, A.	Hispanic Studies	SPN 165	S'24
Barbour, L.	Media and Cultural Studies	MCS 157	SS'24 A
Bonitz, D.	Media and Cultural Studies	MCS 166	SS'24 B
Mulvihill, E.	Media and Cultural Studies	MCS 129	SS'24 A
Persinger, K.	Media and Cultural Studies	MCS 133	SS'24 B
Pfirmann-Pugh, M.	Media and Cultural Studies	MCS 158	SS'24 B
Wasburn, L.	Media and Cultural Studies	MCS 139	SS'24 A
Wemakor, L.	Media and Cultural Studies	MCS 159	SS'24 A
Ganesh, A.	Philosophy	PHIL 108	S'24
Biswas, R.	Political Science	POSC 182G	S'24
Do, M.	Political Science	POSC 101	S'24
Hobbs, A.	Political Science	POSC 126S	S'24
Mackey, E.	Political Science	POSC 117	S'24
DeLoretta, L.	Psychology	PSYC 140	S'24
Miller, A.	Psychology	PSYC 150	S'24
Moon, A.	Psychology	PSYC 134	S'24
Kurtulumus, T.	Sociology	SOC 151	S'24
Zheng, A.	South East Asian Studies	SEAS 123	SS'24 B
Ouyang, E.	Statistics	STAT 157	F'23*
Zamuşinski, A.	Study of Religion	RLST 125	S'24

* Retroactive approval

**COMMITTEE ON COURSES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 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.

Courses scheduled to be approved for deletion:

AHS 117	MCS 021	SOC 002F	GEO 132
AHS 145	MCS 043	SOC 003H	GEO 167
	MCS 113	SOC 123	GEO 205
	MCS 114	SOC 125	GEO 221
	MCS 128	SOC 131H	GEO 224
	MCS 142	SOC 132	GEO 225A
	MCS 165	SOC 156	
	MCS 169	SOC 186G	
		SOC 186E	
		SOC 186F	

Courses previously approved for deletion:

AHS 159	MCS 103
AHS 168	MCS 138
AHS 169	
AHS 185	

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.

Courses scheduled to be approved for deletion:

MATH 211B

Courses previously approved for deletion:

ARLC 158	CPLT 144	FREN 109A	PHIL 231	MUS 011	MATH 002
CHN 025	CPLT 158	FREN 109C	PHIL 232	MUS 013	MATH 137
CHN 105	CPLT 178	FREN 109D	PHIL 233	MUS 172	MATH 141
CHN 108	CPLT 219	ITAL 125G	PHIL 235	MUS 178	MATH
CLA 165	CPLT 272	ITAL 125S	PHIL 237	MUS 251	216B
CPLT 015	CPLT 273	ITAL 125T	PHIL 238	MUS 264	MATH 202
CPLT 018	CPLT 275	JPN 010A	PHIL 251	POSC 135	MATH 217
CPLT	CPLT 276	JPN 010B	PHIL 252	POSC 152	MATH 222
117/JPN 117		VNM	PHIL 259	POSC 156	MATH 233
		189/SEAS	PHIL 261	POSC 172	
		189			

The following lists courses that were deleted and identified in the 2021-2022 Academic Year as part of the courses not offered for four or more year's process.

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		

**COMMITTEE ON UNIVERSITY EXTENSION
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2024**

DEPT	COURSE	TITLE	INSTRUCTOR FIRST NAME	INSTRUCTOR LAST NAME	INSTRUCTOR DEGREE	TYPE OF APPROVAL	APPROVED
		Professional Certificate in English/Spanish Interpretation				X	04/03/24
		Professional Certificate in Nonprofit Management				X	04/03/24
EDUC	X347	Cultural Competence for Leaders	JerMara	Welch	Ph.D.	I	04/03/24
EDUC	X348	Leadership for Equity and Social Justice	JerMara	Welch	Ph.D.	I	04/03/24
AFAM	X400	Content and Methods for Teaching Advanced Placement African American Studies	Carl	Brown	M.L.S.	I*	04/03/24
AFAM	X400	Content and Methods for Teaching Advanced Placement African American Studies				C	04/03/24
AFAM	X400	Content and Methods for Teaching Advanced Placement African American Studies	Kamasi	Hill	Ph.D.	I*	04/03/24
AFAM	X400	Content and Methods for Teaching Advanced Placement African American Studies	Patrice	Frasier	M.S.	I*	04/03/24
AFAM	X400	Content and Methods for Teaching Advanced Placement African American Studies	Malcolm	Reed	B.A	I*	04/03/24
AFAM	X400	Content and Methods for Teaching Advanced Placement African American Studies	Nelva	Williamson	B,S	I*	04/03/24
		Content and Methods for Teaching Advanced Placement English Language					
ENGL	X410.9	Combined for New and Advanced Teachers	Angela	Dorman	M.Ed.	I*	04/03/24
MATH	X435.03	Content and Methods for Teaching Advanced Placement Precalculus	Christine	Ricketts	Ph.D	I*	04/03/24
ENSC	X451	Content and Methods for Teaching Advanced Placement Environmental Science	Denise	Ortiz	M.A.	I*	04/03/24
PSYC	X458	Content and Methods for Teaching Advanced Placement Psychology	Patricia	Castellanos	M.S.W	I*	04/03/24
MGT	X465.3	Project and Process Management	Nidhi	Shah	Ph.D.	I	04/03/24
Hist	X475.5	Content and Methods for Teaching Advanced Placement U.S. History	Derrick	McKisick	Ph.D	I*	04/03/24
SPN	X482	Consecutive Translation for Interpreters				C	04/03/24
SPN	X484	Sight Translation for Interpreters				C	04/03/24

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

Assembly of the Academic Senate
Thursday Feb 22nd 2024 3:00-6:00pm

Full minutes of this meeting are available at:

https://senate.universityofcalifornia.edu/_files/assembly/assembly-2-22-2024-minutes.pdf

Announcements from Chair Jason Steinstrager (abbreviated):

1. Political statements on department or center websites. Senate already had recommendations but these have been largely disregarded. For example, senate recommended that the statements be moved from the landing page to a separate page and include a statement that it doesn't reflect the opinions of the university.

https://senate.universityofcalifornia.edu/_files/underreview/senate-review-regents-policy-use-administrative-websites.pdf

Discussion included: What about minority opinions within departments? Chilling effect of a systemwide policy? Student climate? Concern is that the call for responses and review to faculty be broadly disseminated so that everyone may weigh in.

2. At a chaotic January Regents meeting the Regents suspended a policy that would allow undocumented UC students to be paid. Vote was to suspend policy for one year. Ten regents in favor of suspending policy, five against, one abstaining. Undocumented students in the room protested and wept during each vote. Equitable student opportunities. Legal consultation regarding hiring of undocumented students—“this is not an avenue that the university wants to proceed down”. Drake's two points—no immediate implementation of the policy and risks to federal funding. Instead, proposes expansion of learning programs to address financial distress experienced by undocumented students.

“Meeting descended into chaos”: <https://www.youtube.com/watch?v=N9BLLe5Ur1I&t=27s>

Senate role at this juncture—to come up with guidelines for “experiential learning opportunities” that come with funding attached to them for undocumented students. Clearly delineated from employment. Other discussion: What about undocumented graduate students? It blurs the lines we have been told not to blur between employment and training/mentorship.

3. Fully Online Undergraduate Degrees. An undergrad, through a loophole, could, if exploited, allow an undergrad to carve out a fully online degree (unintended). This led to a modification of the residency requirement (Regulation 630). Regents disapproved Senate Regulation 630.E—a systemwide “campus experience requirement”, clearing the way for fully online undergraduate degree programs. Regents thus voted down a Senate recommendation without any meaningful dialogue. Read more here:

https://senate.universityofcalifornia.edu/_files/reports/js-swc-to-regents-sr630e.pdf

Some regents advocate for online degrees on the grounds of access-- they say residency requirement is hard for homeless students living in their cars or otherwise can't come to campus (i.e. due to family duties). Vs. idea that access to our campuses and to the campus experience is a crucial equity issue (especially for those students who might be otherwise excluded from such experiences). The regents who are most invested in online education (and "more knowledgeable"). Others find it compelling because it solves some of our enrollment problems and physical footprint problems. Regent Anguiano as one of the primary advocates for online "access".

Discussion: Shift to a campus experience requirement. Divisions could still ask for a variance to the residency requirement. Critique of push toward online degrees as "predatory inclusion" (with low grad/low completion rates from the fully online undergrad college degree programs). \$1Billion dollar cheating industry and insurmountable academic integrity problem. Regent Anguiano is the EVC of ASU online which has a 47% grad rate. UC Merced is especially concerned that their enrollment threatened by push of online degree programs. There is a very "narrow path to excellent online education". Move to online is going to be expensive (if done right).

Presidential Task Force: Senate Vice Chair Cheung is co-chairing a Presidential Task Force on Instructional Modalities and UC Quality Undergraduate Degree Programs.

4. "Area H" Ethnic studies admissions requirement for UC

An access issue for our High School students. Academic Council endorsed sending it out for a second system-wide review. Reviews come back to counsel in May. Depending on recommendations, the next step would be to bring the item to assembly and ultimately to the board (as a change to admissions requirements).

5. Mathematics Admissions Requirement (Area C): Concern around courses in Area C and whether they adequately prepare students for college level work. Validate three course requirement (Algebra, Geometry, Algebra II). Report released. Two recommendations (BOARS supported them)—only a course that fundamentally uses advanced algebra that could validate the algebra II. So, statistics courses would not qualify. A student can't skip over Algebra II. The second recommendation is that the fourth year should not just be another math class but build on the foundational courses. Next phase is to come up with good criteria for year 4 math.

No reports from other committees.

Announcements from President Drake

Drake was not present at this meeting.

Announcements from Provost Newman:

"This is the best we can do at present for our undocumented students at this point"

Online Education congress on May 1st. Also, an AI congress (zoom option only remains). Including an upcoming congress on HSIs.

Signs not good for governor revise budget and brace for possible cuts.

Reports of Standing Committees:

Revisions to Bylaw 55 were proposed by the University Committee on Academic Personnel (UCAP). They would uniformly extend voting rights to Teaching Professors/Lecturers with Security of Employment (LSOEs) within their departments across the UC system. Extending voting rights within departments to teaching professors, LSOEs. At present LSOEs can only vote on their own series. In December, Academic Counsel approved revisions to senate Bylaw 55 (majority in favor of adoption proposed revisions). Assembly is the next and final step to institutionalize these changes. A motion to accept the change was made and seconded.

Discussion: Positive is that it is good for equity and morale and Professor of Teaching/LSOE series also manifest the tripartite mission (teaching, research, service). They often have substantive record of research. Arguments against: the distribution of the tripartite mission is different enough that they shouldn't be voting on regular series. They do not have "same level of research" and therefore do not have capacity to evaluate faculty in regular professor series. That this should not be centrally mandated but rather left to the divisions to decide.

Motion was made to table until next meeting to allow for more study and discussion. Motion passed by 28-16.

Notes by Jennifer Scheper Hughes April 2024

Assembly of the Academic Senate

Thursday April 18, 2024 3pm-6pm

The full agenda for this meeting is available here:

<https://senate.universityofcalifornia.edu/files/assembly/assembly-agenda-4-18-24.pdf>

The vast majority of time at this meeting was spent on debate and discussion of changes to Bylaw 55 to extend voting rights to Professors of Teaching and LSOEs. The changes failed to pass by a small margin (one vote). See notes below.

Announcements from Chair Jason Steintrager:

1. Faculty engagement survey out next week.
2. Political statements on websites follow up. The board agreed to an expedited senate review of the policy. The senate did not endorse the policy. It was then rewritten/revised, incorporating some of senate's own recommendations and guidelines. Language has changed many times. It should incorporate many senate concerns as embedded in recommendations. Senate did not want to make a policy about website but this will still be a "policy". If regents adopt policy, it will necessitate implementation and enforcement. Very likely to be adopted by board.
3. Vice Chair Steven Cheung Review in progress for possible fully online undergrad degree.
4. State budget is "on everyone's mind". In a holding pattern. Signals out of Sacramento: "not hopeful". Many campuses planning for "austerity budget" for next few years. Salary plan for non-represented employees (President reaffirms increase 4.2% to base).

Report from Provost Newman

Online education Congress/ Task Force. Learning Theory and online education (maintaining attention). Thinking about instructional design. Consultation with other universities (MIT, Michigan, etc.). May 1st Congress at Luskin Center. Next year three different congresses: Research, Academic Freedom, and so on.

Consequences of FASFA on lower income students.

Report from President Drake:

UCLA Chancellor search coming to completion to be announced soon,. and for Berkeley (Chancellor designate) as well.

Difficult time with events in the Middle East "discourse impacts campus climate". Antisemitism.

\$7 million dollars funding for campuses—there were 55 proposals, with almost as many in second round. Most funds went to campuses but some stayed back for systemwide efforts.

Announced a partnership between UC and Hillel International (partnership that will establish an education and training program for senior leaders to help them address antisemitism and other expressions of bigotry).

Two bills in legislature regarding AB2925 (requiring DEI training to combat antisemitism in all UC DEI trainings). sB1287(?) amendments to student codes of conduct to more explicitly to name antisemitism and mandatory training on exchange of ideas in mutual respect.

Governor's May budget revise. 5% deferral from Jan proposal.

Unemployment of undocumented students. Legal pathway to employment not viable according to federal law (as announced in Jan meeting). Instead working to expand "experiential learning opportunities" and fellowship programs. Many dozens of positions have opened up so far, while the legal machinations continuing. Looking for an appropriate hiring status for these students. Aid in the form of fellowships. So far this program has helped "many dozens of students" and "hundreds" by the end of the spring.

More celebration of the AAU status for UCR. Same for UCSC (and creating more housing opportunities for students, faculty, and staff). UC went from \$45 billion enterprise when he started and we are now over \$50 billion (quality, size, and breadth).

BYLAW 55 Debate (Failed)

Discussion and debate about the proposed changes to Bylaw 55 (extending vote to Professor of Teaching Series and LSOEs) consumed most of this meeting. Debate was heated and polarized. It followed similar lines as described in the minutes from the Feb 22nd meeting. Some argued against the proposed change explicitly for a "states' rights" approach that allowed individual campuses and departments to decide rather than "dictating" a systemwide change. Arguments in favor came from the working group committee that drafted the extensive report, these focused on equity, climate, and research capacity and capacity to evaluate research of Professors of Teaching/LSOEs. UCR Assembly representative Hughes and Chair Sang-Hee Lee both spoke strongly in favor of the change. There was a motion to "permanently table" the vote that was deemed not permissible. There was finally a call for a roll call vote in favor of the motion. The vote, requiring 2/3 to pass, came in at 64.58% (31-17) falling short by a single vote. The roll call with names of how each member voted will be available in the meeting minutes.

Action Item

Ahmet Palazoglu (UCD) voted in as incoming Vice Chair and future Chair.

Notes by Jennifer Scheper Hughes April 2024

**COMMITTEE ON DISTINGUISHED CAMPUS SERVICE
NOMINATION FOR THE 2023-2024 DISTINGUISHED CAMPUS SERVICE AWARD**

Richard Cardullo

The Academic Senate Committee on Distinguished Service enthusiastically nominates Professor Richard Cardullo of the Department of Evolution Ecology & Organismal Biology for this year's award. Our nomination is based on Professor Cardullo's sustained and extraordinary service that by any metric has risen above and beyond normal expectations in his variety of roles in his department, senate, college, campus, and community for more than 32 years. This service has had a very large impact on UCR's research, teaching, and outreach missions.

Perhaps Cardullo's most important contributions center around student learning at all levels. He participated in and created programs involving extensive outreach to local school districts around Riverside that improved outcomes in K-12 education. As part of those efforts, he created assessments to record knowledge and growth in helping to align school curricula with the National Council of Teachers of Mathematics Standards and National Science Education Standards (ACTS), culminating in \$5.4M grant funding, in collaboration with other UCR faculty, from the National Science Foundation to support these efforts. He received significant funding (>\$1.5M) for graduate students from the US Department of Energy's Graduate Assistance in Areas of National Need (GAANN), which provided year-long fellowships and training in science communication for more than 50 graduate students. Further, he was involved in and acquired funding (~\$4.7M) as PI for the California Math Science Partnerships, the California Alliance for Minority Participation in STEM fields (CAMP), and Louis Stokes STEM pathways and Research Alliance program. One of his support letter writers wrote that Cardullo *"has gone above and beyond to build connections with K-12 and community college districts, schools, teachers, and students"*. Cardullo's longest standing service contribution is the Science as a Way of Knowing Public Lecture Series. As summarized by one of his letter writers, *"Rich has dedicated his entire career toward the goal of advancing a science for all agenda. ... This Seminar is especially indicative of how Rich honors and leverages scholarly excellence toward community building and the broader social purpose of his scholarly career."*

Cardullo has served above and beyond in six administrative positions at UCR, including Department Chair, Divisional Dean, Faculty Director of University Honors, and Associate Vice Provost and Associate Dean for Undergraduate Education. Under his leadership Honors has tripled in size from 300 students to almost 1000 students. As his letter writers explain, *"The fact that Honors works so well is down to Rich. ... Many students benefit from Honors and the experience they receive and - in consequence - are more likely to be successful themselves"*, and *"He listens and responds thoughtfully, with a wonderful amalgam of seriousness and levity as the situation merits, all hallmarks of an effective leader"*.

As summarized by one of his letter writers *"Over the course of his career, Rich has been fully engaged on the campus, developing an excellent research program and truly excelling at teaching and mentoring. These latter efforts are in many ways the driving force that steered Rich towards his extensive efforts in the area of service to the campus. In this domain, Rich has gone far past what is expected to make timely advancements through the professorial ranks. These efforts include both campus administrative positions, such as serving as a Divisional Dean and an Associate Vice Provost, and individual efforts that greatly enhance the overall academic atmosphere on the campus. These latter efforts distinguish Rich from other members of the faculty who have given considerable time to campus service."* The committee wholeheartedly agrees.

COMMITTEE ON DISTINGUISHED TEACHING

NOMINATION FOR THE 2023-2024 DISTINGUISHED TEACHING AWARD

The Committee on Distinguished Teaching is pleased to nominate one of our outstanding educators as the recipient of the 2023-2024 Distinguished Teaching Award. Dr. Jack Eichler has demonstrated exemplary commitment to excellence in teaching and mentorship at UCR.

Dr. Jack F. Eichler

Professor Jack Eichler joined UCR's Department of Chemistry as a professor of teaching in 2010 and has made an exceptional impact in his 14 years at UCR. Dr. Eichler has demonstrated exceptional dedication to enhancing student success at both the undergraduate and graduate levels. Through his teaching and mentoring efforts, he aims to foster an understanding of chemistry concepts while promoting student engagement and addressing real-world issues. To achieve these goals, he employs innovative teaching approaches, including active learning, problem-based case studies and flipping the classroom.

Dr. Eichler has taught numerous classes at UCR, including large-enrollment courses in the CHEM 001 series which are required for many life science majors outside of his home department of Chemistry. Dr. Eichler integrates psychology and social sciences into chemical education, always working toward improving his teaching effectiveness. He implemented mastery-based learning in his courses, an approach which not only helps reduce student anxiety, but increases student engagement and empowerment while creating a more inclusive learning environment. Overall, Dr. Eichler's contributions have had a strong and widespread positive impact on UCR students as noted by the strong letters of support from colleagues within the department and across campus and the nearly 30 former students who provided testimonials for his nomination.

His dedication to teaching and learning extends beyond the classroom. He led the effort to create a new Designated Emphasis in Chemical Education for the Chemistry program as well as published a dozen research articles on chemical education. In the last five years, Dr. Eichler has been chair of the Academy of Distinguished Teachers (ADT). Under his leadership, the ADT has grown and expanded its representation, and continues to provide faculty and lecturers with professional development programming and opportunities to learn new and effective pedagogical approaches that are tied to improving student outcomes.

In awarding Dr. Eichler the 2023-2024 Distinguished Teaching Award, the Committee seeks to recognize Dr. Eichler's outstanding contributions to advancements in chemistry education, mentorship, and DEI.

The Senate 2023/24 awardee of the Doctoral Dissertation Advisor/Mentor award recipients is Professor Jimmy Calanchini

Jimmy Calanchini is a Professor in Psychology. Dr. Calanchini received his PhD from UC Davis in Psychology and spent 2 years in Germany at the Albert Ludwig's University in Freiburg. In 2018 he joined UCR and since then, in this relatively short period of time he has impressed faculty and students with a deep commitment to mentorship and demonstrated a passion for encouraging and supporting diversity within his own lab and the department. Indeed, in 2021 he was awarded the Graduate Division "Commitment to Graduate Diversity Award" and continues to make a valuable impact on his mentees.

Dr. Calanchini studies the attitudes to behavior including on a regional scale, the influence of bias in memory and the processes that underlie implicit bias. He uses mathematical modeling and proposes that this can link the fields of cognitive and social psychology. His philosophy to mentoring is reflected in this research and delves into many of the processes that limit the support of diverse populations in our community. Professor Calanchini founded a new graduate subfield in Diversity and Inequality Psychology, and has conducted major outreach efforts to CSU and HBCU campuses.

Professor Calanchini was nominated for the 2023/24 Doctoral Dissertation Mentorship award by his current and former graduate students and his faculty colleagues. His outstanding mentorship of students is reflected by their success. His students have published very highly and are the recipients of many prestigious awards including the UC Pre-Professoriate Dissertation award, an SPSP diversity graduate award, a UCR Provost Fellowship, many travel awards and one has already become an Assistant Professor. Student nomination letters came from not just his own graduate students but also those that have been in challenging situations and received his guidance and support. They point to his "unique ability to provide direction and support while also allowing his mentees the space to learn and grow independently".

The Graduate Division and the Academic Senate would like to join all of these students and his faculty colleagues to recognize and congratulate Associate Professor Calanchini on an outstanding accomplishment as doctoral dissertation advisor and mentor and thank him for his continuing passionate and intellectual support of graduate students.

**Committee on Faculty Research Lecturer Report to the Riverside Division
May 21, 2024**

**Nomination of Distinguished Professor Sonja Lyubomirsky for 2023-2024 Faculty
Research Lecturer**

From its inception well over half a century ago, the Faculty Research Lecturer Award has been the highest honor that the Academic Senate bestows to UCR's faculty. This year we received seven outstanding nominations from our campus, and we are delighted to place in nomination Distinguished Professor of Psychology Sonja Lyubomirsky.

Professor Lyubomirsky is an experimental social/personality psychologist, whose research focuses on three basic questions:

- What makes people happy?
- Is happiness a good thing?; and
- How can we make people happier still?

She is recognized internationally for her work in positive psychology, and considered as perhaps the top researcher in the field of well-being science. The high esteem in which she is held by her colleagues is represented by the outstanding set of supporting letters provided with her file. Here are some selected quotes from those letters:

"She stands at the very top of this field among members of her generation. Of the fifty or so age mates in the field, I would rank [XXX] number one. Then Sonja would stand in a rough tie for intellectual stature among the next four..."

"Professor Lyubomirsky is one of the country's leading social-personality psychology scientists and is also a scintillating lecturer... Scholars like Sonja Lyubomirsky come around only once or twice in a generation... In my opinion, she sits at the absolute top of her field, within its most eminent tier."

"She is certainly one of the two or three leading researchers in the world in this field."

"Without any reservations whatsoever, I can assure you that Professor Lyubomirsky has achieved the exceptionally rare level of being among the most distinguished in the world within her field... Professor Lyubomirsky has emerged as one of the absolute leading ambassadors for psychological science within the broader national and international community and has become an established and well-respected public intellectual. Indeed, I can think of only two or three other social/personality psychologists in the world who currently enjoy her level of impact and reach."

Within the topic of happiness, Professor Lyubomirsky has work on a number of connected interests. In terms of the question of how and why people can become happier, Professor Lyubomirsky is currently exploring how and why practices like connecting with others, practicing curiosity and high-quality listening, expressing gratitude, and doing acts of

kindness might boost and maintain people's happiness levels. Recent research interests also include how to foster feelings of being truly understood, why face-to-face (versus online) interactions are special, the effects of digital media and social media on happiness, how COVID-19 has impacted social connection and well-being, and how psychoactive substances like MDMA can boost closeness and intimacy.

Another related area of interest in Professor Lyubomirsky's research concerns the benefits of practicing kindness for well-being, social life, peer acceptance, immune gene expression, and telomere length. This work includes the study of spillover effects, pay-it-forward effects, and elevation effects of the propagation of generosity in a social network; gratitude as a trigger of self-control and self-improvement efforts in the domains of work, school, health, benevolence, and parenting among adults and adolescents; inducing curiosity; measurement, antecedents, causes, mechanisms, and consequences of state humility for individuals and organizations; and self-affirmation, gratitude, and awe as triggers and outcomes of humble feelings. Other areas of Professor Lyubomirsky's research include cultural, population, and age influences on the pursuit of happiness, and a search for an answer to the question: why are some people happier than others?

Professor Lyubomirsky has been a prolific author of scientific publications (close to two hundred), and has at present a Hirsch index of 88 (meaning that 88 of her publications have received at least 88 references in other articles). In addition, she is the author of two general-audience books: *The How of Happiness* and *The Myths of Happiness*. The first has been published in 39 countries and translated into dozens of languages; it has appeared in the *New York Times* best-selling list and sold more than 350,000 copies worldwide. She has written multiple opinion pieces for the *New York Times*, the *LA Times*, the *Washington Post*, *US News & World Report*, *The Economist*, *Time*, and other high-circulation newspapers and magazines, and has appeared in various radio and TV programs and documentaries. Professor Lyubomirsky is the recipient of many grants and honors, including an Honorary Doctorate from the University of Basel, the Diener Award for Outstanding Midcareer Contributions in Personality Psychology, the Christopher J. Peterson Gold Medal, the UC Riverside CHASS Distinguished Research Lecturer Award, and a Templeton Positive Psychology Prize, as well as Fellow status from three different scientific societies and a variety of grants, including from the John Templeton Foundation, Character Lab, and the National Institute of Mental Health.

Because of space limitations, our summary of the research activities of Professor Lyubomirsky is incomplete, but hopefully provides an indication of their high quality and level of international recognition. On the basis of her exemplary research record, we, the undersigned members of the Senate Committee on Faculty Research Lecturer, enthusiastically nominate Distinguished Professor Sonja Lyubomirsky as Faculty Research Lecturer for 2023-2024, .

Francisco Zaera, Chair (Department of Chemistry)

Carl F. Cranor (Department of Philosophy)

Bir Bhanu (Department of Electrical and Computer Engineering)

Julia N. Bailey-Serres (Department of Botany and Plant Sciences)

David N. Reznick (Department of Evolution, Ecology, and Organismal Biology)

SCHOOL OF BUSINESS FACULTY EXECUTIVE COMMITTEE

REPORT TO THE RIVERSIDE DIVISION May 21, 2024

To Be Adopted

Proposed Changes to School of Business Bylaw BUSINESS 4.2.1

PRESENT:

4.2.1 The members of the School of Business academic programs committees will be appointed by the Executive Committee and shall have representation in all academic areas as defined in 4.1.1. The Dean of the School of Business will be an ex officio member of all academic programs committees. The Associate Dean for the Undergraduate Program will be an ex officio member of the Undergraduate level committee. The Associate Dean for graduate programs and the Directors of the master level programs will be ex officio members of the Master level committee and the Associate Dean for Graduate programs and the Ph.D Graduate Advisor will be officio members of the Ph.D level committee. In addition, the Executive Committee can appoint other non-voting members to the committees as needed. (En 5 May 77) (Am Feb. 15, 2011) (Am Feb 19 2013) (Am 2 Dec 14) (Am Oct 10 2016)(Am 26 May 2020)

PROPOSED:

4.2.1. The members of the School of Business academic programs committees will be appointed by the Executive Committee and shall have representation in all academic areas as defined in 4.1.1. To assure orderly transition, members of the three Standing Committees shall remain in office until the successors assume membership. The Dean of the School of Business will be an ex officio member of all academic programs committees. The Associate Dean for the Undergraduate Program will be an ex officio member of the Undergraduate level committee. The Associate Dean for graduate programs and the Directors of the master level programs will be ex officio members of the Master level committee and the Associate Dean for Graduate programs and the Ph.D Graduate Advisor will be officio members of the Ph.D level committee. In addition, the Executive Committee can appoint other non-voting members to the committees as needed. (En 5 May 77) (Am Feb. 15, 2011) (Am Feb 19 2013) (Am 2 Dec 14) (Am Oct 10 2016)(Am 26 May 2020)

Statement of Purpose and Effect:

The School of Business Executive Committee meets in the course of the first month of the school year and appoints new members of the school's three standing committee. However, some business may need to be conducted before the new members are named. To ensure the committees can still conduct business in the transition period, the proposed addition to the bylaws ensures that the committee members from the previous year remain in place until replacements are named. Note that BUSINESS 2.1.1 mentions "To assure orderly transition, the

Chair of the Faculty shall remain in office until the successor assumes office.” The proposed change seeks to establish a similar policy for the members of the school committees.

Approved by School of Business Executive Committee on 10/10/23

Approved by School of Business faculty on 10/20/23

Section below is for Senate use only

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the

Academic Senate:

Received by Executive Council:

March 14, 2024

April 22, 2024

COMMITTEE ON COMMITTEES

February 29, 2024

To: Sang-Hee Lee, Chair
Riverside Division

From: Michalis Faloutsos, Co-Chair
Anne McKnight, Co-Chair
Committee on Committees

Re: **[Campus Review] (Bylaw Change) School of Business Bylaw BUSINESS 4.2.1
- Succession**

The Committee on Committees reviewed the proposed change to the School of Business Bylaw 4.2.1 and had no objections to the proposed addition.

Proposal for an Undergraduate Major in Business Analytics

1. *Name of the academic program and the department or unit that will administer the program.*

Name: Business Analytics Undergraduate Major

Administration: The Business Analytics major will be administered by the School of Business, which is one department.

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

Business Analytics (BA) describes the process of using quantitative methods and techniques to extract value from data to improve business decision-making and enhance business performance. More data and more types of data than ever are now available to businesses, resulting in several types of business analytics techniques requiring in-depth learning: those that describe the past or current situation of a business (descriptive analytics); those that seek to understand reasons for past or current business performance (diagnostic analytics); those that predict figures and results (predictive analytics); and those that recommend specific solutions for business to enhance growth (prescriptive analytics). The ubiquity of data and the increasing need by for-profit and not-for-profit organizations for analysts is also why business analytics is a fast-growing field. In 2020, LinkedIn listed business analysis as one of the skills companies need most, and the Bureau of Labor Statistics projects business analytics jobs to grow by up to 25% through 2031—a rate much faster than the average for all occupations (which is 8%). Such high demand and job growth translate into high salaries: business analysts with a bachelor's degree in California earn an average of \$93,431 as a base salary per year, according to data from Indeed.com, which in February 2024 also showed 228 Business Analyst jobs available within 35 miles of Riverside. Business Analytics is also an important part of Supply Chain Management, positioning our graduates well for employment in the Inland Empire.

To help meet the demand for Business Analysts, many business schools have started offering a Business Analytics major or concentration. An examination of our aspirant business schools (i.e., those within 50 ranks above UCR's School of Business on the UT Dallas list of business schools) showed that of those who have Business Analytics programs, 64% offer a Business Analytics major, while 36% offer a concentration in Business Analytics as part of a general Business Administration major. In addition, several business schools in the local area (Chapman University; California State University, San Bernadino) offer a Business Analytics major, as does California State University, Northridge.

The School of Business will seek a STEM certification for the BS in Business Analytics, increasing the attractiveness of the major to potential students. STEM certified programs are essential for producing professionals for fields that help increase economic growth and global competitiveness, and the Bureau of Labor Statistics has classified STEM careers as having the greatest growth potential and highest paying jobs for the 21st century. STEM certification will also help recruit more international students to UCR and the School of Business, since students graduating from a STEM-designated degree program are eligible to work for three years in the US and gain valuable workplace experience.

3. *Relationship of the new program to existing programs.*

The School of Business currently offers a Business Analytics concentration as one of its seven concentrations in the BS in Business Administration (BSAD) major. The objective of the BSAD major with a concentration in Business Analytics is to provide students with a strong knowledge base across all of the fundamental disciplines in business. As such, the curriculum for the Business Analytics concentration is strongly focused on breadth rather than depth, and shares all courses with the other concentrations in the BSAD major (Accounting and Auditing; Finance; Information Systems; Management; Marketing; Operations and Supply Chain Management) except for six courses uniquely required for the Business Analytics concentration. Given the large overlap in courses among the different BSAD concentrations, the Business Analytics concentration will remain attractive not only for students who seek breadth in their business education, but also for students seeking to have a double-concentration, which would only require them to take 4 additional courses and their two Business electives in the second concentration area. The Business Analytics major will be far more quantitatively oriented than the Business Analytics concentration, and its breadth requirement courses will follow the School of Business curriculum. Given its strong technical and quantitative focus, the BS in Business Analytics major will also seek STEM certification, which the BSAD Business Analytics concentration does not have.

Furthermore, UCR offers an intercollegiate Data Science undergraduate major, which is housed in the Department of Computer Science and Engineering (BCOE) and in the Department of Statistics (CNAS). Each of the two colleges offers the degree, with students choosing from which college they wish to have their degree awarded. In contrast to the proposed curriculum for the BS in Business Analytics, the curriculum for the BS in Data Science is heavily focused on courses from statistics and computer science, with data science – in contrast to business analytics – widely relying on coding. As part of the Data Science major requirements, students complete 37 units of lower-division coursework, 60 units of upper-division coursework, and just 8 units of major breadth requirements that includes three sequences of courses offered by the School of Business (BUS 103 & BUS 115; BUS 103 & BUS 119; BUS 105 & BUS 129). Given the lack of focus on business applications of the BS in Data Science major, the BS in Business Analytics major is not expected to have a significant impact on enrollment in the Decision Science major. Indeed, even though the Data Science major is only in its second year, just 8 out of 301 students enrolled in the major have taken a course in one of the three business course sequences as of Spring 2023.

If students discovered that they do not have the quantitative training to succeed in the BS in Business Analytics major, they would be advised to switch to the BSAD major either with a Business Analytics concentration, with an Operations and Supply Chain Management concentration, or with a Finance concentration after their second year in the program. They might also switch to the Bachelor of Arts in Economics / Administrative Studies major in the College of Humanities, Arts, and Social Sciences.

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.*

Breadth requirements (56 units plus English Composition):

The program involves completion of School of Business breadth requirements: Humanities (12 units), Social Sciences (8 units), Ethnicity (4 units), Natural Sciences and Mathematics (20 units), an additional 12 units from Humanities, Social Sciences, or Natural Sciences and Mathematics, plus English composition. We expect these requirements to provide students with a broad, liberal education of an R1 university.

Business Analytics major preparation requirements (5 courses, 20 units):

The program involves completion of ECON 003, STAT 008 or STAT 010 or ECON 101, and MATH 009A plus MATH 009B plus MATH 009C.

Lower-division Business Analytics major requirements (5 courses, 18 units):

The program involves completion of BUS 010, BUS 020, BUS 098, CS 009A, CS 009B.

Core courses Business Analytics major requirements (12 courses, 48 units):

The program involves completion of BUS 100W, BUS 101, BUS 102, BUS 103, BUS 104, BUS 105, BUS 106, BUS 107, BUS 109, STAT 160A, STAT 160B, STAT 160C. Completion of the breadth, major preparation, and lower-division major requirements satisfies all pre-requisites for the Business Analytics core courses major requirements.

Upper-division Business Analytics major requirements (11 courses, 42 units):

The program involves completion of BUS 110, BUS 115, BUS 119, BUS 123, BUS 124A, BUS 124B, BUS 125, BUS 129, BUS 130, BUS 173, BUS 198i. Completion of the breadth, major preparation, lower-division, and core courses major requirements satisfies all pre-requisites for the Business Analytics upper-division major requirements.

The required courses are included in Appendix A. Course descriptions are included in Appendix B. Catalog copy is included in Appendix C.

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

Below is the current list of faculty members of the School of Business who would teach in the program:

Professors:

Subramanian Balachander (marketing area coordinator)
Peter Chung (finance area coordinator)
Mohsen El Hafsi (supply chain and operations management area)
Elodie Goodman (supply chain and operations management area coordinator)
Thomas Kramer (marketing area)
Barry Mishra (accounting and IS area coordinator)

Associate Professors:

Alexander Barinov (finance area)
Hai Che (marketing area)
Long Gao (supply chain and operations management area)
Boris Maciejovski (management area coordinator)
Marlo Raveendran (management area)
Danko Turcic (supply chain and operations management area)

Assistant Professors:

Mike Dong (finance area)
Kyle Ingram (management area)
Sanjoy Moulik (information systems area)
Adem Orsdemir, Business (supply chain and operations management area)
Rich Yueh (information systems area)

Professors of Practice:

Sean Jasso (marketing area)
Raj Singh (management area)

Lecturers:

John Acker (management area)
Suri Gurumurthi (supply chain and operations management area)
MD Moniruzzaman (information systems area)

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.*

The program is not an interdepartmental one, although it is interdisciplinary. The degree is offered through the School of Business, which teaches the majority of the courses in the program. Written approvals from the dean and the department chair of the School of Business, as well as the chairs of the Statistics, Economics, Mathematics, and Computer Science departments in which the Business Analytics students will take courses, are included in Appendix D.

7. *Projected enrollment in the program*

Because of the highly quantitative nature of the program, we expect enrollment to be relatively low. The projected enrollment at the start of the program is about 10 students per year, reaching about 20 starting in its second year, for a total eventual enrollment of about 100 students across all class levels.

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

BS in Business Analytics, 25 degrees awarded 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 new major uses existing courses that are offered by the School of Business, Statistics, Mathematics, and Economics. Given that these courses are also used by many other departments to satisfy college and major requirements, and given the expected low enrollment in the program, we do not expect the new major in Business Analytics to impact their offerings.

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.*

- Faculty FTE: the program will use existing faculty given that the new major will only add a few dozen students to existing courses.
- Teaching Assistants: no additional TAs are required.
- Administrative Staff: the program will be administered by existing staff in the School of Business. One academic advisor will be recruited to specialize in the Business Analytics major and the Business Analytics concentration.
- Computer facilities and library resources: no new facilities required
- Space requirements: no new space requirements.

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.*

Letters of support are included in Appendix E.

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.*

Approved by the Executive Committee of the School of Business: October 10, 2023

Approved by the faculty of the School of Business: October 20, 2023

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.

Appendix A: Requirements for the new BS in Business Analytics degree

Accounting (4 units)

BUS 020 – Financial Accounting and Reporting

General Business (6 units)

BUS 010 – Introduction to Business

BUS 098 – Personal Branding and Professional Development

Core Business (36 units)

BUS 100W – Management Writing and Communications

Requires ENGL 001B with a grade of C or better; BUS 020; ECON 003; STAT 008; ENGL 007 may be taken concurrently

BUS 101 – Information Technology Management

Requires BUS 020; ECON 003; STAT 008; or equivalent

BUS 102 – Ethics and Law in Business and Society

Requires BUS 020; ECON 003; STAT 008; or equivalent

BUS 103 – Marketing and Distribution Management

Requires BUS 020; ECON 003; STAT 008; or equivalent

BUS 104 – Decision Analysis and Management Science

Requires STAT 008 or STAT 010; or equivalent

BUS 105 – Production and Operations Management

Requires STAT 008 or STAT 010; or equivalent

BUS 106 – Introduction to Financial Management

Requires BUS 020; ECON 003 or ECON 003H; STAT 008 or ECON 101; or equivalent

BUS 107 – Organizational Behavior

Requires BUS 020; ECON 003; STAT 008; or equivalent

BUS 109 – Competitive and Strategic Analysis

Requires BUS 100W; BUS 103; BUS 108; BUS 106 or ECON 134 or BUS 133

Major Requirements Business (42 units)

BUS 110 – Introduction to Data Mining and Visual Analytics

Requires BUS 101

BUS 115 – Marketing Research

Requires BUS 103

BUS 119 – Data-driven Marketing

Requires BUS 103

BUS 123 – Spreadsheet Modeling for Decision-Making

Requires BUS 104 or STAT 104

BUS 124A – Business Analytics

Requires STAT 008

BUS 124B – Advanced Business Analytics

Requires BUS 124A with a grade of C- or better; STAT 008 or STAT 010

BUS 125 – Simulation for Business

Requires BUS 104 or STAT 104

BUS 129 – Supply Chain Management

Requires BUS 105

BUS 130 – Supply Chain Modeling

Requires BUS 104 or STAT 104 or BUS 105

BUS 173 – Introduction to Databases for Management

Requires BUS 101; or equivalent

BUS 198i – Individual Internship in Business Administration

Requires upper-division standing

Statistics (16 units)

STAT 008 or STAT 010 or ECON 101

STAT 160A Probability Theory

Requires MATH 009C

STAT 160B Probability Theory

Requires STAT 160A

STAT 160C Probability Theory

Requires STAT 160A and STAT 160B

Math (12 units)

MATH 009A First-Year Calculus

Requires MATH 005A with a grade of C- or better or MATH 006B

MATH 009B First-Year Calculus

Requires MATH 009A

MATH 009C First-Year Calculus

Requires MATH 009B

Computing (8 units)

CS 009A – Data-oriented Introduction to Computing

Requires MATH 009B but can be taken concurrently

CS 009B – Data Oriented Introduction to Computing

Requires CS 009A

Economics (4 units)

ECON 003 – Introduction to Microeconomics

Appendix B. Course Descriptions

BUS 010 Introduction to Business 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): none. Provides an overview of the field of business administration. Explores business goals and strategies, functional areas of business and their integration in policy and decision making, social responsibility, computers in business, and business trends and challenges including the international dimension.

BUS 020 Financial Accounting and Reporting 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): none. A study of the concepts and techniques for measurement and communication of financial information. Includes interpretation of financial statements.

BUS 098 Personal Branding and Professional Development 2 Lecture, 2 hours. Prerequisite(s): none. Readies students for successful internships and develops critical career management skills through greater understanding of students' abilities and preferences, and of available job search resources. Topics include career-enhancing techniques such as self-assessment, career research, resume writing, networking, interviewing, and professionalism.

BUS 100W Management Writing and Communication 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ENGL 001B with a grade of C or better; BUS 020; ECON 003; STAT 008; ENGL 007, may be taken concurrently; for concurrent enrollment in ENGL 007, review the course titles or topics in the current online Schedule of Classes to find the corresponding ENGL 007 writing workshop; or consent of instructor. Focuses on writing and communication methods in business environment. Topics include written and oral presentations, interpersonal skills, teamwork in multicultural setting, and effective use of communication technologies. Fulfills the third-quarter writing requirement for students who earn a grade of "C" or better for courses that the Academic Senate designates, and that the student's college permits, as alternatives to English 001C.

BUS 101 Information Technology Management 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): CS 008; BUS 020; ECON 003; STAT 008; or equivalent; or consent of instructor. Topics include computer hardware and software, business data processing, databases, telecommunications, systems analysis and design, cost-benefit analysis, and systems applications in business. Includes database and spreadsheet projects.

BUS 102 – Ethics and Law in Business and Society 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): BUS 020; ECON 003; STAT 008; or equivalent; or consent of instructor. Analyzes the legal, ethical, political, and social aspects of the business environment. Topics include ethics and social responsibility, government regulation, corporate governance, and global management issues.

BUS 103 Marketing and Distribution Management 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): BUS 020; ECON 003 or ECON 003H, STAT 008; or consent of instructor. An introduction to the role of marketing in society emphasizing concepts, marketing methods, and institutions.

BUS 104 Decision Analysis and Management Science 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): CS 008; STAT 008 or STAT 010; or equivalents; or consent of instructor. A survey of deterministic and probabilistic models for decision making. Topics include linear programming and extensions, networks, dynamic programming, decision trees, queuing models, and simulation. Explores the application of these models in decision making. Cross-listed with STAT 104.

BUS 105 Production and Operations Management 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 008 or STAT 010; or equivalent. Addresses the issues of design and control of production systems in manufacturing and service organizations. Covers product and process selection, capacity planning, location and layout design, project and job scheduling, inventory control, material planning, and quality control.

BUS 106 Introduction to Financial Management 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): BUS 020; ECON 003 or ECON 003H; STAT 008 or ECON 101; or equivalent; or consent of instructor. An introduction to financial management and financial institutions. Includes time value of money, stock and bond valuation, risk and return, portfolio theory, capital budgeting, capital structure, dividend policy, and financial databases. Cross-listed with ECON 134. Credit is awarded for one of the following BUS 106, ECON 134, or BUS 133.

BUS 107 Organizational Behavior 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): BUS 020; ECON 003; STAT 008; or equivalent; or consent of instructor. Studies organizations from the behavioral science perspective. Topics include motivation, leadership, communication, groups, organization structure and culture, and control in complex organizations.

BUS 109 Competitive and Strategic Analysis 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): BUS 100W; BUS 103; BUS 108; BUS 106 or ECON 134 or BUS 133; restricted to major(s) Business Administration. Provides an understanding of strategic decision-making processes in organizations, the interrelationships among functional areas, and how decision making is affected by internal and external environments.

BUS 110 Introduction to Data Mining and Visual Analytics 2 Lecture, 2 hours; laboratory, 1 hour; extra reading, 2 hours; written work, 3 hours. Prerequisite(s): BUS 101. Covers the processes, methodologies and practices used to transform data into useful information to support business decision-making. Offers an opportunity to gain insights and hands-on-experience with basic functionality of industry standard data mining and visualization software tools such as Tableau, JMP and IBM's Watson Analytics.

BUS 115 Marketing Research 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): BUS 103. Covers types and sources of marketing information, the marketing research process, and techniques of data collection and analysis, including consumer and customer surveys and test marketing. Examines both quantitative and qualitative research with analysis of the values and limitations of data. Emphasis is placed on evaluation and interpretation of results.

BUS 119 Data-driven Marketing 4 Lecture, 3 hours; individual study, 2 hours; extra reading, 1 hour. Prerequisite(s): BUS 103; or consent of instructor. Examines marketing cases and develops data analytical skills for managerial decision making. Utilizes statistical software to manage, display, and analyze marketing information including consumer survey, relationship management, scanner, and socioeconomic data. Topics include attitude measurement, market segmentation and targeting, competition analysis, market performance analysis, and store location choice.

BUS 123 Spreadsheet Modeling for Decision-Making 4 Lecture, 3 hours; written work, 3 hours. Prerequisite(s): BUS 104 or STAT 104. Introduces the fundamental techniques of using data to make informed management decisions in the presence of uncertainty. Utilizes advanced Microsoft Excel functionality.

BUS 124A Business Analytics 4 Lecture, 3 hours; term paper, 1 hour; written work, 2 hours. Prerequisite(s): STAT 008. Provides fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. Applies basic business analytics tools in a spreadsheet environment. Introduces market-leading techniques that help identify and manage key data from business processes. Provides the essential tools required for data mining and business process re-engineering.

BUS 124B Advanced Business Analytics 4 Lecture, 3 hours; written work, 3 hours. Prerequisite(s): BUS 124A with a grade of C- or better; STAT 008 or STAT 010; CS 008. Teaches statistical methods for descriptive, predictive, and prescriptive analysis. Provides opportunities to apply these acquired skills in various business applications in operations, finance, and marketing. Utilizes tools such as R Programming for data analysis and Tableau for data visualization.

BUS 125 Simulation for Business 4 Lecture, 3 hours; extra reading, 1.5 hours; outside projects, 1.5 hours. Prerequisite(s): BUS 104 or STAT 104; or equivalents. Introduces simulation as a tool for analyzing complex systems. Analyzes and discusses the theory and practice of modeling through simulation. Topics include modeling uncertainty and collecting input data, Monte Carlo simulation techniques, model verification and validation, and sensitivity analysis. Examines applications in finance, marketing, operations, and supply chain management.

BUS 129 Supply Chain Management 4 Lecture, 3 hours; assigned problems, 3 hours. Prerequisite(s): BUS 105. Focuses on management of the distribution of goods and services from plants, ports, and vendors to customers. Key topics include transportation, inventories, warehousing, materials handling, order processing, packaging, pricing, customer service standards, and warehouse and retail location.

BUS 130 Supply Chain Modeling 4 Lecture, 3 hours; homework problems and preparation for presentations, 3 hours. Prerequisite(s): BUS 104/STAT 104 or BUS 105. Covers the modeling and analysis of decision problems in supply chain management. Includes logistics network design, integration of supply chain operations, and supply and sourcing decisions. Utilizes the electronic spreadsheet as the principal device for building models, as well as addresses the concepts of effective spreadsheet design and use.

BUS 173 Introduction to Databases For Management 4 Lecture, 3 hours; extra reading, 2 hours; projects, 1 hour. Prerequisite(s): BUS 101 or equivalent. Covers physical and conceptual aspects of database management systems, including familiarity with the variety of database systems based on different data models. Examines the role of database systems in management information systems (MIS) and issues in database design for effective support of MIS. Requires the use of a database package.

BUS 198I Individual Internship in Business Administration 1 to 12 Seminar, 1 hour; internship, 3 to 36 hours; term paper, 1 to 11 hours. Prerequisite(s): upper-division standing in Business Administration; consent of instructor. Active participation in the work of a business concern or a public or quasi-public agency combining academic instruction and supervised field experience. A maximum of 4 quarter units may be counted toward the degree requirements for Business Administration. Course is repeatable to a maximum of 16 units.

CS 009A Data Oriented Introduction to Computing I 4 Lecture, 3 hours; laboratory, 2 hours; individual study, 1 hour. Prerequisite(s): MATH 004, may be taken concurrently or MATH 005A, may be taken concurrently or MATH 006A, may be taken concurrently or MATH 006B, may be taken concurrently or MATH 007A, may be taken concurrently or MATH 009A, may be taken concurrently or MATH 09HA, may be taken concurrently. Covers computational thinking, problem-solving, and data analysis through application-based data manipulation tasks from science, engineering, business, and the humanities. Includes variables, expressions, branches, loops, functions, parameters, lists, strings, file I/O, and exception handling. Also covers software design, testing, and debugging. Credit is awarded for one of the following CS 009A, CS 009M, or CS 010A.

CS 009B Data Oriented Introduction to Computing II 4 Lecture, 3 hours; laboratory, 2 hours; individual study, 1 hour. Prerequisite(s): CS 009A; or equivalent. Covers advanced programming concepts and algorithms through application-based data manipulation tasks from science, engineering, business, and the humanities. Emphasizes good programming principles in the design and development of substantial programs using the Python language. Topics include abstract data types, objects and classes, recursion, and basic software engineering principles. Credit is awarded for one of the following CS 009B or CS 010B.

ECON 003 Introduction to Microeconomics 5 Lecture, 3 hours; discussion, 1 hour; written work, 3 hours. Prerequisite(s): none. An introduction to the study of the economic system from the micro, or individual decision-maker's, perspective. Includes the study of opportunity cost, markets, consumption, production and competition. Credit is only awarded for one of ECON 003 or ECON 003H.

ECON 101 Statistics For Economics 5 Lecture, 3 hours; discussion, 1 hour; laboratory, 1 hour; individual study, 2 hours. Prerequisite(s): MATH 007A or MATH 009A or MATH 09HA or MATH 022; or equivalent. An introduction to the basic statistical methods for economics. Topics include economic data analysis, index numbers, univariate and bivariate probability distributions, correlation and regression, sampling distributions, properties of estimators, and hypothesis testing.

MATH 009A First-Year Calculus 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): MATH 005 with a grade of “C-” or better or MATH 006B with a grade of “C-” or better or equivalent. Introduction to the differential calculus of functions of one variable. Credit is awarded for only one of MATH 008B, MATH 009A, or MATH 09HA.

MATH 009B First-Year Calculus 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): MATH 008B with a grade of “C-” or better or MATH 009A with a grade of “C-” or better or MATH 09HA with a grade of “C-” or better. Introduction to the integral calculus of functions of one variable. Credit is awarded for only one of MATH 009B or MATH 09HB.

MATH 009C First-Year Calculus 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): MATH 009B with a grade of “C-” or better or MATH 09HB with a grade of “C-” or better. Further topics from integral calculus, improper integrals, infinite series, Taylor’s series, and Taylor’s theorem. Credit is awarded for only one of MATH 009C or MATH 09HC.

STAT 008 Statistics For Business 5 Lecture, 3 hours; discussion, 1 hour; laboratory, 3 hours. Prerequisite(s): CS 008 or CS 009A or CS 010A; MATH 004 or MATH 005A or MATH 006B or MATH 007A or MATH 009A or MATH 09HA or MATH 022; or equivalent. An introduction to statistics using business applications. Topics include descriptive statistics; probability; discrete and continuous distributions; Bayes’ theorem; random variables; estimation and confidence intervals; hypothesis testing; and simple linear regression. Credit is awarded for one of the following STAT 008 or STAT 010.

STAT 010 Introduction to Statistics 5 Lecture, 3 hours; discussion, 1 hour; laboratory, 3 hours. Prerequisite(s): MATH 005A or MATH 006B or MATH 007A or MATH 009A or MATH 09HA. A general introduction to descriptive and inferential statistics. Topics include histograms; descriptive statistics; probability; normal and binomial distributions; sampling distributions; hypothesis testing; and confidence intervals. Credit is awarded for one of the following STAT 010 or STAT 008.

STAT 160A Elements of Probability and Statistical Theory 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): MATH 009C or MATH 09HC (may be taken concurrently). Topics include statistical regularity, probability spaces, fundamental theorems in discrete probability, Bayes’ theorem, random variables, densities and distribution functions, and continuous distributions.

STAT 160B Elements of Probability and Statistical Theory 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A with a grade of “C-” or better. Topics include transformations of random variables and central limit theorem, distributions of sample statistics, statistical inference, and estimation.

STAT 160C Elements of Probability and Statistical Theory 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160B with a grade of “C-” or better. Topics include hypothesis testing, chi-square tests, and nonparametric methods.

Appendix C. Catalog Copy for the BS in Business Analytics major

Business Analytics

Subject Abbreviation: BSBA

School of Business

Major

Business Analytics describes the process of using quantitative methods and techniques to extract value from data to improve business decision-making and enhance business performance. Students receive their degree from the School of Business after completing coursework focused on developing quantitative skills necessary for in-depth data analysis.

University Requirements

See Undergraduate Students section.

College Requirements

Students must fulfill all breadth requirements of the School of Business or the Intersegmental General Education Transfer Curriculum or the California General Education Transfer Curriculum prior to transferring to the UC.

Major Requirements

The following are requirements leading to the B.S. degree in Business Analytics. At least 50 percent of business course requirements must be completed at UCR.

Business Analytics Major

Lower division requirements (10 courses, [at least 38 units])

Major prerequisites (non-BUS courses may be used to satisfy breadth requirements for the School of Business):

BUS 010

BUS 020

BUS 098

CS 009A

CS 009B

ECON 003

STAT 008 or STAT 010 OR ECON 101

MATH 009A

MATH 009B

MATH 009C

The major requirements for the B.S. in Business Analytics are as follows:

Upper-division major requirements (23 courses [at least 90 units])

BUS 100W, BUS 101, BUS 102, BUS 103, BUS 104, BUS 105, BUS 106, BUS 107, BUS 109, BUS 110, BUS 115, BUS 119, BUS 123, BUS 124A, BUS 124B, BUS 125, BUS 129, BUS 130, BUS 173, BUS 198i, STAT 160A, STAT 160B, STAT 160C.

Appendix D. Written Approvals

This section contains approval letters from the following department chairs:

1. Yunzeng Wang, Dean, School of Business
2. Margaret (Meg) Campbell, Department Chair, School of Business
3. Christian Shelton, Department Chair, Computer Science
4. Marcelle Chauvet, Department Chair, Economics
5. Fred Wilhelm, Department Chair, Math
6. Yehua Li, Department Chair, Statistics



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December 22, 2023

To Whom It May Concern:

I am writing to endorse the proposed Business Analytics Undergraduate Major. This is a well thought-through program to serve the industry needs and a niche market that offers opportunities to professionals with specialized educational training in Business Analytics. In addition, the program creates great opportunities for the School of Business to collaborate with rest of the campus.

Like the faculty, I enthusiastically support the program, and the School is committed to support the program by offering the courses required by the proposal.

Sincerely

A handwritten signature in black ink, appearing to read "Yunzeng Wang".

Yunzeng Wang
Dean

December 29, 2023

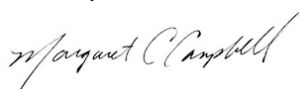
To Whom it May Concern,

As the Chair of the School of Business, I write to approve the proposed undergraduate major in business analytics. It is incumbent upon a high-quality university to consider the changing knowledge in society and adjust curriculum to best serve current students and their likely futures. The world is now awash in data and careful use of data can improve decision-making in organizations (and governments). The ability to think critically about what data is important and how to use it to make data-driven decisions that are informed by appropriate analysis will be valuable learning that will be useful in many different career paths.

The School of Business consists of one department with five areas of specialization: finance, marketing, operations, accounting and management. The proposed major will draw upon faculty and courses across these areas. As such, the majority of resources and courses are currently in place within the School of Business. Given the quantitative nature of the major, current estimates are for fairly low enrollment (from 10 to 20 students per year). This suggests that the number of existing courses will be sufficient to include these students. If, however, additional sections of courses are necessary to ensure that business analytics students are able to complete their courses in a timely manner, the department is prepared to support the program with such additions. (The major also includes some courses in Economics, Statistics and Computer Science; as described in the proposal the low expected enrollment is such that these courses are not expected to be significantly impacted either).

The BS in Business Analytics can provide timely and important knowledge to enrolled students while also highlighting the need for quantitative studies and skills within business more generally. This can enhance UCR's reputation as an R1, AAU university—particularly if the School of Business succeeds in attaining STEM certification for the major—and our commitment to economic growth and competitiveness for the Inland Empire and California. This major will help our students to develop the knowledge foundation to understand and appropriately use data that is critical to progress across industries and thus I strongly support it.

Sincerely,



Margaret C. Campbell
Department Chair & Associate Dean of Faculty
School of Business

December 1, 2023

Dear Professor Kramer:

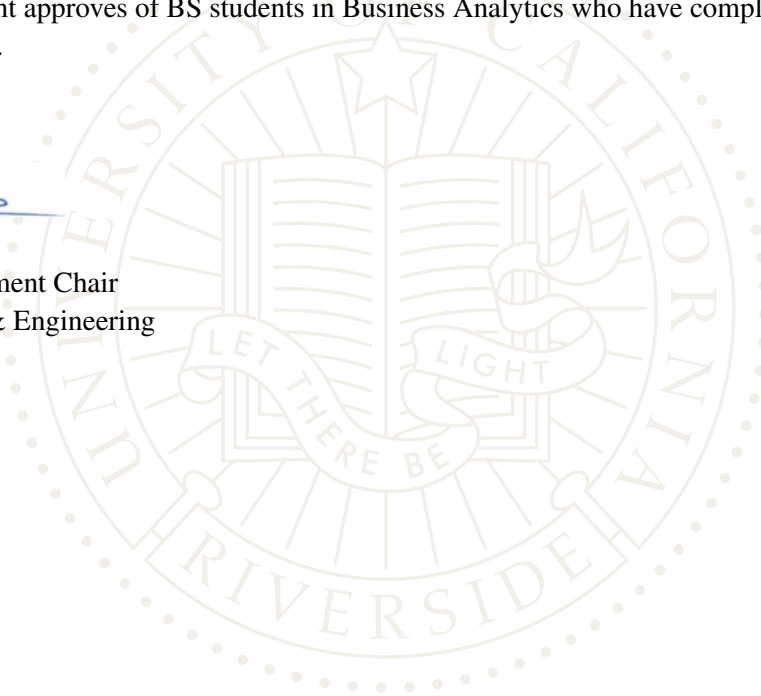
I have reviewed your proposal for an undergraduate major in Business Analytics. I concur with the proposal's Computer Science requirements of CS 009A and CS 009B. These two courses are designed to provide a foundation in Python programming, a skill helpful for analytics. Given the rest of the proposed curriculum and goals of the program, this seems entirely appropriate.

This sequence (CS 009A and CS 009B) was designed expressly for this purpose: to give non-computing majors the necessary programming skills for their major and future careers. The Computer Science & Engineering Department approves of BS students in Business Analytics who have completed the prerequisites taking these courses.

Sincerely,

A handwritten signature in blue ink, appearing to read "Christian Shelton".

Christian Shelton
Professor & Department Chair
Computer Science & Engineering



To whom it may concern,

As Chair of the Department of Economics, I write to provide my support for the proposed major in Business Analytics to be offered by the School of Business. I think this is an attractive and important addition to the majors offered on campus.

I write, in addition, to provide my approval for the inclusion of ECON 3 and ECON 101 in the proposed Business Analytics major. The Economics Department offers Introductory Microeconomics (ECON 3) every quarter for at least 550 students each. Thus, it would not be a problem to accommodate students from the proposed major in these courses. Similarly, every year the Department offers ECON 101 2-3 times each for a total of around 700 seats. Space in these courses would also not be an issue.

Please let me know if you need any additional information.

Sincerely,

A handwritten signature in black ink that reads "Marcelle Chauvet". The script is cursive and fluid, with the first name and last name clearly distinguishable.

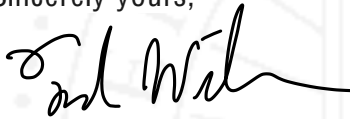
Marcelle Chauvet
Professor and Chair
Department of Economics
University of California Riverside

November 7, 2023

To Whom it May Concern:

I approve of up to 30 students from the potential new BS degree in Business Analytics degree taking MATH 005A or MATH 006A 006B; MATH 009A; MATH 009B; or MATH 009C per quarter.

Sincerely yours,



Fred Wilhelm,
Professor and Chair of Mathematics

December 13, 2023

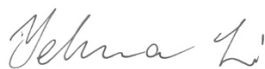
To Whom It May Concern,

As Chair of the Department of Statistics, I am writing to express my endorsement for the proposed BS in Business Analytics program within the School of Business. Envisioned as a small and selective program, it aims to offer UCR students high-quality training in business analytics to address the growing market demand for this skill set in both for-profit and non-profit organizations.

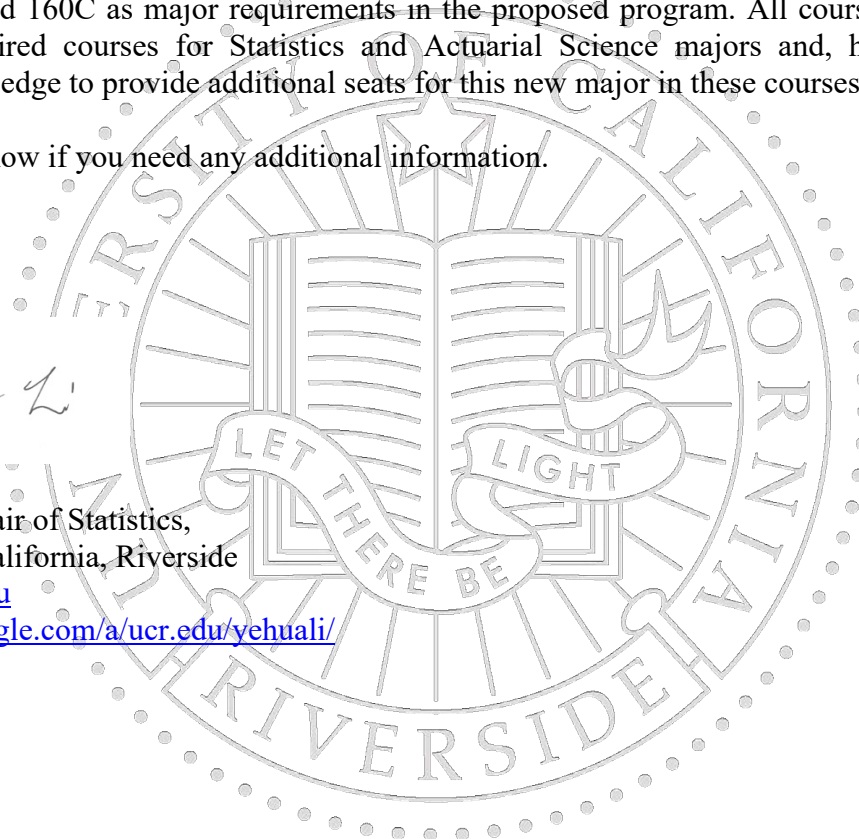
I approve including lower division STAT Intro courses STAT 08/10 and upper division STAT 160A, 160B, and 160C as major requirements in the proposed program. All courses mentioned above are required courses for Statistics and Actuarial Science majors and, hence, offered regularly. We pledge to provide additional seats for this new major in these courses.

Please let me know if you need any additional information.

Sincerely yours.

A handwritten signature in cursive script that reads "Yehua Li".

Yehua Li
Professor & Chair of Statistics,
University of California, Riverside
yehuali@ucr.edu
<https://sites.google.com/a/ucr.edu/yehuali/>



Appendix E. Letters of Support

This section contains letters of support from the following:

1. UCR School of Business Student Leadership Council
2. Raman Randhawa, Senior Vice Dean for Academic Programs and Professor of Data Sciences and Operation, USC Marshall School of Business
3. Alok R. Saboo, Taylor E. Little Jr. Professor of Marketing, J. Mack Robinson College of Business, Georgia State University
4. Nanda Kumar, Department Chair of Information Systems and Statistics, Zicklin School of Business, Baruch College / CUNY

December 7, 2023

To Whom It May Concern:

We, School of Business Student Business Leadership Council (SBLC), are writing this letter in support of a new undergraduate major in Business Analytics that is being proposed by the UCR School of Business. The Student Business Leadership Council is the umbrella organization for over a dozen graduate and undergraduate student organizations associated with the School of Business, established to facilitate coordination among the different business clubs and to support activities and events.

Business Analytics is an increasingly important business function, touching on most of the different areas of business, and requiring more and more employees to be able to interpret and analyze data to help with business decisions. As such, having a 4-year Bachelor of Science in Business Analytics major will be very attractive to potential applicants. It will also help raise the stature of UCR and of UCR's School of Business.

Therefore, we request that the proposal for the BS in Business Analytics be approved. Thank you, and please let us know if you have any questions!

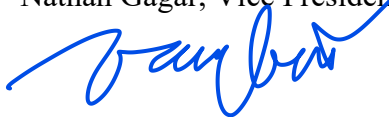
For the School of Business Student Business Leadership Council:



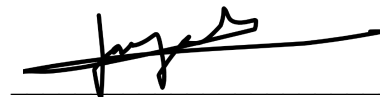
Timothy Chen, President



Nathan Gagar, Vice President



Trang Bui, Graduate Representative



Jaya Madhuri Gazula, Director of Communications



Nicholas Palencia, Treasurer

December 18, 2023

To Whom It May Concern:

I am writing in support of the proposed new undergraduate major in Business Analytics at UCR's School of Business. I currently serve as the senior vice dean for academic programs at USC Marshall School of Business, where I oversee all our undergraduate, specialized masters, and MBA programs. Previously, I served as our vice dean for undergraduate programs.

At USC Marshall, we recently launched a specialization or concentration in business analytics, and have also launched this fall a 4-year degree in AI for Business. There is enormous interest in both of these areas: a concentration on analytics that students with broader business education can use to build some technical expertise, and the formal 4-year degree that provides students both with the understanding of analytics but also deeper foundational knowledge at the intersection of data science and business.


I believe UC Riverside is evaluating a formal BS degree in this topic alongside an existing concentration. Based on our experience here I expect there to be significant demand for the BS degree without impacting the concentration demand.

Overall, I believe the corporate world really needs students with analytics expertise, to assimilate the troves of data that are available today, with expertise toward decision making in responsible and ethically ways. This is perhaps the number 1 skill set for our future business leaders.

The introduction of a BS in Business Analytics degree is in line with actions taken by other universities who have recognized the industry need for employees with strong analytical and quantitative (i.e., Math, Statistics, and Computer Science) needs.

In my view, this new major should help recruit students with a strong interest in business analytics who otherwise might choose to join other business schools that offer more rigorous quantitative programs than that currently represented by the Business Analytics concentration.

In summary, I fully support the establishment of a BS in Business Analytics major at UCR.

A handwritten signature in black ink, consisting of a large, stylized 'R' followed by a series of loops and a long horizontal stroke extending to the right.

Raman Randhawa

—

Senior Vice Dean for Academic Programs
Charles L. and Ramona I. Hilliard Professor
Professor of Data Sciences and Operation
USC Marshall School of Business
rrandhaw@marshall.usc.edu

ALOK R. SABOO, PH.D.

ASSOCIATE PROFESSOR
TAYLOR E. LITTLE JR. PROFESSOR OF MARKETING
DIRECTOR OF MS-MARKETING PROGRAM

35 Broad St, Suite 1339
Atlanta, GA 30303

Phone: 404-413-7686
Email: asaboo@gsu.edu



28th November, 2023

To Whom It May Concern,

I am writing to express my strong support for the proposed establishment of a Business Analytics major by the School of Business at UC Riverside. I am an associate professor in the Robinson School of Business at Georgia State University, where I have had the privilege of designing and leading a similar program at the Masters level for many years. Additionally, I currently serve as the Director of the MS Marketing Program and hold the position of Marketing Professor. Furthermore, I am honored to be a part of the AMA Academic Council at the American Marketing Association. Recently, our MS-Marketing program, which I have the privilege of leading as Program Director, was ranked among the top schools in the nation. This experience has given me valuable insights into the importance and potential success of a program like the proposed Business Analytics major.

I wholeheartedly endorse UC Riverside's endeavor to introduce a Business Analytics major for several compelling reasons. Business Analytics, at its core, involves the proficient application of quantitative methods and techniques to extract actionable insights from data. This, in turn, enhances decision-making processes and augments overall business performance. In today's data-driven business environment, the discipline encompasses a wide array of analytics, including descriptive, diagnostic, predictive, and prescriptive analytics, equipping students with a comprehensive skill set.

Here are the key factors that reinforce my support for this proposal:

1. **Lucrative Career Prospects:** Graduates with a bachelor's degree in Business Analytics are in high demand and typically command substantial starting salaries, averaging around \$70,000. The program aligns well with the robust job market for analytics professionals.
2. **Relevance to Supply Chain Management:** Business Analytics is intricately linked to Supply Chain Management, a significant sector in the Inland Empire region where UC Riverside is situated. Graduates of this program are well-prepared to seize employment opportunities in this thriving industry.
3. **Alignment with Market Trends:** Introducing a Business Analytics major at UC Riverside is consistent with the prevailing trends in business education. Numerous reputable business schools nationwide have already introduced similar programs or concentrations, and several local institutions, including Cal State Northridge, offer dedicated Business Analytics majors, highlighting the demand for such programs.
4. **Strategic STEM Certification:** UC Riverside's pursuit of STEM certification for the BS in Business Analytics is a strategic move that enhances the program's appeal to prospective students. This certification not only underscores the academic rigor of the program but also positions the university as an attractive destination for international

students, enriching the diversity of the student body and fostering a global learning environment.

5. **Interdisciplinary Relevance:** Business Analytics inherently fosters multidisciplinary collaboration. It equips students with the skills to bridge the gap between data analysis and strategic decision-making across various industries, making graduates versatile and adaptable professionals.
6. **Industry Partnerships:** The proposed major presents an opportunity to forge valuable partnerships with local businesses and corporations. Collaboration with industry leaders can provide students with real-world experience and enhance their career prospects.

I extend my heartfelt congratulations to UC Riverside for its forward-thinking approach in introducing this new major. I firmly believe that the Business Analytics program will equip graduates with the skills and knowledge necessary to excel in the contemporary business landscape. I eagerly anticipate the opportunity to engage with and collaborate alongside the accomplished graduates of this program in the future.

Please do not hesitate to reach out to me if you require further clarification or seek additional insights regarding this endorsement. I am at your disposal to provide any supplementary information or assistance.

Sincerely,

A handwritten signature in black ink, appearing to read 'A. Saboo', with a stylized flourish at the end.

Dr. Alok R. Saboo

Jan 4, 2024

Letter of Support for the BS-BA Program at UC-Riverside

I am the Chair of the Paul H. Chook Department of Information Systems and Statistics and the Academic Program Director of the MS-BA program at the Zicklin School of Business, Baruch College, CUNY. I am writing this letter to express my strong support for the proposed establishment of a BS in Business Analytics major at UC Riverside. As the Academic Program Director of a similar program at the graduate level at my university, I firmly believe that this program would be a critical addition to the university's academic offerings.

The growth of big data, commoditized cloud computing, and artificial intelligence has increased the demand for professionals who can extract knowledge and business insights from data. A BS program in Business Analytics would equip students with the necessary skills and knowledge to meet these growing demands by leveraging the strength of business school to solve real-world business problems by leveraging data-driven decision-making.

Given the growing demand for these professionals across various industries, I expect that students graduating from business analytics programs will be well-positioned to find good job opportunities upon graduation. This is especially true for UCR given its location, which is home to many companies engaged in supply chain management.

A review of the proposal from UCR clearly demonstrates that it will meet the industry needs for data-savvy professionals by balancing theoretical knowledge with practical applications (one of the strengths of business school). It will also prepare students for diverse careers in data engineering/wrangling, business analytics, and strategic planning.

I expect the proposed major in Business Analytics at UCR to attract a strong student cohort. I believe this offering will enhance the university's reputation as a leader in contemporary and future-oriented education.

Please feel free to get in touch with me if you have any additional questions or clarifications.

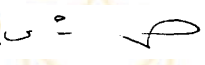
Regards,



Prof. Nanda Kumar, Department Chair

DATE: May 3, 2024

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

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

RE: Proposal for an Undergraduate Major in Business Analytics

On April 25, 2024, the BCOE Executive Committee reviewed the Proposal for an Undergraduate Major in Business Analytics. The Executive Committee felt the degree could add to the campuses portfolio on practical degrees and had no further comments.



Academic Senate

COMMITTEE ON EDUCATIONAL POLICY

May 3, 2024

To: Sang-Hee Lee, Chair
Riverside Division

From: Ward Beyermann, Chair
Committee on Educational Policy

Re: Proposed B.S. in Business Analytics

The Committee on Educational Policy (CEP) reviewed the proposed B.S. in Business Analytics at their May 3, 2024 meeting and voted to approve the proposal. The Committee recommends that the School consider developing courses in Business Analytics, including possibly a capstone, that utilize the advanced techniques learned in Statistics, Computer Science, and Mathematics in a discipline-specific context. The School should also consider including MATH 005A, 005B, and 005C as an alternative to MATH 009A, 009B, and 009C. These two sequences are equivalent, but the MATH 005ABC sequence is intended for students who start out in a precalculus course. The School may also have to verify that MATH 005ABC satisfies any prerequisites for the courses in this program.

April 29, 2024

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

FROM: Wesley Leonard, Chair 
CHASS Executive Committee

RE: Proposed Degree Program: Undergraduate Major in Business Analytics

The CHASS Faculty Executive Committee reviewed the proposal for a new undergraduate major in Business Analytics at the UCR School of Business (SOB). We have a number of concerns that we would like the authors of the proposal to address.

First of all, we would like to have more information on the justification for the proposed creation of this new major. The proposal argues that Business Analytics is an important field, but does not explain why a major would be preferable over the existing concentration beyond the fact that other business schools in the area and the country offer Business Analytics majors (page 1). This question is rendered even more pertinent by the proposal's expectation of "low enrollment in the program" (page 5). If there is indeed only low student demand for the proposed major, what other factors speak for the transformation of the concentration into a major and why would a new major be preferable over the modification (if desired) of the concentration?

The proposal identifies the main difference of the proposed new major to the existing Data Science major (BCOE and CNAS) as being in the "focus on business applications" (page 2). We would like to have more information on how the authors of the proposal see the interactions/overlaps/coordination between these programs at UCR. Additionally, we would like to learn more about how the new major will achieve STEM certification (as stated on page 1).

The proposal outlines the increased quantitative focus of the proposed new major, but does not address in more detail how the curriculum for Business Analytics would differ from the existing major in Business Administration (BSAD). Our review of the proposed Business Analytics major and the existing BSAD major with a focus on Business Analytics revealed some differences in lower division course requirements that did not seem to suggest a "quantitative focus", as it removed the requirement that students take ECON 2 (Introduction to

Macroeconomics) but required students to take BUS 98 (Personal Branding and Professional Development). It seems the quantitative rigor that would be introduced by this major being proposed in the SOB is through upper division courses in Math, Computer Science, and Statistics that are offered outside SOB, in CNAS and BCOE. Are there plans for the creation in SOB of new courses, labs, or other educational programming for the proposed major?

On page 2, the proposal outlines the route for students “discover[ing] that they do not have the quantitative training to succeed in the BS in Business Analytics major” as switching into the existing major in Business Administration or switching to the Bachelor of Arts in Economics in CHASS. Here, we would like to see more consideration on how the School of Business could make sure that students do indeed acquire sufficient quantitative training and how – on both administrative and educational levels – the transition of students from one program to another would work in practice.

Finally, we would also like to know to what extent this proposal is connected to the multiple previous unsuccessful attempts of the School of Business to establish an undergraduate business major that is independent of CHASS. While the anticipated enrollment suggested in the proposal is low, might the proposed Business Analytics major compete with the BSAD major for undergraduate applications for admission, and ultimately enrollment? The current proposal is incomplete in discussing such implications of the proposed major.



April, 18, 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: [Campus Review] Proposed Degree Program: Undergraduate Major in Business Analytics

Dear Sang-Hee,

The CNAS Faculty Executive Committee reviewed the Proposed Degree Program and supports the proposal.

Sincerely,

A handwritten signature in black ink that reads "B. Mobasher" with a stylized flourish underneath.

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



Academic Senate

COMMITTEE ON COURSES

April 24, 2024

To: Sang-Hee Lee, Chair
Riverside Division

From: James Flegal, Chair
Committee on Courses


Re: Proposed B.S. in Business Analytics

The Committee on Courses reviewed the proposal for a B.S. in Business Analytics at their April 24, 2024 meeting and were generally supportive of the proposed new major.

PLANNING AND BUDGET

April 16, 2024

To: Sang-Hee Lee, Chair
Riverside Division

From: Reza Abbaschian, Chair 
Committee on Planning and Budget

RE: [Campus Review] Proposed Degree Program: *Undergraduate Major in Business Analytics*

At our meeting on April 16, 2024, the Committee on Planning and Budget (CPB) reviewed the proposed *Undergraduate Major in Business Analytics* and had no comments.



Academic Senate

EXECUTIVE COUNCIL

Sang-Hee Lee, Chair

May 13, 2024

To: Riverside Division

From: Executive Council

RE: Proposed Undergraduate Major in Business Analytics

Executive Council received the proposal for a new Undergraduate Major in Business Analytics during their May 13, 2024 meeting. Council supported the proposed program and had no further comments to add to those provided by responding committees.

Cc: Executive Council

Received
3/26/24
Academic Senate

To Division
May 13, 2024

Proposal for a
Bachelor of Arts Degree Program in
Black Study



Date: March 18th, 2024
Updated: March 20th, 2024

Submitted by the Department of Black Study

I. 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 Black Study**

Department that will administer the program: **Black Study**

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

Currently, in the UC system, UCR has the largest number of students who identify as Black/African American: Black undergraduate enrollment is [1,265 students](#). And even though UCR boasts a relatively high [graduation rate for Black students](#), it is evident that this rate is despite the many facets of historical and contemporary antiblackness on campus. Black students, [staff](#), and faculty consistently report on a campus climate that is hostile and unwelcoming, one in which quotidian micro and macro aggressions are widespread. Perhaps as a reflection of this negative campus climate, Black enrollment in CHASS, as we show below, has significantly decreased in the last decade.

At UCR, Black people are present as workers, students, and faculty, but they have yet to become an integral part of its curricular, academic, and research infrastructure in a sustained way. The Department of Black Study and its curricular offerings will help address this long-standing problem by providing courses and programming that responds to community demands and fills gaps. Undergraduate students in the Department of Black Study will obtain a rigorous and valuable Liberal Arts degree that enhances their critical thinking, writing, speaking, and creativity. Trained to combine theory and practice, [Black Study graduates](#) will become teachers, lawyers, doctors, artists, activists, [professors, and researchers](#) at public and private policy think tanks. A Black Study minor also offers an excellent complement to majors offered in CHASS as well as in other schools such as Education, Engineering, Art, Business, and Natural Sciences.

The UCR difference, signaled by our title Black Study, emphasizes “study” as a verb and stresses the engaged and embodied practice of this ever-morphing transformative project. The project name invokes Black Studies, UCR’s short-lived department, but is a departure from it as the singular Black Study, signifies profound shifts.

As a verb, Black Study stresses collective activities that are simultaneously corporeal and theoretical, practical, and speculative. We propose a curriculum that is a multi-, extra- and transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, and traditional disciplines in the Social and Behavioral Sciences, Humanities, and the Arts.

Our curriculum emphasizes insurgent African and Black diasporic queer, transgender, and feminist transdisciplinary approaches to a global framing of Black experiences. Black Study is an abolition project. Drawing on autonomous practices rooted in articulated Black Radical Traditions, such as Cooperative Zones, Hush Harbors, Marronage Enclaves, Mutual Aid, and Transformative Justice, our approach is not

an outcome or destination but rather a collective experimental methodology of liberation. In rigorous research, analysis, creative practice, applied scholarship, and close partnership with transformative grassroots organizations, our courses critically address and seek to overcome all forms of antiblackness while encouraging and training our students on strategies to imagine and prefigure an altogether new world.

We are deeply engaged in the long duration of Black people's ways of being and theories of knowing -- Black epistemologies -- in the African continent and its diasporas: Blackness beyond the veil of antiblackness, Blackness as being and becoming. At the same time, our curriculum approach is future-oriented and as such, informed by collective past experiences, yet drawing from futurities where the embodied experientials of spirituality, queerness, and gender expansiveness are intentionally celebrated.

The Department of Black Study at UCR, and the major proposed here, will serve to advance UCR as a world-class research university. Black Study is an epistemological living corpus that requires an overdue scholarly infrastructure in the public university. Such infrastructure addresses the long historical exclusion of theoretical, methodological, historiographic, artistic, and pedagogical practices engendered by the peoples of Africa and its Black diasporas.

III. Relationship of the new program to existing programs.

The Department of Black Study will work with and not against existing programs and departments. While stressing its relative autonomy regarding programming, curriculum, hiring priorities, and horizontal decision-making practices, the Department of Black Study will also recognize the autonomy of other units. Such coexistence models already exist at UCR: for example, the Departments of English and of Comparative Literature; the Department of Hispanic Studies, Chicano Studies minor, and the new Latino and Latin American Studies Research Center. Too often, a scarcity mindset pits university stakeholders against each other when, in fact, they can enrich one another. With a unique Department of Black Study, UCR could recruit and retain not only excellent faculty doing cutting-edge research and creative activity but also recruit and retain undergraduate and graduate students eager to learn Black epistemologies. This growth would bolster areas such as Ethnic Studies and African Studies, among others, as we agree on the shared importance of Black studies from Africa to the diaspora. We understand Black diasporas as including but exceeding those displaced in the [Amefricanas](#), as Black Brazilian feminist Lélia Gonzalez terms it. At the same time, we recognize that these fields are not the same. To presume otherwise erases their different intellectual histories, constituents, and objectives. To overgeneralize Black people, Black thought, and Blackness is to reify antiblackness.

As we evaluate how these distinctions and potential transdisciplinary collaborations may overlap in our curriculum, we have already begun to cross-list some of our courses. There are several cross-listed courses active in our curriculum, including requests we have approved from SEHE and the Department of Education to require Black Study courses for their majors, and others are currently under review. Given the shifts in graduate student funding and the need to be creative about how TAs are funded, Black Study will also consider proposing a collaborative partnership that offers increased opportunities for graduate students in Media and Cultural Studies, Dance, and Ethnic Studies to start, to teach in Black Study.

It should be noted that because our department's makeup is almost entirely joint appointments at this time, our intention is to build up our curriculum with courses taught and created by Black Study faculty to ensure we can build our enrollment numbers, which is made more challenging with joint appointments.

Perhaps less obvious, due to the transdisciplinary nature of our classes, the Department of Black Study will work with existing performing and fine arts departments to share classroom and production spaces. Our faculty already has strong relationships with UCR Arts, Dance, and Art and have initiated discussions on how we may collaborate on courses (e.g., cross-listing and space) and programming.

Rather than establishing sharp differences between Black Study and other important versions of Africana Studies, African American Studies, African and African Diaspora Studies, and Black Studies, we affirm our specificity in two ways. First, Black Study inhabits dynamic confluences, intersections, relationships, interstices, and productive tensions between the fields above, as well as various disciplines in the traditional Social Sciences, Humanities, Arts, Education, Medical Sciences, and Natural Sciences. Black Study is unapologetically and concomitantly multi-, trans- and extra-disciplinary; its practitioners seek dialogue across and beyond institutional boundaries, pursue collaborations and bridges rather than division, embrace cross-pollination instead of isolation and exclusivity, engender synthesis instead of antithesis.

Secondly, as a department that uniquely centralizes embodiedness, we celebrate a curricular emphasis on practice through the arts. Beyond mere review, appreciation, or survey, Black Study offers several praxis and transdisciplinary creative practice courses. These courses are placed not only in our “Arts” track but also exist as methodological alternatives to exploring natural science, political organizing and community mobilization, and religion and spirituality.

IV. The proposed curriculum.

EXECUTIVE COMMITTEE **COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES**

REPORT TO THE RIVERSIDE DIVISION **May 21, 2024**

To be adopted: Fall 2024

Proposed Changes to Black Study Major

PRESENT:

PROPOSED:

Major

The Department of Black Study emphasizes “study” as a verb and stresses the engaged and embodied practice of teaching and research that

is simultaneously diasporic, local, communal, planetary, historical, contemporary, and future oriented. It is therefore, necessarily transdisciplinary in scope, straddling various disciplines in the Social Sciences, Humanities, STEM, and the Arts. Black Study transdisciplinarity is anchored in an intersectional lens, maintaining both symmetry and dissonance to seriously engage Black epistemologies, Black metaphysics, Black temporality, and Black social, cultural, and spiritual life.

Rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, Transformative Justice, and Abolition, the Department of Black Study is a collective experimental methodology of liberation in action, study, and future-making. Black Study requires both an engagement with (a) broad perspectives on possibilities and challenges Black people experience in the African continent and its diasporas across timescapes; and (b) specialization tracks that will deepen one's understanding of such challenges and possibilities. The Black Study undergraduate experience offers transdisciplinarity as a value and intentional methodology, excavates multidirectionally in scope, and yet is specific, specialized, and rigorous. Through thorough research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study students and community critically address and seek to overcome all forms of antiblackness while imagining and prefiguring an altogether new world.

University Requirements

See Undergraduate Studies section.

College Requirements

See College of Humanities, Arts, and Social Sciences, Colleges and Programs section.

Major Requirements

The major requirements for the B.A. degree in Black Study are as follows:

1) Lower-division requirements (16 units)

- a) BLKS 001
- b) BLKS 002
- c) BLKS 003
- d) BLKS 004

2) Upper-division requirements (40 units)

- a) BLKS 191A or BLKS 191B
- b) BLKS 192A and BLKS 192B (Senior Capstone)
- c) BLKS 193
- e) Twenty-four (24) additional units. Students must take at least six (6) courses from two of the streams below.

STREAM ONE: Critical Study in Black Lives. BLKS 019 /RLST 019, BLKS 101, BLKS 111, BLKS 114, BLKS 115 / RLST 115, BLKS 118, BLKS 142, BLKS 145

STREAM TWO: Arts, Cultures, and Imagination. BLKS 024, BLKS 114, BLKS 120, BLKS 121, BLKS 122, BLKS 123 / SFSC 123, BLKS 124

STREAM THREE: Behavioral Sciences, Social Sciences, and Pasts. BLKS 118, BLKS 131, BLKS 132, BLKS 135, BLKS 142

STREAM FOUR: Building Black Liberation. BLKS 024, BLKS 120, BLKS 124, BLKS 135, BLKS 144, BLKS 151, BLKS 155

Justification:

The B.A. degree consists of 56 units with requirements focused on the major social factors and movements impacting Black peoples in the African continent and its diasporas, as well as courses along the following themes: i) Critical Study in Black Lives; ii) Arts, Cultures, and Imagination; iii) Behavioral Sciences, Social Sciences, and Pasts; iv) Building Black Liberation.

Learning Outcomes

Upon completion of the program, students will be able to:

1. Apply transdisciplinarity as theory and practice to address the social, cultural, and political in the making of Black futures;
2. Describe/Explain the tracks of Black Study as a holistic and epistemic discipline that studies the breadth of Global Black histories, presents, and futures;
3. Apply anticolonial ethics in engaging in research, in practice, and with communities;
4. Demonstrate ability to complete new and unique creative projects;
5. Develop and Demonstrate critical thinking and analysis in reading and reviewing theory, art, and embodied praxis;
7. Construct informed research-based arguments;
8. Develop and Demonstrate proficiency in writing.

Major Requirements (B.A.)

1. Lower-division/General requirements (4 courses, 16 units)

a. **BLKS 001 Introduction to Black Study I: Black People Domestically and Globally Now.** 4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Introduces social issues and movements impacting Black peoples globally. Studies creation of possibilities to navigate issues (e.g., AIDS and other pandemics, food and nutrition insecurity, state terror and industrial incarceration, residential segregation, exposure to environmental toxins, and health and education inequities) to create vibrant futures. (Active, Effective Fall 2023) (a course change has been accepted to add discussion sections to this course for AY 2024-2025)

b. **BLKS 002 Introduction to Black Study II: Imagined and Embodied Futures.** 4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Engages critical appraisal of artistic forms, political organizing efforts, embodied praxis and resistance formations, and theoretical prisms that imagine and propose alternatives to antiblackness. Examines Black interventions through time and technologies focusing on transgender, queer, and feminist perspectives-building on what Cedric Robinson terms the Black Radical Tradition. (Active, Effective Fall 2023) (a course change has been accepted to add discussion sections to this course for AY 2024-2025)

c. **BLKS 003 Introduction to BLKS Study III: Black Ways of Knowing, Doing, and (B)eing Otherwise.** 4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Engages epistemology, the nature of knowledge and how knowledge relates to the concept of the human. Explores what counts as knowing and knowledge through Radical Black Study. Seeks to understand not why black lives matter but why black life matters. Examines what Cedric Robinson calls The Terms of Order. (Active, Effective Fall 2023)

d. **BLKS 004 Introduction to Black Study IV: Praxis, Innovation, and Imagination.** 4 Units, Lecture, 1 hour; laboratory, 2 hours; studio, 3 hours; individual study, 2 hours; screening, 1 hour; extra reading, 1 hour. Prerequisite(s): none. Engages in art making as critical research and strategy in liberatory world-making. Examines Black futures as radically imagined by artists and as a point of

departure for interdisciplinary creative projects. Encourages an embrace of the personal, ancestral, sacred, political, and beyond. (Under review)

2. Upper-division requirements (4 courses, 16 units)

a. BLKS 191A OR BLKS 191B:

BLKS 191A - Black Study Transdisciplinary Research Methods I: Gateways to Inquiry - 4 Units, Seminar, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Introduces interdisciplinary and transdisciplinary research approaches to study questions to attend to the lives of Black folk around the world. Covers traditional and experimental methodologies focusing on contemporary research practices and methods deriving from Black diasporic epistemologies. Prepares for the beginning stages of research for senior projects. (Course title change - "Transdisciplinary" added - Under Review) (Active, Effective Fall 2023)

BLKS 191B - Black Study Transdisciplinary Research Methods II: Practicing Inquiry - 4 Units, Seminar, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Engages practical use of research practices, methods, and epistemologies introduced in BLKS 191A. Facilitates student design of research questions and projects for senior capstone project as well as further exploration of the role of researcher. Focuses on research development skills and field-based concentrations. Helps identify relevant theoretical frameworks and bibliographies. (Course title change - "Transdisciplinary" added - Under Review) (Active, Effective Fall 2023)

- Note that this course is designed for students with more advanced/ready experience in research and do not need the introduction course or for those who need or want additional research training and mentorship.

b. **BLKS 192A AND 192B: Senior Capstone.** 4 units; Seminar, 3 hours.

4 Units, Seminar, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): BLKS 191A with a grade of C- or better, BLKS 191B with a grade of C- or better; or equivalent; restricted to class level standing of senior; or consent of instructor. Facilitates initiation of a transdisciplinary capstone project drawing on methods and practices learned in the Black Study major. Applies research and critical writing methods, performance and embodied praxis, and knowledge of visual cultures and media. Provides mentorship for research, writing, and revision processes. (Course number change - from BLKS 193A BLKS 193B - Under Review) (Active, Effective Fall 2023)

c. **BLKS 193: Black Study Inland Empire Community Initiative** 4 Units, Seminar, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): BLKS 001, BLKS 002, BLKS 003; restricted to class level standing of junior, or senior; or consent of instructor. Introduces community engagement including prevention of social problems and promotion of well-being in diverse contexts. Critically examines how to define and propose solutions to social and institutional problems. Covers empowerment, resilience, diversity, cultural competence, and social action. Involves service learning through community organizations in Inland Empire communities. Course is repeatable to a maximum of 8 units. (Course number change - from BLKS 195 - Under Review) (Active, Effective Fall 2023)

3. Additional courses chosen from two of the tracks below (6 courses, 24 units).

Note that due to the nonlinearity of transdisciplinarity, some of the classes are included in multiple streams. Students will choose which curricular track toward which the unit will count.

(Students will not be permitted to count a course toward multiple tracks):

Courses – Track 1:

A) Critical Study in Black Lives

This track looks at critical theories, and practices of gender, sexuality, race, and blackness and explores the major theories informing Black Study, with an emphasis on the interlocking forms of oppression as offered by Claudia Jones's concept of Black women's triple oppression in 1949, the Civil Rights Congress' "We Charge Genocide" in 1951, and the Combahee River Collective Statement in 1977.

BLKS 019: Black Religion in the United States

4 Units, Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Introduction to religion in the experiences of Black people in the United States. Topics include Black religion in the social imagination, in ritual, the arts (e.g., African American spirituals, literature), Black Nationalism, social change, and queernesses in Black religion. Engages primary sources for examining religious contributions in society. Cross-listed with RLST 019. (Active, Effective Spring 2023)

BLKS 101: Critical Theories of Gender, Race, and Blackness

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines critical theories on the intersections of gender, race, and Blackness. Explores analytical and political implications of such theories and interrogates relations to traditional disciplinary canons and existing forms of political organizing. Probes continuities and ruptures between our planetary contemporary political moment and the cognitive apparatus that transatlantic slavery realized. (Active, Effective Fall 2023)

BLKS 111: Troublesome Possibilities: Reality, Black Aliveness, and Becoming

4 Units, Lecture, 3 hours; activities, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines critical terms and concepts central to Black study and its connection to Black becoming, Black aliveness, and Black life. Topics include anti-blackness, the fungible, fugitivity, slavery's afterlife, neoliberalism, miserablism, social death, microaggressions, Black spirituality, the dark feminine, Trans and Queer epistemologies, unfreedom, interlocking oppressions, racial capitalism, and Black rhetoric. (Active, Effective Fall 2023)

BLKS 114: Black Healing Traditions

4 Units, Lecture, 3 hours; activity, 2 hours; 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. (Under review)

BLKS 115: Black Religion, Resistance, and Moral Imagination

4 Units, Lecture, 4 hours. Prerequisites: restricted to class level standing of junior, or senior. A survey of various figures and communities that have resisted hegemonic primary resources, literature, oral histories, and contemporary artistic and cultural productions. Examines moral visions of Black and collective resistance and thriving. Cross-listed with RLST 115. (Active, Effective Spring 2023)

BLKS 118: Black Political Thought

4 Units, Lecture, 3 hours; extra reading, 1 hour; activity, 2 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines approaches and evaluates what is at stake in engaging and producing Black political thought. Focuses on the Black experience in the context of the United States but also covers African and Caribbean thinkers. Topics include freedom, democracy, liberation, futurity, community, radical imagining, and state-sanctioned violence. Cross-listing with POSC will go into effect WI 25. (Active, Effective Fall 2023)

BLKS 135: Incarcerated Black Radicalisms

4 Units, Lecture, 3 hours; extra reading, 1 hour; activity, 2 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. This course engages the political and cultural work of incarcerated Black radical and proto-radical intellectuals in the 20th and early-21st centuries. We will examine how this Black intellectual lineage catalyzes reevaluations, destructions, counter-occupations, abolitions, and/or transformations of the U.S. nation-state, including its durable regimes of (antiblack) domestic and global war. (Under Review)

BLKS 142: Blackness and Carcerality

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): or consent of instructor. Examines the history, contemporary dynamics, key social theories, and social movements focusing on the criminal justice system. Addresses the vast apparatus of surveillance and punishment that constitute its lesser-known aspects including schools, hospitals, immigration detention centers, and various technologies. Cross-listing with ANTH 142E will be active in WI 25. (Active, Effective Fall 2023)

BLKS 145: Black Language in Schools and Society

4 Units, Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Explores linguistic, sociolinguistic, and sociopolitical dimensions of Black language in the United States. Considers the relationship between Black language and Blackness. Critically interrogates the role of Black language in classroom instruction, schools, and society. Encourages liberatory learning engagements and centers the lived experiences of Black language speakers. Cross-listed with EDUC 145. (Active, Effective Fall 2023)

Courses – Track 2:

B) Arts, Cultures, & Imagination

Engages the multiplicity of theoretical invention and political insight necessary for, contained in, and enhanced by artistic practice. Drawing from the unique concentration of Black innovative and critical

practitioners of dance, theatre, film, music, art, and literature at UCR, this track explores the epistemological bases, the social challenges, and the futures engendered in the imaginative and performative realms.

BLKS 024: Black Social Dance & Movement(s) 1

May be taken for 2 or 4 units: Workshop, 3 hours; activity 4 hours, or workshop 3 hours; activities, 9 hours. Prerequisites: upper-division standing or consent of instructor. Practice-based studio course that explores the fundamentals of Black and African Diasporic social dance, and practices that utilize embodied organization (parades, protests, etc). Focusing on a range of dance and movement forms this course engages presentational and non-presentational forms that are inextricable from Black cultural and political life. Incorporates videos, field trips, and guest visits, in addition to studio time. Can be repeated for a total of 8 units. (Under Review)

BLKS 114: Black Healing Traditions

4 Units, Lecture, 3 hours; activity, 2 hours; 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. (Under Review)

BLKS 120: Black Feminism and the Sacred

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior or senior, or consent of instructor. Examines black feminist personal, political, and academic approaches to studying and enlivening the sacred; Considers new questions a black feminist lens raises, disrupts, un-tethers, and builds; Investigates ethics, race, gender, sexuality, class, the arts, aliveness, and futurity supplemented with student-led explorations of contemporary black feminist expressions of the sacred. (Under Review)

BLKS 121: The Body & Flesh in Black Thought

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Explores theories of the flesh and the body in Black thought to understand the multiple ways that Black bodies signify in the world. Examines flesh, epidermalization, embodiment, and other concepts that consider both antiblack perspectives and theories rooted in and routed through Black radical imagination and praxes. (Active, Effective Fall 2023)

BLKS 122: House Dance and Futurist Cypher Technologies

4 Units, Workshop, 3 hours; activity, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Engages Black and Queer improvisatory social and spiritual practices to study the diasporic technologies of the circle. Presents the ring shout as foundational to unlocking the structures, the sacred, and the corporeal liturgies embedded within Black trance-inducing social dance forms. (Course number change from BLKS 112 under review)

BLKS 123: Reclaiming the Dark: Black Life is Speculative Fiction

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Explores alternative states of being, doing, and imagining in, around, and through Black life and culture. Covers writers, artists, and activists such as Octavia Butler, Toni Morrison, Cedric Robinson, the Combahee River Collective, N. K. Jemisin, Adrienne Maree Brown, Kevin Quashie, Nnedi Okorafor, and Ursula K. Le Guin. Cross-listed with SFCS 123. (Active, Effective Fall 2023)

BLKS 124: Black Social Dance & Movement(s) 2

May be taken for 2 or 4 units: Workshop, 3 hours; activity 4 hours, or workshop 3 hours; activities, 9 hours. Prerequisites: upper-division standing or consent of instructor. Advanced practice-based studio course that explores the fundamentals of Black and African Diasporic social dance, and practices that utilize embodied organization (parades, protests, etc). Focusing on a range of dance and movement forms, this course engages presentational and non-presentational forms that are inextricable from Black cultural and political life. Incorporates videos, field trips, and guest visits, in addition to studio time. Can be repeated for a total of 8 units. (Under Review)

Courses – Track 3:

C) Behavioral Sciences, Social Sciences, and Past

Engages (a) historiography, theories of history, and the various his/their/herstorical archives, aiming to comprehend the past as it is reflected in and inflected by our current social challenges and aspirations; and (b) relevant debates and findings emerging from Ethnic Studies, African American, Africana, and Black Studies, and traditional disciplines such as Anthropology, Economy, Political Science, Psychology, Social Work, and Sociology, among many others.

BLKS 118: Black Political Thought

4 Units, Lecture, 3 hours; extra reading, 1 hour; activity, 2 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines approaches and evaluates what is at stake in engaging and producing Black political thought. Focuses on the Black experience in the context of the United States but also covers African and Caribbean thinkers. Topics include freedom, democracy, liberation, futurity, community, radical imagining, and state-sanctioned violence. Cross-listing with POSC will go into effect WI 25. (Active, Effective Fall 2023)

BLKS 131: Blackness in the Social Sciences

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Explores how different disciplines within the social sciences have approached Blackness and how Black social scientists have impacted the theoretical and analytical frameworks of these disciplines. (Active, Effective Fall 2023)

BLKS 132: Black Diaspora(s)

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Focuses on how diverse histories of colonialism,

nation state building, enslavement, and social relations around Blackness combined with historical trajectories of regional social, political, and economic development create regional experiences of Blackness. Traces forms of being and modes of resistance among diasporic Black communities to understand broader Black diasporic experience. Course is repeatable as content or topic changes to a maximum of 8 units. (Active, Effective Fall 2023)

BLKS 135: Incarcerated Black Radicalisms

4 Units, Lecture, 3 hours; extra reading, 1 hour; activity, 2 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. This course engages the political and cultural work of incarcerated Black radical and proto-radical intellectuals in the 20th and early-21st centuries. We will examine how this Black intellectual lineage catalyzes reevaluations, destructions, counter-occupations, abolitions, and/or transformations of the U.S. nation-state, including its durable regimes of (antiblack) domestic and global war. (Under Review)

BLKS 142: Blackness and Carcerality

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): or consent of instructor. Examines the history, contemporary dynamics, key social theories, and social movements focusing on the criminal justice system. Addresses the vast apparatus of surveillance and punishment that constitute its lesser-known aspects including schools, hospitals, immigration detention centers, and various technologies. Cross-listing with ANTH 142E will be active in WI 25. (Active, Effective Fall 2023)

Courses – Track 4:

D) Building Black Liberation

engages the multidisciplinary of activism, community mobilization, and service that cultivates an approach to movement and social justice works as: 1) embodied praxis; 2) an archive of global liberation efforts and future-making strategies; 3) an inquiry into the theories and practices of policy. The required course “Community Internship” will not only reinforce the department’s rootedness in social movements but also enhance the student’s understanding of the theories and practices of community organizing.

BLKS 024: Black Social Dance & Movement(s) 1

May be taken for 2 or 4 units: Workshop, 3 hours; activity 4 hours, or workshop 3 hours; activities, 9 hours. Prerequisites: None. Practice-based studio course that explores the fundamentals of Black and African Diasporic social dance, and practices that utilize embodied organization (parades, protests, etc). Focusing on a range of dance and movement forms, this course engages presentational and non-presentational forms that are inextricable from Black cultural and political life. Incorporates videos, field trips, and guest visits, in addition to studio time. Can be repeated for a total of 8 units. (Under Review)

BLKS 120: Black Feminism and the Sacred

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior or senior, or consent of instructor. Examines black feminist personal, political, and academic approaches to studying and enlivening the sacred; Considers new questions a black feminist lens raises, disrupts, un-tethers, and builds; Investigates ethics, race, gender, sexuality, class, the arts,

aliveness, and futurity supplemented with student-led explorations of contemporary black feminist expressions of the sacred. (Under Review)

BLKS 124: Black Social Dance & Movement(s) 2

May be taken for 2 or 4 units: Workshop, 3 hours; activity 4 hours, or workshop 3 hours; activities, 9 hours. Prerequisites: upper-division standing or consent of instructor. Advanced practice-based studio course that explores the fundamentals of Black and African Diasporic social dance, and practices that utilize embodied organization (parades, protests, etc). Focusing on a range of dance and movement forms, this course engages presentational and non-presentational forms that are inextricable from Black cultural and political life. Incorporates videos, field trips, and guest visits, in addition to studio time. Can be repeated for a total of 8 units. (Under Review)

BLKS 135: Incarcerated Black Radicalisms

4 Units, Lecture, 3 hours; extra reading, 1 hour; activity, 2 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. This course engages the political and cultural work of incarcerated Black radical and proto-radical intellectuals in the 20th and early-21st centuries. We will examine how this Black intellectual lineage catalyzes reevaluations, destructions, counter-occupations, abolitions, and/or transformations of the U.S. nation-state, including its durable regimes of (antiblack) domestic and global war. (Under Review)

BLKS 144 Artist Healers: Trans Indigenous Medicine and Art Intersections

4 Units, Lecture, 3 hours; extra reading, 1 hour; activity, 2 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines a range of contemporary live performance makers and healers (centered in trans-indigeneity) who call us to question the construction of norms, binaries, borders, and being. Focuses on healing modalities and positioning wellness and political and critical engagement as partners in accessing a radical imaginary. Cross-listing with MHHS will be active in WI 25. (Active, Effective Fall 2023)

BLKS 151: Afrological Improvisation

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines afrological improvisation, a diasporic artform and essential element of jazz. Presents key concepts, pertinent bibliography, and basic discography on jazz since 1950. Covers styles and performers which enables placement in political traditions that draw from Black collective knowledge and engage formations of state, society, and empire. (Active, Effective Fall 2023)

BLKS 155: Black Trans World-Making

4 Units: Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. A gathering of radical Queer imaginaries of Black Trans, Nonbinary, and Intersex Artists and Activists. We explore radical creativity to combat dangerously violent anti-trans cultures, while traversing the Spiritual, empowered, soft, speculative and mysterious of embodied intelligences, and inspired mobilization efforts. Open to artists and writers in all disciplines. (Under Review)

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

Elyse Ambrose, Assistant Professor, Black Study and Department for the Study of Religion (50% appointment)

Kim Yi Dionne, Associate Professor, Black Study and Political Science (Cooperating Faculty)

Anthony Jerry, Assistant Professor, Black Study and Anthropology (50% appointment)

Imani Kai Johnson, Associate Professor, Black Study and Dance (50% appointment)

Desireé Melonas, Assistant Professor, Black Study and Political Science (50% appointment)

Vorris Nunley, Associate Professor, Black Study and English (50% appointment)

Dylan Rodriguez, Professor, Black Study and Media and Cultural Studies (50% appointment)

João Vargas, Professor, Black Study and Anthropology (50% appointment)

Sage Ni'Ja Whitson, Associate Professor, Black Study

Administration

Sage Whitson, Chair

VI. Interdisciplinary Programs

N/A

VII. Projected enrollment

The projected enrollment at the start of the program is a conservative estimate of 30 majors and minors.

VIII. Name of Degree, anticipated number of degrees

The name of degree will be B.A. in Black Study, and we anticipate 60-70 degrees awarded when the Department stabilizes.

IX. Potential Impact of New Program on Existing Programs

Nearly all of the department's courses are taught by Black Study faculty, so the new program will not substantially impact other departments.

We would like to add that the courses that have been cross-listed thus far have resulted in increased enrollment for those departments and we anticipate that this positive impact will continue in our collaborative works.

X. Resources Required for Start-Up and Operations

Faculty -

Black Study has 9 faculty - seven with 50% appointments, one cooperating faculty, and one 100% appointment. We seek to hire one FTE per our UCOP grant (search currently underway) to begin July 1, 2024. We will seek to hire 1-2 PPFP scholars over the next year as well. Our current cooperating faculty member is in Political Science, and many other faculty in other departments have expressed interest in becoming affiliated or cooperating faculty. Our existing courses already include cross-listings with Political Science, Speculative Fictions and Cultures of Science, Department for the Study of Religion, Education, and Anthropology. Our new course proposals include cross-listings with Society, Environment, and Health Equity, Gender and Sexuality Studies, and Medical Health and Humanities. Lastly, we are planning a Lecturer search this spring to supplement the many course releases awarded to our very active faculty.

Teaching Assistants -

Black Study will require 2 TAs in its first year to support the facilitation of our first two introduction courses, BLKS 001 and BLKS 002 (with more to be hired should enrollment dictate). We anticipate that these classes will easily attract at least 75 students across the College.

Staff -

Black Study will require the personnel infrastructure of most established departments. The CHASS Dean has allocated a part-time (24%) FAO shared with SEHE, and we have an enrollment manager, an undergraduate advisor, and temporary analyst. Our newly hired administrative assistant III started late February. We will seek to increase our FAO's part-time allotment to be at least equitable to that of other established CHASS departments and to create a permanent analyst position.

Computer facilities and library resources -

No new resources are required.

Space -

The new department will require two additional faculty office spaces AY 2024-2025, and one shared office for lecturers and PPFP mentees. The CHASS Office of the Dean has identified potential offices in INTN for that purpose. We anticipate the need for two more office spaces in AY 2025-2026. All other BLKS core faculty are current faculty members, who, while jointly appointed, can use existing office facilities. However, it would be preferable to move faculty and staff offices over time in order to consolidate BLKS faculty in the same building and floor. Black Study faculty currently meet in a conference room in INTS shared with SEHE. Also, because of our practice-based and transdisciplinary courses, we will require access to arts studios and facilities and are currently in discussion with Associate Dean Kiril Tomoff to secure this resource.

Plans to Acquire Resources -

We will maximize our capacity through collaboration among all the faculty involved in the departmentalization process. We are working with the UCR Foundation Development and CHASS Development officers to identify grant opportunities to fund course development, undergraduate community engagement, research within the major, and developing a low-residency MFA. With our emphasis on futurity and the fact that Foundation funding is concurrently growing with that of the field of Afrofuturism and Black Speculative Arts studies, we anticipate increased opportunities for financial resource.

With UCR Foundation, we have established 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 plan to participate in this year's annual Give Day with hopes to grow our participation and impact yearly.

This summer, we will teach two introduction courses - BLKS 001 and BLKS 002 - which will bring in 52% each of the revenue to the department. BLKS 001 has already been approved to be taught as an online course and will be offered, for the first time, this summer in that form.

Black Study has applied for a MLA Pathways Step Grant for 2024-2025 to support our community engagement courses, to develop new partnerships with activists and arts organizations, and to nurture existing ones. We have established an arts fellowship (The Salt Roads, named after the acclaimed book by Nalo Hopkinson, famed writer and former UCR colleague) will be partially funded by Chair, Sage Whitson AY 2024-2025. We will seek, via temp funds and extramural engagement, sustainable funding for the fellowship in subsequent years.

XI. Internal and External Letters of Support

Internal Letters of Support

Marilyn Grell-Brisk
Assistant Project Scientist
CE-CERT
University of California, Riverside

Derick A. Fay
Associate Professor and Acting Chair
Department of Anthropology
University of California, Riverside

The Department of Dance
University of California, Riverside

Jeff Sacks
Professor and Chair
Comparative Literature and Languages

David Lloyd
Distinguished Professor and Chair of English

Melissa M. Wilcox
Professor and Holstein Family and Community Chair of Religious Studies
Department Chair, Department of Religious Studies

Byron D. Ford
Professor of Biomedical Sciences
Associate Dean for Medical Education
UCR School of Medicine

Monica J Carson
Professor and Chair of Biomedical Sciences
S. Sue Endowed Chair in Glial-Neuronal Interactions
University of California, Riverside
School of Medicine

Juliet McMullin
Interim Dean, College of Humanities, Arts, and Social Sciences
Professor, Department of Anthropology
Co-Director Center for Health Disparities Research

Members of Performing Difference
Center for Ideas and Society Faculty Commons Working Group
Donatella Galella, Associate Professor, Theatre, Film, and Digital Production
Crystal Baik, Associate Professor, Gender and Sexuality Studies
María Regina Firmino-Castillo, Assistant Professor, Dance
Kimberly Guerrero, Assistant Professor, Theatre, Film, and Digital Production
Tamara Ho, Associate Professor, Gender and Sexuality Studies
Emily Hue, Assistant Professor, Ethnic Studies
Imani Kai Johnson, Assistant Professor, Dance
Anusha Kedhar, Assistant Professor, Dance
Anthea Kraut, Professor, Dance
Liz Przybylski, Assistant Professor, Dance
Judith Rodenbeck, Associate Professor, Media and Cultural Studies
Setsu Shigematsu, Associate Professor, Media and Cultural Studies
Melissa M. Wilcox, Professor, Religious Studies
Deborah Wong, Professor, Music

Sherryl Vint
Professor and Chair
Department of English

Josh Emmons
Professor and Chair
Creative Writing Department

Yolanda T. Moses
Professor of Anthropology
Former Associate Vice Chancellor, Diversity and Inclusion

Jim Isermann
Professor
Art Department

External Letters of Support

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science
UC Santa Barbara

Mark Anderson
Professor and Chair
Department of Anthropology
University of California, Santa Cruz

Damien M. Sojoyner
Associate Professor
Department of Anthropology
University of California, Irvine

Black Leadership Alliance Council at the University of California

XII. College Faculty Approvals

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.

Proposal for the new undergraduate major in Black Study approved by Faculty Senate May 24, 2022 and approved by the Chancellor June 2, 2022

a. Program faculty

Elyse Ambrose, Assistant Professor, Black Study and Department for the Study of Religion
Kim Yi Dionne, Associate Professor, Black Study and Political Science (Cooperating Faculty)
Anthony Jerry, Assistant Professor, Black Study and Anthropology
Imani Kai Johnson, Associate Professor, Black Study and Dance
Desireé Melonas, Assistant Professor, Black Study and Political Science
Vorris Nunley, Associate Professor, Black Study and English
Dylan Rodriguez, Professor, Black Study and Media and Cultural Studies
João Vargas, Professor, Black Study and Anthropology
Sage Whitson, Associate Professor, Black Study (and was also in Dance at time of approval)

b. Chairs associated with the courses included in the new curriculum

andré carrington, Speculative Fictions and Cultures of Science
Jennifer Syvertsen, Anthropology
Fuson Wang and Carla Mazzio, Medical and Health Humanities
Melissa Wilcox, Department for the Study of Religion

c. List of chairs whose approvals are pending a faculty vote in Winter 2024

Jennifer Merolla, Political Science (with regards to crosslisting approvals to take effect in Winter 2025)

Appendix A

Letters and Memos of Support

March 29, 2021

Dear Dean McMullin and Professor Vargas:

I write to express my support for the efforts underway to found a Department of Black Study at UC Riverside. I have read the “pre proposal” with great interest, drawing both on my own scholarly commitments with Black Studies, and on my current role of Dean at UC Santa Barbara. In this latter role, I provide leadership and guidance for our own Department of Black Studies, which offers important areas of convergence and future collaboration with the Department that you seek to found.

As the pre proposal text attests, this historic moment provides a unique and urgent context for this effort: from the heightened awareness of racially structured societal inequities that disproportionately impact Black populations, to the steady stream of antiblack violence and related patterns of harm, to the astounding upsurge of Black-led mobilizations, which contest these systemic conditions, and in so doing, open pathways for more just and equitable societal conditions for us all. Although UC Santa Barbara and UC Riverside acted in sync to form their respective Departments some 50 years ago, in response to that prior moment of enabling conditions, we learn from the pre proposal document that forces at UC Riverside converged to keep the Department from persisting and flourishing. Historically constituted openings to meet these needs do not occur often; it is exciting to think that another such moment has emerged.

The Department of Black Studies at UC Santa Barbara is a vibrant space for Black-centered pedagogy, research, and publicly engaged intellectual work, which echoes in many respects the aspirations laid out in the pre proposal. Together with the Center for Black Studies Research (CBSR), the Center for Publicly Engaged Scholarship (CPES), and many other divisional and campus units, the Department has stepped up to engage the acute and chronic intersecting crises of the moment, from the racially disparate impact of the pandemic, to the rise of white supremacist political currents, to environmental racism, to the longstanding plague of antiblack police violence and mass incarceration regimes. As the pre proposal also emphasizes, these units also foreground Black cultural and political creativity, which generates alternative visions for societal organization, and innovative praxis that offers principles and paths forward to guide processes of societal change. The yearlong “Race to Justice” series, organized by UCSB Arts and Lectures, and guided by an advisory committee drawn from our Black Studies community, has offered us a steady stream of inspiration—in the face of dire adversity—along these lines. We can now look forward to a much-deepened relationship of collaboration with UC Riverside, building on our distinctive features, as well as the foundation of common ground that we share.

One further comment is in order, regarding the pre proposal’s stated goal of forming a doctoral program, which would make UCR a leader among the UC campuses of Southern California. We strongly support this initiative, as an essential component of any tier 1 research University, as a crucial step in forging a vibrant Black Study intellectual community, and to widen the “pipeline” for future scholars and teachers in this tradition. At the same time, this element of the pre proposal document reminds us that graduate education is an absolutely critical goal for our own Black Studies department as well. We view our goal, and the one you have outlined, as mutually reinforcing; in addition, we see exciting possibilities for collaboration along these lines—perhaps even thinking together about innovative “next generation” graduate training

programs, which might more fully address the needs and aspirations of future generations of Black intellectuals, and more directly engage the conditions of societal crisis that produced the need for the Black Study department in the first place.

We wish you all the best in your endeavor, and look forward to further exchange as your efforts unfold.

Yours Sincerely,

A handwritten signature in cursive script, appearing to read "Charles R. Hale". The signature is fluid and elegant, with a prominent initial "C" and a stylized "H".

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science

Marilyn Grell-Brisk, Ph.D.
Assistant Project Scientist
CE-CERT - UC, Riverside

25 March, 2021

Dear Dr. Grell-Brisk:

It was a pleasure to hear about your participation in the effort to start a Department of Black Study at UCR. As Dean of the Bourns College of Engineering, I can attest to the fact that our college has not experienced the success in recruitment and retention of Black students that we desire. We have worked with our Council of Advisors and our NSBE student organization to develop an endowment that will help provide specific professional development resources for Black students such as attending workshops and conferences as well as support an operating budget for their many activities. The NSBE leadership has been advising us during weekly meetings on how to be more effective in our recruitment and retention of Black students.

Across the UC system there is far too little participation of Black students in engineering, even though there are high paying jobs available to engineering graduates. Depending on the goals of the faculty in a future department of Black Study, there could be many opportunities for us to collaborate; and the presence of this department could provide a more welcoming atmosphere for future Black engineering students. Ideally, some of these students will continue on for a Ph.D. in engineering and contribute to the pipeline of Black engineering leaders in the academy. We continue our efforts to hire more Black faculty who serve as role models.

I am strongly supportive of your efforts. Please be aware that I need to be respectful of the faculty-driven process and the role of the academic senate in the development of new degree programs and departments and thus I cannot directly advocate for a new department in another college. I look forward to the opportunity to participate in future discussions if the faculty working on this proposal feel this would be helpful.

Sincerely,



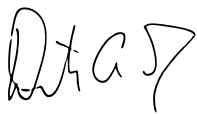
Christopher S. Lynch
Dean Bourns College of Engineering
William R. Johnson Jr. Family Endowed Chair

March 30, 2021

To Whom it May Concern,

I am writing to offer my strongest support for the creation of a Department of Black Study at UC Riverside. The proposed department will articulate with initiatives underway in the Anthropology Department, draw together disparate scholars and students across the university and address longstanding needs and concerns on the campus. It also will facilitate recruitment and retention of Black faculty and students, and generate critical scholarship and pedagogy. Moreover, the proposal articulates a unifying, relational position on Black Study that will position UCR as innovative and transformative, “encompass[ing] but exceed[ing]” conventional disciplines and interdisciplinary models for the field. The proposed department and the scholarly community that it represents deserve the full support of the university, and I hope that you will look favorably on the proposal.

Yours sincerely,

A handwritten signature in black ink, appearing to read "D. A. Fay".

Derick A. Fay, Ph.D.
Associate Professor and Acting Chair
Department of Anthropology
University of California, Riverside, USA



ANTHROPOLOGY DEPARTMENT
361 Social Sciences I
TEL: (831) 459-3320
FAX: (831) 459-5900

SANTA CRUZ, CALIFORNIA 95064

March 26, 2021

To Whom It May Concern:

I am writing this letter to express my support for the creation of a Department of Black Study at UC Riverside. The creation of a department focused specifically on Black Study fulfills a longstanding need and will make UCR visible at the cutting edge of transformative scholarship, pedagogy and praxis concerning the Black Diaspora, critical race theory, and anti-blackness. Based on my graduate experiences of involvement in a program with a focus on the African Diaspora, with a high concentration of Black faculty and students, such a department will serve to enhance community, belonging, success and retention among faculty and students.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Anderson", with a long, sweeping horizontal line extending to the right.

Mark Anderson
Professor and Chair, Department of Anthropology
University of California, Santa Cruz



March 31, 2021

Dear Dean McMullin,

The Department of Dance writes to express its enthusiastic support for the urgently needed Department of Black Study at UCR, recently proposed by the UC Riverside Black Study Initiative (BSI), composed of Inland Southern California community members, staff, students (undergraduate and graduate), and faculty.

The development and resourcing of a Department of Black Study at UCR would be a catalyst for necessary changes on campus and across the UCs in order to fully center and support Black Innovation and Knowledge Production and to ensure that Black voices are a guide for interdisciplinary, intercollegiate and interdepartmental curriculum design and implementation. Such a department will be a critical force on campus, the region, and across the UCs; a center for community building and abolitionist practices and thinking and a home for Black students, staff and faculty who continue to feel marginalized and silenced. While we recognize there are initiatives across campus to hire more Black faculty and to appeal to and retain Black students, a dedicated Department of Black Study will demonstrate and more fully enact UCR's uncompromising pledged commitment to its Black community members, will address past and ongoing grievances of antiblackness and antiblack violence, and will be a powerful step in preventing the continued exodus of Black faculty and students from UCR which has included esteemed scholars Fred Moten, Ashon Crawley and Jayna Brown, among others.

Last summer there was a campus-wide fury to respond to the racial and social justice uprisings spreading across the globe in response to the murders of Breonna Taylor, Ahmaud Arbery, George Floyd, as well as the much less publicized murders of Black Trans folks like Tony McDade and Nina Pop. There was a host of university, college and department pronouncements against state-sanctioned violence and the murder of Black people by the police. In particular, there was immediate response to the ***UCR Demands to Administration - Call to Action*** that members of the Black Student Union, ASUCR, Sisters Affirming our Socio-Cultural Identities,

and Queer Alliance, and a number of other student organizations sent to Chancellor Wilcox and the UCR administration on May 31, 2020. The list of demands student community members called for included “**The campus-wide support for the Black student community** regarding accountability, educational equity, and increased support services.” We see accountability, equity and support services to include the building and resourcing of a Department of Black Study which, as the “Black Study at UCR” proposal states, would “Bring together a diverse group of dynamic scholars and practitioners of Black Study already at UCR...” and whose self-governing structure would privilege those students, faculty, staff, and Black progressive community members in promoting its own well-being, research/curricular agendas, and advancement.

We too responded to the students’ *Call to Action* and included our own commitment to “**CENTER Black voices, ideas and research, and work diligently to decolonize** the academic canon and the epistemological and methodological praxes in our field and related disciplines, as well as in our graduate and undergraduate curriculum design.” As a faculty largely comprised of Black, and other historically marginalized persons, including Latinx, South Asian, LGBTQ folks and persons of Indigenous descent, an equally diverse student body and staff, and whose curriculum is indebted to African diasporic practices, Black scholarship and theory, we see this as an opportunity for our own department to strengthen its research and curricular endeavors and to be in partnership with a department dedicated to Black Study. With so many faculty and students (many who are not Black), in our department and at UCR, interested and employing Black scholarship, theory, and creative practices, and for there NOT to be an academic department dedicated to this field of research, is a huge contradiction.

As part of UCR’s ongoing efforts to do more than pay lip service to diversity slogans and cliché publications that list our national rankings for social mobility, supporting and fully resourcing a Department of Black Study is a decisive step in the right direction towards a university that embodies and enacts its core values.

As part of these university wide efforts, the Department of dance full-heartedly and without reservation supports a Department of Black Study at UCR.

Sincerely,

The Department of Dance

March 31, 2021

To: João Costa Vargas
Professor, Department of Anthropology

From: Jeff Sacks
Chair, Comparative literature and Languages

Re: Department of Black Study

This is to forward the Department of Comparative Literature and Languages' enthusiastic support for the creation of a Department of Black Study at the University of California, Riverside.

Given the hegemonic and persisting forms of antiblackness, anti-immigrant xenophobia, and racism, and the long histories of violence, coercive social practice, intellectuality, and material-legal institutions, since the founding of the American state and prior to it, the formation of a Department of Black Study appears to us as at once as an intellectual and social imperative.

We wish to underline that this initiative has significant relevancy for a Department of Comparative Literature and Languages. Because Black Study occasions a re-thinking of the forms of thought and intellectual practice in modernity, it compels a renewed attention to the basic categories that attend the practice(s) of reading in literature studies, which is also to say, a renewed attention to terms we understand ourselves to have properly understood, for example: "language," "reading," "poetry," "relation," "history," "philosophy," "religion," "the social," and many others.

We are concerned not only about the marginalization and exclusion of Black thought, literary production, poetics, cinematic intervention, philosophy, and criticality from the University and from departments of Comparative Literature, but also with the ways in which the social forms for intellectual life and practice, in America, can tend to remain derivative of antiblack, racialized terms for social understanding.

For example, in his work *Black Marxism: The Making of the Black Radical Tradition* (1983), Cedric Robinson explained this linkage:

In America, the accommodation of Western historical consciousness to racial ideologies created a particular chain of social misperceptions and historical distortions that endured into the present century [the 20th century]. Not only was popular thought affected but *the very foundations of that American academic thought which first began to mature in the nineteenth century was suffused with racist presumptions* [our emphasis—JS]. The emerging American bourgeoisie, in its mercantile, manufacturing, and plantocratic aspects, was purposefully and progressively achieving its first stages of ideological coherence. The intellectual grounding came to absorb the past of those peopling America as well as their present. The result was the construction of the historical legends that obscured

the origins and character of the republic and the social relations upon which it rested. (p. 76)

Because they enable us to understand the social form of American institutions and “academic thought,” and because they illumine the study of race and antiblackness on a global scale in diverse contexts—“Capitalism we less a catastrophic revolution (negation) of feudal social orders than the extension of these social relations into the larger tapestry of the modern world’s political and economic relations” (p. 10), Robinson wrote—a Department of Black Study, and the modes of thought and sociality it creates, significantly contribute to the discipline of Comparative Literature and the Department of Comparative Literature and Languages at UC, Riverside.

The Department of Comparative Literature and Languages, its undergraduate students, graduate students, and faculty, will substantially benefit from its collaborations with a Department of Black Study. The forms of thought, critique, and social understanding, which emerge in Black Study, provide a nexus for the critical interrogation of social life; without a Department of Black Study, the College of Humanities, Arts, and Social Sciences remains significantly incapacitated in its desire to produce knowledge about, and also to change, the world in which each of us lives.

Faculty in the Department of Comparative Literature and Languages work in and with a wide variety of languages and literary traditions, including African, Arabic, Chinese, Filipino, French, German, Greek, Italian, Japanese, Korean, Latin, Vietnamese and others. Our work spans periods and media, and so the intervention of the Department of Black Study opens numerous pathways for critical engagement and interaction in our writing, teaching, reading, and scholarship.

In our own department, we are in conversation regarding initiating a major in African Literatures and Languages, and we view the initiative to form a Department of Black Study as a complementary one to our own; while the disciplinary and intellectual terms are distinct from this proposed major, and while the forms of scholarly and pedagogical practice are also distinct, there are moments of mutual overlap and nurturing, and we therefore view this initiative for a Department of Black Study to be in sync without our short- and long-term pedagogical goals, intellectual project, and hiring plans.

We wish to underline the following passage in the proposed frame for this department, forwarded by the conveners of this initiative:

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department will house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Bringing together a diverse group of dynamic scholars and practitioners of Black Study already at UCR, its self-governing structure will emphasize the participation of students, faculty, staff, and Black progressive

community members in decision making regarding all department matters, including admissions, hiring, promotion, tenure, and programming.

Our work and teaching intersects with the frames suggested here; further, we are of the view that the sorts of interaction and intervention that will open with the formation of this new department will lead to collaborations, which we—from our present vantage point, where this department is at once much-needed and still-absent—are not able, yet, to imagine.

Finally, we wish to underline that Black faculty and students at UC, Riverside are significantly harmed by the absence of a Department of Black Study on our campus. The organizers of this initiative write that:

The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. It dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department has contributed to repeated waves of Black faculty departures for other universities, the alienation of Black students and staff from UCR, and a generalized climate of antiblackness.

We affirm this assessment and we share the concern that Black faculty, students, and staff—and faculty, students, and staff of color—have been significantly impacted in manifestly negative and ongoing ways because of the absence of a Department of Black Study at UC, Riverside. The initiative to create this new department, therefore, is at once socially and intellectually urgent, and we very much hope that the various institutional bodies that review this proposal will view it with the same enthusiasm, and with same sense of timely urgency, that we do.

March 29, 2021

Dear Dean McMullin,

The Department of English enthusiastically supports the proposed formation of a Department of Black Study at UCR, believing that it will synergize productively with the research and teaching agenda of our own and other departments in CHASS, will greatly enhance the experience of all students, and especially that of Black students who have long sought the establishment of such a department, and will help to bring UCR's intellectual and departmental profile into line with the most progressive of UC campuses, most of which already have distinct departments of Black, African American or African Diaspora Studies. Moreover, the distinctive way in which a department specifically of *Black Study* promises to put UCR on the leading edge of developments in the field.

As you know, the establishment of such a department is long overdue and grows from a long history of demands and from an equally long history of racism at UCR that caused the dismantling of a Black Studies program and major in 1982. The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. But it dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department, and the history of hostility towards it, have contributed to repeated waves of Black faculty departures for other universities, from which our own department recently suffered, with the loss of three senior and nationally known Black faculty whom we have yet to replace completely, and to the alienation of Black students and staff from UCR within a generalized climate of antiblackness.

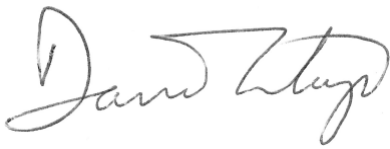
Drawing from Black transformative, queer, trans, and feminist epistemologies, the department promises to house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Imagined in such a way, it is clear to us that a Department of Black Study would intersect with and richly inform the work that we already seek to do in English in studying and teaching about the racial formation of culture from the early modern period to the present. Collectively we have an ongoing commitment to race critical research and anti-racist pedagogy and strive to realize this in our practice. Having a strong and active Department of Black Study can only enhance the work that we seek to do across diverse periods, distinct and intersecting racial histories, and bodies of literature.

Black Study is a transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the

Arts. As Black Study emphasizes insurgent African and Black diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences, it also sets a bar and a model for other scholars to engage with and drives all of us to a sharper conceptualization of the field of race and other intersecting histories of differentiation and racial injustice. While we believe that the establishment of a Department of Black Study is unquestionably and in itself the right thing to do, we also welcome the stimulus it would give to our own thinking and teaching.

We look forward to any further opportunity to vote more formally on this matter, but in the interim are pleased to express our support and our confidence in the colleagues who have shaped this proposal.

Sincerely,

A handwritten signature in cursive script, reading "David Lloyd". The signature is fluid and stylized, with the first name "David" and last name "Lloyd" clearly distinguishable.

David Lloyd

Distinguished Professor and Chair of English

March 29, 2021

To Whom It May Concern:

The faculty of the Department of Religious Studies unanimously and enthusiastically support the creation of a Department of Black Study at UCR. Black Study is a critically important aspect of our own field, and like many departments on campus we have found ourselves unable to retain faculty members in this field because of precisely the structural challenges pointed to in the petition for the creation of this department – structural challenges that the presence of a well-supported, well-staffed, and thriving Department of Black Study would help to address not only for its own faculty but for scholars of Black Study across the campus.

In the recent past, two scholars of African American religions have been hired at UCR – one in our department and one in English – who left our campus for other positions prior to receiving tenure. Both were leading-edge figures in their fields when they were hired, and both continued meteoric ascents as scholars after their departures from UCR. One went from here to Harvard, and from there to a deanship at Wake Forest; he was recently featured in Henry Louis Gates, Jr.'s documentary on the Black church. The other, one of a small number of leading scholars merging queer studies and Black study in religion, went to the University of Virginia; his second book was just selected as a finalist for the prestigious Lambda Award. While both of these scholars left UCR to pursue excellent opportunities elsewhere, both were looking for those opportunities because UCR was not a place they wished to stay over the long haul. Had the proposed Department of Black Study been in place, there is a reasonable chance they would have chosen differently.

Because of the departure of the first scholar, the second had no colleagues directly in his area of study. Because of both their departures, our undergraduates seeking to study Black religious traditions must seek out independent study courses with those of us qualified to teach them. Graduate students seeking specifically to pursue Black study in religion do not even apply to our department. Just as the lack of a Department of Black Study has had a snowball effect that has reinforced a climate of anti-Blackness at UCR, the creation of such a department would have a snowball effect in combatting that climate. For our students, for our colleagues, for the betterment of the university, and to move UCR forward into the academic future, we join our voices with those of our colleagues in urging that this department be created.

Sincerely,

A handwritten signature in black ink, appearing to read "Melissa M. Wilcox".

Melissa M. Wilcox
Professor and Holstein Family and Community Chair of Religious Studies
Department Chair, Department of Religious Studies

March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I, Byron Ford, Ph.D., want to express our support for the creation of a Black Study Department at UC Riverside. I am Professor of Biomedical Sciences and Associate Dean for Medical Education in the UCR School of Medicine.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR's STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in helping to identify or connect researchers in our department/school that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent of UC Riverside's faculty and students.

As a Black faculty member at UCR, I highly anticipate the wonderful work to come.

With best wishes for success,

A handwritten signature in blue ink, appearing to read "Byron D. Ford".

Byron D. Ford, Ph.D.
Professor of Biomedical Sciences
Associate Dean for Medical Education
UCR School of Medicine



Monica J Carson, PhD
Professor and Chair of Biomedical Sciences
S. Sue Johnson Presidential Endowed Chair in Glial-Neuronal Interactions
Director, Center for Glial-Neuronal Interactions
Editor-in-Chief, Journal of Neuroinflammation
900 University Ave, 1130 MRB
Riverside, CA 92521
monica.carson@ucr.edu

March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I wish to express my support for the creation of a Black Study Department at UC Riverside.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR's STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be very interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in three areas being discussed:

1. Being a part of developing and/or enhancing research training opportunities for individuals in our department/organization that are interested in a Designated Emphasis in Black Study
2. Disseminating information and marketing of the DE in Black Study to our department/organization
3. Helping to identify or connect researchers in our department/organization that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent and innovative scholarship in an area of need by UC Riverside faculty, fellows and students.

With best wishes for your success
Respectfully,

A handwritten signature in black ink, appearing to be 'MC' followed by a flourish.

Monica J Carson, PhD

August 1, 2021

UCR Academic Senate
Elizabeth Watkins, Provost and Executive Vice Chancellor

Re: Proposal for the Department of Black Study

It is my pleasure to write with enthusiastic support for the establishment of the Department of Black Study. The development of this proposal is in response to student demand as well as campus and national strategic plans. The proposal has also garnered support across campus, students, staff, and faculty in CHASS, including the unanimous support of CHASS's Executive Committee in May 19, 2021. Importantly, it has also received unprecedented support from the broader Riverside community. I unequivocally agree with the Executive Committee and the multitude of other endorsements and encourage its support by the Academic Senate and the campus leadership.

The inspiration for the new department proposal is a combination of the highly successful UCOP sponsored Blackness Unbound Faculty Commons Group and a necessary reckoning of social and institutional antiblackness. The proposal was developed through an inclusive process initiated by the Black Studies Initiative which included over a year of engaging and listening to students, staff, and faculty. It should also be noted, that UCOP continues to support the initiation of this new department as evidenced by UCOP's Advancing Faculty Diversity Program award of \$500,000. This award will support the hiring of four new faculty who would share joint appointments and individual appointments in the Department of Black Study.

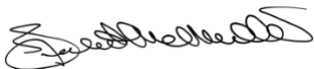
The completed proposal is well developed and provides a strong curriculum from which our students would benefit. As the authors of the proposal note, Black Study, is not a noun but rather a verb that reveals the inclusive, collective, relational, and inter/trans disciplinary research and educational pedagogies. The proposal builds on CHASS's existing strengths in Black, African, and African American Studies through coursework in departments such as Ethnic Studies, History, Political Science, Anthropology, and English. The proposal development committee is also in conversation with Engineering and other STEM fields. These collaborations will continue to foster transdisciplinary research and potentially increase the number of diverse students in the STEM fields. To extend the opportunities for collaboration the committee is also developing new courses that embody the innovative vision of Black Study. The proposal and its FAQs sheet addresses many of the questions regarding its enhancement of existing departments and why this is the time to initiate the Department of Black Study.

I'd like to briefly address the budgetary impact question. The Department of Black Study would be a grounding department in a new administrative unit that would increase enrollment and bring in extramural research funds through collaborations in the Humanities and STEM fields. In anticipation of this proposal, CHASS Dean's Office has developed a plan to reorganize our administrative units. We have calculated that a new administrative unit would cost approximately \$200,000 per year (FAO, Financial Analyst, and Student Support Staff). Note, that in any condition, CHASS would have to create this new unit in the next year or two to address severe understaffing. Our plan is that the Departments of Black Study, Environment,

Sustainability, and Health Equity, Ethnic Studies, and newly extramurally funded research centers would be served by the new administrative unit. Another question with regards to budget is the impact of having faculty with split departmental appointments in CHASS. The design of the Department of Black Study with one perhaps two full time faculty and several split appointment faculty is a successful model that we have seen before, specifically in 2012 with the School of Public Policy. The combination of new courses and cross-listed courses will ensure the integrity of the new department's curriculum and continued support for existing departments. In the short term, existing departments might request an additional lecturer if more than two faculty move 50% of their appointment. Given the proposed curriculum, approximately five lecturers may be required in existing departments which would cost approximately \$50,000 per year. In the long term, new hires will occur in departments where faculty have transferred from as well as in the Department in Black Study. As noted above, UCOP has already supported the hiring of new faculty and split appointment faculty for the new departments. Importantly, Department of Black Study will be highly attractive to UCOP President's Postdoctoral Fellows (PPFP). With the hiring incentive of five years of salary coverage and CHASS's intentional recruitment of PPFP will only strengthen our ability to support our existing and new departments. The new Black Study department, with its anticipated increased enrollments and potential for extramural funding, more than justifies the expense of creating a new unit and split faculty appointments for the first few years and in the long term.

The proposal is innovative in its ability to bring together existing and new strengths into a cohesive departmental plan that centers the active learning and research that reaches across boundaries and provides the knowledge, critical thinking, and collaborative practices that faculty, staff, and students, particularly Black faculty, staff, and students need to be innovators of a society that refuses antiblackness. We are uniquely poised to make UCR a leader in the area of Black Study. Waiting until there are "better times" would only serve to lose the momentum and disenfranchise faculty who are motivated and inspired to meet the needs of our students, communities, and the broader society. I enthusiastically support the creation of a Department of Black Study. It is time for CHASS and campus to clearly demonstrate our innovation and relevance to larger societal concerns not only through the work of individual researchers, but also through the infrastructure of departments that can foster that innovation particularly for Black students, staff, and faculty.

On behalf of the College, thank you for your consideration of this exceptional and timely proposal.



Juliet McMullin, PhD
Interim Dean, College of Humanities, Arts, and Social Sciences
Professor, Department of Anthropology
Co-Director Center for Health Disparities Research

October 24, 2020

Dear Chancellor Wilcox and Interim Dean McMullin,

We are members of the Performing Difference Faculty Commons group who embody and study minoritized difference from performances on stage and screen to performances of everyday life. Founded in 2018, our working group fosters research and relationships across campus so as to sustain and retain our community of scholars and artists.

We write to be in solidarity with the Blackness Unbound Faculty Commons group and to echo their statement dated June 5, 2020: “We call upon the university to invest in the bodily safety, psychic integrity, and empowered futurity of black students through immediate and actionable policy changes.” We urge campus leadership to divest from policing, given the documented harm of these state- and university-authorized violence workers. To create a safer environment, the campus must redirect funding to support Black students, staff, and faculty directly. Finally, we affirm the need for formalizing Black Studies at UC Riverside, and we appreciate Dean McMullin’s dedication to this effort.

Changing campus cops’ costumes is not enough. Creating a campus task force with no experts in police violence is not enough. Liberation requires real transformation.

In solidarity,
Members of Performing Difference

Donatella Galella, Associate Professor, Theatre, Film, and Digital Production
Crystal Baik, Associate Professor, Gender and Sexuality Studies
María Regina Firmino-Castillo, Assistant Professor, Dance
Kimberly Guerrero, Assistant Professor, Theatre, Film, and Digital Production
Tamara Ho, Associate Professor, Gender and Sexuality Studies
Emily Hue, Assistant Professor, Ethnic Studies
Imani Kai Johnson, Assistant Professor, Dance
Anusha Kedhar, Assistant Professor, Dance
Anthea Kraut, Professor, Dance
Liz Przybylski, Assistant Professor, Music
Judith Rodenbeck, Associate Professor, Media and Cultural Studies
Setsu Shigematsu, Associate Professor, Media and Cultural Studies
Melissa M. Wilcox, Professor, Religious Studies
Deborah Wong, Professor, Music

October 13, 2021

Dear Dean Williams and Academic Senate,

I write to express the enthusiastic support of the Department of English for the proposed formation of a Department of Black Study at UC Riverside. We anticipate that this proposed new program will offer important opportunities for collaboration that will enrich our existing programs in English, and that it will enhance the intellectual experience of students across CHASS. Collectively we have an ongoing commitment to race critical research and anti-racist pedagogy and strive to realize this in our practice. Having a strong and active Department of Black Study will enable us to extend this work across cross-disciplinary collaborations and will augment the work that we seek to do across diverse periods, distinct and intersecting racial histories, and bodies of literature.

The proposal for this initiative eloquently demonstrates why such a program of study is urgently needed at this historical moment. At the same time, the proposal also explains why establishing such a program is long overdue, the culmination of decades of work and commitment that has been insufficiently recognized and sustained by administrative structures and budgeting priorities. Our campus prides itself on serving a diverse and under-represented student body, and our institutional shortcomings in relation to Black students and faculty are starkly revealed by the distressing statistics in the proposal that document failed efforts to recruit and retain Black faculty and sustain a thriving Black student population. The English Department regularly recruits graduate students working across diverse fields of enquiry related to Black epistemologies, speculative aesthetics, archives and performances studies, and literary modes, and our efforts to build in this essential area of study have been hampered by the loss of two faculty specializing in Black culture, who separated after failed retention efforts. Thus, the proposed program in Black Study will not only offer us opportunities to form new collaborations with colleagues across disciplines, but it will enhance our own efforts to research and teach issues of racial formation from the early modern period to the present.

Establishing this program in Black Study will also demonstrate the University's commitment to the larger public good and its responsiveness to contemporary social movements that are demanding concrete action to redress the systemic injustice of structural conditions of racism that shape American (and global) life. An effective public university has a responsibility to dedicate itself to producing knowledge that serves the needs of the wider community, and the proposed program in Black Study does not simply add another alternative to existing university curricula, but asks indispensable questions about the epistemologies and practices that guide us in our research overall, calling on us to reimagine them from the point of view of centering Black experience as we reconsider our histories, aesthetic categories, and philosophical commitments. Such knowledge is precisely what is required to produce engaged and informed citizens capable of taking leadership roles in a changing world, and what is needed to ensure that UC Riverside is positioned at the forefront of cutting-edge developments in the humanities and social sciences. It is all the more

important that we do this work on our campus because—as the proposal notes—UC Riverside enrolls the highest number of students who identify as Black/African American across the UC system.

The English Department strongly endorses this proposal not only due to these institutional and cultural contexts, but also because we see immense value in the planned curriculum and governance structure for the program. The curriculum sets a bar and embodies a model for other scholars to engage with and offers methods and theories that provide a sharper conceptualization of the field of race and other intersecting histories of differentiation and racial injustice. Drawing on diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences, it envisions and creates an infrastructure for connecting students and the off-campus community; it promises to integrate the content of Black Study with training to become teachers or lawyers or doctors and thus to reshape those fields via anti-racist praxis; and it continually emphasizes the connections between scholarship and practice in the training that it will provide its students. We concur with the proposal that this initiative to train the next generation of leaders promises to benefit the wider community in myriad ways as it contributes to the vital project of combatting anti-Blackness and inventing civil society anew.

We look forward to any further opportunity to vote more formally on this matter, but in the interim are pleased to express our support and our confidence in the colleagues who have shaped this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sherryl Vint'.

Sherryl Vint

Professor and Chair

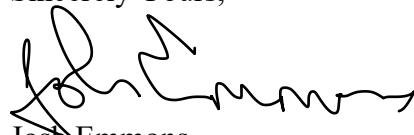
October 14, 2021

Dear Colleagues,

I write to express the Creative Writing Department's support for the creation of a Department of Black Study at the University of California, Riverside. As chair of this department, I am honored to add our voices to the chorus celebrating and endorsing the proposed department's stated aim to "seek dialogue across and beyond institutional boundaries, pursue collaborations and bridges rather than division; embrace cross pollination instead of isolation and exclusivity; engender synthesis instead of antithesis." This comprehensive approach to scholarship that foregrounds the embodiment of Black intellectual traditions, and to furthering our campus's—and the country's—antiracist goals, is welcome and exciting and long overdue, not just when considering the recent nationwide Black Lives Matter movement, but also when considering the country's centuries-long practice of racially motivated violence and discrimination, both overt and covert, explicit and implicit.

We in the Creative Writing Department at UCR look forward to the swift formation of a Department of Black Study, as we are eager to collaborate with and support it as soon as possible. Given its thoroughly and persuasively formulated pre-proposal and FAQ, we believe that it will strengthen and broaden the academic environment of our campus, giving students, faculty and others the opportunity to learn and effect meaningful change here and in the communities of which we are a part.

Sincerely Yours,

A handwritten signature in black ink, appearing to read "Josh Emmons".

Josh Emmons
Chair, Creative Writing Department

August 26, 2021

Dear Black Study Advisory Committee:

I am writing a letter in support of the establishment of a department of Black Study at UC Riverside for several reasons. 1) It is time to revisit the Ethnic Studies Department structure; 2) It is important to create a stand-alone space for Black faculty, staff and students within UCR, and 3) It is important to bring together interdisciplinary Black faculty across the university to make sure that the university and community will benefit from the research, curriculum and scholarly engagements already being carried out in various parts of the university.

I remember reading about the demise of the Black Studies program back in 1985 or so. It was a pattern that was seen all over the United States. In the 1980s, 1990s and into the 21st centuries, ethnic studies programs and departments have been underfunded and marginalized. Started initially as the academic answer to political social justice movements, there was never a centering of Black epistemologies, for example in the academy. This is an opportunity for a transformative department that speaks to the 21st century needs of Black students, faculty and staff along with community members.

Second, this department could provide a stabilizing space, for the deepening of existing Black epistemic ideas and practices as well as the creation of new global ones. Given the deep history of racism in the African diaspora, it is important that there is an institutional Center from which both evolving academic and policy work can be created and disseminated.

Third, it is critical that time and energy will be spent bringing together Black and other faculty to plan together how an interdisciplinary Black Study curriculum can build synergies with other existing and proposed Africana programs. For example, as an anthropologist, our faculty have committed to supporting an African Diaspora option for undergraduate and graduate students in our department. In addition, there is a work group of faculty who have been working on an African Studies program. Those faculty should be invited at this stage to decide how they may want to be involved moving forward. I am excited about the possibility of cross listing courses with this new department; and perhaps developing new ones with other partners.

Please feel free to involve me as chair of the curriculum Committee of the Anthropology Department in any way that you see fit.

Best,

Yolanda T. Moses

Yolanda T. Moses
Professor of Anthropology
Former Associate Vice Chancellor
Diversity and Inclusion



October 13, 2021

To Whom It May Concern:

Please accept this letter as my personal support for the formation of a Department of Black Studies at UCR. Our country's history has a particular and foundational relationship to race, and specifically to the history of Black people. Our systems of governance, economics, education, and culture are all intrinsically tied to this historical context, and so it is an educational benefit - and perhaps imperative - to offer a Department of Black Studies dedicated to exploring and expanding those intrinsic ties. Writers like Ta-Nehisi Coates, Michelle Alexander, and Isabel Wilkerson have given recent voice to just how wide-reaching the tenets of Black Studies are. A comprehensive and contemporary education around economics, or performing arts, or history, or political science in the U.S. demands a dexterity around these tenets.

We are moving toward a more common cultural literacy around critical race theory, and as our students come to campus better prepared to study concepts of culture and identity through this very lens, it is our responsibility as an institution to provide thinkers and researchers engaged with disciplines in Black Studies. The Department of Black Studies will provide dedicated professors and course work which will benefit students across many disciplines, and bring a potential for cultural community experiences like visiting lectures or performances. While splintering the Department of Ethnic Studies poses its own long-term institutional questions about who gets represented and how, one might consider the nurturing of the Department of Black Studies as a possibility model, a pilot for what this sort of specialized discipline might look like within the system in this new decade. Perhaps it will be instructive for other such departments in the future.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jim Isermann".

Professor Jim Isermann
Art Department

UCI School of Social Sciences

Department of Anthropology

3151 Social Science Plaza
Irvine, CA 92697-5100
(949) 824-1207
<https://www.anthropology.uci.edu>

October 5, 2021

Dear Colleagues,

It is a pleasure to write in support of the Department of Black Study at the University of California, Riverside. UC Riverside is the ideal home for the Department of Black Study as the purposefully broad scope of the department encapsulates the main tenants of a world class research university such at UCR. Further, given the global political, social, and economic dynamics of Southern California (and Riverside County in particular), there is a natural coalescence of intellectual and strategic goals between the Department of Black Study and that of UC Riverside as an institutional leader within the region. Perhaps more so than any University of California campus, UC Riverside is a prime location to house and develop such an important and vital undertaking. Over the past 30 years, Riverside County and the surrounding communities including San Bernardino County have become home to a diverse Black population who have family, political and community ties ranging from West Africa to South and Central America to the US South. This relatively recent development is complimented by the strong scholarly record of current UC Riverside faculty who have been at the forefront of pushing the theoretical and methodological paradigmatic boundaries of Black Studies. Such a coupling provides for a strong foundation for the Department of Black Study and without a doubt the department will be one of the preeminent sites of Black Study in the world. Please take this letter as my unconditional support for the Department of Black Study and I look forward to engaging with colleagues within the new space in the near future.

Sincerely,



Damien M. Sojoyner
Associate Professor
Department of Anthropology
University of California, Irvine



To the Leadership of the University of California, Riverside

The Black Leadership Alliance Council at the University of California (BLAC@UC) is pleased to lend its support to the proposed Department of Black Study at the University of California Riverside (UCR).

As a collective of Black Affinity Group leaders from across the University of California, we are committed to the elevation and support of Black students, faculty and staff. As an academic collective that will integrate multidisciplinary and intersectional research, the Department of Black Study would allow for robust collaboration among Black faculty on an undergraduate and graduate level. Beyond academics, we believe that the thoughtful and organized governing would be inclusive and welcoming to UCR's students, staff, alumni and the community.

As a department that existed at UCR until budget cuts in the 1980s mandated its closure, we see the restoration and reimagining of this department as a beginning step to enhancing the Black experience at UCR. The restoration of the Department of Black Study is an expansion of the work that is occurring throughout the University of California, such as UC Santa Cruz and UC San Diego, which recently [established a minor in Black Studies](#) and [major in Black Diaspora and African American Studies](#) respectively. As an institution which highly values cutting edge research, reestablishing an official department with official undergraduate and graduate pathways would place UCR at the forefront in this important area of study.

Among many things, 2020 taught America the importance of amplifying Black voices so that we can all move forward together. We humbly believe that the Department of Black Study at UCR is a feasible and pivotal step in the right direction.

Respectfully Submitted,

Black Leadership Alliance Council at the University of California (BLAC@UC)



Academic Senate

COMMITTEE ON EDUCATIONAL POLICY

May 3, 2024

To: Sang-Hee Lee, Chair
Riverside Division

From: Ward Beyermann, Chair
Committee on Educational Policy

Re: Proposed B.A. in Black Study

The Committee on Educational Policy (CEP) reviewed the proposed B.A. in Black Study at their May 3, 2024 meeting and voted to approve the proposal.

COMMITTEE ON COURSES

April 24, 2024

To: Sang-Hee Lee, Chair
Riverside Division

From: James Flegal, Chair
Committee on Courses

Re: Proposed B.A. in Black Study

The Committee on Courses reviewed the proposal for a B.A. in Black Study at their April 24, 2024 meeting and were generally supportive of the proposed new major.

The Committee does note the following concerns with courses proposed to be included in the new major's curriculum and looks forward to reviewing the proposed BLKS course proposals that have not yet been submitted for approval in CRS:

- BLKS 193A and BLKS 193B are the capstone courses approved in the Course Request System (CRS). A proposal for BLKS 192 has not been approved nor entered in CRS. The Committee recommends that the proposed curriculum be updated to reflect this.
- Proposals for BLKS 114, BLKS 120, BLKS 135, and BLKS 155 has not yet been submitted in CRS. The Committee recommends that proposals be submitted in CRS or the courses be removed from the curriculum as they have not yet been approved.




Academic Senate

PLANNING AND BUDGET

April 16, 2024

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 Black Study*

At our meeting on April 16, 2024, the Committee on Planning and Budget (CPB) reviewed the proposed *Bachelor of Arts Degree Program in Black Study* and had no comments.



Academic Senate

EXECUTIVE COUNCIL

Sang-Hee Lee, Chair

May 13, 2024

To: Riverside Division

From: Executive Council

RE: Proposed Bachelor of Arts Degree Program in Black Study

Executive Council received the proposal for a new Bachelor of Arts Degree Program in Black Study during their May 13, 2024 meeting. Council supported the proposed program and had no further comments to add to those provided by responding committees.

Cc: Executive Council

Received 3/26/2024
Academic Senate

To Division
May 13, 2024

Proposal for a
Minor in Black Study



Date: March 18th, 2024|
Updated: March 20th, 2024

Submitted by the Department of Black Study

I. Name of the academic program and the department(s) or unit(s) that will administer the program.

Name of the academic program: **Minor in Black Study**

Department that will administer the program: **Black Study**

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

Currently, in the UC system, UCR has the largest number of students who identify as Black/African American: Black undergraduate enrollment is [1,265 students](#). And even though UCR boasts a relatively high [graduation rate for Black students](#), it is evident that this rate is despite the many facets of historical and contemporary antiblackness on campus. Black students, [staff](#), and faculty consistently report on a campus climate that is hostile and unwelcoming, one in which quotidian micro and macro aggressions are widespread. Perhaps as a reflection of this negative campus climate, Black enrollment in CHASS, as we show below, has significantly decreased in the last decade.

At UCR, Black people are present as workers, students, and faculty, but they have yet to become an integral part of its curricular, academic, and research infrastructure in a sustained way. The Department of Black Study and its curricular offerings will help address this long-standing problem by providing courses and programming that responds to community demands and fills gaps. Undergraduate students in the Department of Black Study will obtain a rigorous and valuable Liberal Arts degree that enhances their critical thinking, writing, speaking, and creativity. Trained to combine theory and practice, [Black Study graduates](#) will become teachers, lawyers, doctors, artists, activists, [professors, and researchers](#) at public and private policy think tanks. A Black Study minor also offers an excellent complement to majors offered in CHASS as well as in other schools such as Education, Engineering, Art, Business, and Natural Sciences.

The UCR difference, signaled by our title Black Study, emphasizes “study” as a verb and stresses the engaged and embodied practice of this ever-morphing transformative project. The project name invokes Black Studies, UCR’s short-lived department, but is a departure from it as the singular Black Study, signifies profound shifts.

As a verb, Black Study stresses collective activities that are simultaneously corporeal and theoretical, practical, and speculative. We propose a curriculum that is a multi-, extra- and transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, and traditional disciplines in the Social and Behavioral Sciences, Humanities, and the Arts.

Our curriculum emphasizes insurgent African and Black diasporic queer, transgender, and feminist transdisciplinary approaches to a global framing of Black experiences. Black Study is an abolition project. Drawing on autonomous practices rooted in articulated Black Radical Traditions, such as Cooperative Zones, Hush Harbors, Marronage Enclaves, Mutual Aid, and Transformative Justice, our

approach is not an outcome or destination but rather a collective experimental methodology of liberation. In rigorous research, analysis, creative practice, applied scholarship, and close partnership with transformative grassroots organizations, our courses critically address and seek to overcome all forms of antiblackness while encouraging and training our students on strategies to imagine and prefigure an altogether new world.

We are deeply engaged in the long duration of Black people's ways of being and theories of knowing -- Black epistemologies -- in the African continent and its diasporas: Blackness beyond the veil of antiblackness, Blackness as being and becoming. At the same time, our curriculum approach is future-oriented and as such, informed by collective past experiences, yet drawing from futurities where the embodied experientials of spirituality, queerness, and gender expansiveness are intentionally celebrated.

The Department of Black Study at UCR, and the minor proposed here, will serve to advance UCR as a world-class research university. Black Study is an epistemological living corpus that requires an overdue scholarly infrastructure in the public university. Such infrastructure addresses the long historical exclusion of theoretical, methodological, historiographic, artistic, and pedagogical practices engendered by the peoples of Africa and its Black diasporas.

III. Relationship of the new program to existing programs.

The Department of Black Study will work with and not against existing programs and departments. While stressing its relative autonomy regarding programming, curriculum, hiring priorities, and horizontal decision-making practices, the Department of Black Study will also recognize the autonomy of other units. Such coexistence models already exist at UCR: for example, the Departments of English and of Comparative Literature; the Department of Hispanic Studies, Chicano Studies minor, and the new Latino and Latin American Studies Research Center. Too often, a scarcity mindset pits university stakeholders against each other when, in fact, they can enrich one another. With a unique Department of Black Study, UCR could recruit and retain not only excellent faculty doing cutting-edge research and creative activity but also recruit and retain undergraduate and graduate students eager to learn Black epistemologies. This growth would bolster areas such as Ethnic Studies and African Studies, among others, as we agree on the shared importance of Black studies from Africa to the diaspora. We understand Black diasporas as including but exceeding those displaced in the [Amefricas](#), as Black Brazilian feminist Lélia Gonzalez terms it. At the same time, we recognize that these fields are not the same. To presume otherwise erases their different intellectual histories, constituents, and objectives. To overgeneralize Black people, Black thought, and Blackness is to reify antiblackness.

As we evaluate how these distinctions and potential transdisciplinary collaborations may overlap in our curriculum, we have already begun to cross-list some of our courses. There are several cross-listed courses active in our curriculum, including requests we have approved from SEHE and the Department of Education to require Black Study courses for their majors, and others are currently under review. Given the shifts in graduate student funding and the need to be creative about how TAs are funded, Black Study will also consider proposing a collaborative partnership that offers increased opportunities for graduate students in Media and Cultural Studies, Dance, and Ethnic Studies to start, to teach in Black Study.

It should be noted that because our department's makeup is almost entirely joint appointments at this time, our intention is to build up our curriculum with courses taught and created by Black Study faculty to ensure we can build our enrollment numbers, which is made more challenging with joint appointments.

Perhaps less obvious, due to the transdisciplinary nature of our classes, the Department of Black Study will work with existing performing and fine arts departments to share classroom and production spaces. Our faculty already has strong relationships with UCR Arts, Dance, and Art and have initiated discussions on how we may collaborate on courses (e.g., cross-listing and space) and programming.

Rather than establishing sharp differences between Black Study and other important versions of Africana Studies, African American Studies, African and African Diaspora Studies, and Black Studies, we affirm our specificity in two ways. First, Black Study inhabits dynamic confluences, intersections, relationships, interstices, and productive tensions between the fields above, as well as various disciplines in the traditional Social Sciences, Humanities, Arts, Education, Medical Sciences, and Natural Sciences. Black Study is unapologetically and concomitantly multi-, trans- and extra-disciplinary; its practitioners seek dialogue across and beyond institutional boundaries, pursue collaborations and bridges rather than division, embrace cross-pollination instead of isolation and exclusivity, engender synthesis instead of antithesis.

Secondly, as a department that uniquely centralizes embodiedness, we celebrate a curricular emphasis on practice through the arts. Beyond mere review, appreciation, or survey, Black Study offers several praxis and transdisciplinary creative practice courses. These courses are placed not only in our “Arts” track but also exist as methodological alternatives to exploring natural science, political organizing and community mobilization, and religion and spirituality.

IV. The proposed curriculum.

EXECUTIVE COMMITTEE COLLEGE OF CHASS

REPORT TO THE RIVERSIDE DIVISION May 21, 2024

To be adopted: 2024-2025

Proposed Changes to Minor Black Study

PRESENT:

PROPOSED:

Minor Requirements
The minor requirements for Black Study are as follows:

- 1) Lower-division requirements (16 units)
 - a) BLKS 001
 - b) BLKS 002
 - c) BLKS 003
 - d) BLKS 004
 - 2) Upper-division requirements (20 units)
 - a) BLKS 191A or 191B
 - b) BLKS 193
 - d) Twelve (12) additional units. Students must take at least three (3) courses from two of the streams below.
- STREAM ONE: Critical Study in Black Lives.
 BLKS 019 /RLST 019, BLKS 101, BLKS 111, BLKS 114, BLKS 115 / RLST 115, BLKS 118, BLKS 142, BLKS 145
- STREAM TWO: Arts, Cultures, and Imagination.
 BLKS 024, BLKS 114, BLKS 120, BLKS 121, BLKS 122, BLKS 123 / SFSC 123, BLKS 124
- STREAM THREE: Behavioral Sciences, Social Sciences, and Past. BLKS 118, BLKS 131, BLKS 132, BLKS 135, BLKS 142
- STREAM FOUR: Building Black Liberation.
 BLKS 024, BLKS 120, BLKS 124, BLKS 135, BLKS 144, BLKS 151, BLKS 155

Justification:

The proposed creation of the minor in Black Study follows the Academic Senate Riverside Division's successful (supermajority) vote on May 24, 2022 to create a new department of Black Study. That proposal for a Department of Black Study reflected the urgent demand for an overdue institutional presence that effectively addresses historical and contemporary patterns of antiblackness.

As we wrote in that proposal, UCR's distinction from other universities is signaled by "Black Study," which emphasizes "study" as a verb, and stresses engaged and embodied practice. The project name invokes Black Studies, UCR's short-lived department, but is a departure from it as well in its treatment of Black Study as a verb rather than a noun, stressing collective activities that are simultaneously corporeal and theoretical, practical and speculative. Black Study is a multi-, extra- and transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the Arts. Black Study emphasizes insurgent African and Black diasporic queer, transgender, and feminist transdisciplinary approaches to a global framing of Black experiences.

The Black Study minor proposed here largely aligns with the draft of the minor submitted as an attachment to the departmental proposal on which the Senate voted in 2022 (e.g., required courses, number of units, streams of specialization, etc.). This version also fleshes out the specific courses and related course proposals, some of which are new and were designed by newly hired faculty in Black Study, supported by a UCOP Advancing Faculty Diversity award.

Learning Outcomes

Upon completion of the program, students will be able to:

1. Apply transdisciplinarity as theory and practice to address the social, cultural, and political in the making of Black futures;
2. Describe/Explain the tracks of Black Study as a holistic and epistemic discipline that studies the breadth of Global Black histories, presents, and futures;
3. Apply anticolonial ethics in engaging in research, in practice, and with communities;
4. Demonstrate ability to complete new and unique creative projects;
5. Develop and Demonstrate critical thinking and analysis in reading and reviewing theory, art, and embodied praxis;
7. Construct informed research-based arguments;
8. Develop and Demonstrate proficiency in writing.

The Minor in Black Study

The Minor in Black Study consists of 36 units with requirements focused on the major social factors and movements impacting Black peoples in the African continent and its diasporas, as well as courses along the following themes: i) Critical Study in Black Lives; ii) Arts, Cultures, and Imagination; iii) Behavioral Sciences, Social Sciences, and Pasts; iv) Building Black Liberation.

1. Lower-division/General requirements (4 courses, 16 units)
 - a. BLKS 001 Introduction to Black Study I: Black People Domestically and Globally Now
 - b. BLKS 002 Introduction to Black Study II: Imagined and Embodied Futures
 - c. BLKS 003 Introduction to Black Study III: Black Ways of Knowing, Doing, and (B)eing Otherwise
 - d. BLKS 004 Introduction to Black Study IV: Praxis, Innovation, and Imagination.
2. Upper-division requirements (6 courses, 20 units)
 - a. BLKS 191 A or B Black Study Transdisciplinary Research Methods
 - b. BLKS 193 Black Study Inland Empire Community Initiative
 - c. Additional 12 units chosen from two of the tracks below:
 - A) Critical Study in Black Lives
 - B) Arts, Culture, and Imagination
 - C) Behavioral Sciences, Social Sciences, and Pasts
 - D) Building Black Liberation

COURSE DESCRIPTIONS
LOWER DIVISION COURSES

a. **BLKS 001 Introduction to Black Study I: Black People Domestically and Globally Now.** 4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Introduces social issues and movements impacting Black peoples globally. Studies creation of possibilities to navigate issues (e.g., AIDS and other pandemics, food and nutrition insecurity, state terror and industrial incarceration, residential segregation, exposure to environmental toxins, and health and education inequities) to create vibrant futures. (Active, Effective Fall 2023) (a course change has been accepted to add discussion sections to this course for AY 2024-2025)

b. **BLKS 002 Introduction to Black Study II: Imagined and Embodied Futures.** 4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Engages critical appraisal of artistic forms, political organizing efforts, embodied praxis and resistance formations, and theoretical prisms that imagine and propose alternatives to antiblackness. Examines Black interventions through time and technologies focusing on transgender, queer, and feminist perspectives-building on what Cedric Robinson terms the Black Radical Tradition. (Active, Effective Fall 2023) (a course change has been accepted to add discussion sections to this course for AY 2024-2025)

c. **BLKS 003 Introduction to BLKS Study III: Black Ways of Knowing, Doing, and (B)eing Otherwise.** 4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Engages epistemology, the nature of knowledge and how knowledge relates to the concept of the human. Explores what counts as knowing and knowledge through Radical Black Study. Seeks to understand not why black lives matter but why black life matters. Examines what Cedric Robinson calls The Terms of Order. (Active, Effective Fall 2023)

d. **BLKS 004 Introduction to Black Study IV: Praxis, Innovation, and Imagination.** 4 Units, Lecture, 1 hour; laboratory, 2 hours; studio, 3 hours; individual study, 2 hours; screening, 1 hour; extra reading, 1 hour. Prerequisite(s): none. Engages in art making as critical research and strategy in liberatory world-making. Examines Black futures as radically imagined by artists and as a point of departure for interdisciplinary creative projects. Encourages an embrace of the personal, ancestral, sacred, political, and beyond. (Under review)

UPPER DIVISION COURSES

a. BLKS 191A OR BLKS 191B:

BLKS 191A - Black Study Transdisciplinary Research Methods I: Gateways to Inquiry - 4 Units, Seminar, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Introduces interdisciplinary and transdisciplinary research approaches to study questions to attend to the lives of Black folk around the world. Covers traditional and experimental methodologies focusing on contemporary research practices and methods deriving from Black diasporic epistemologies. Prepares for the beginning stages of research for senior projects. (Course title change - "Transdisciplinary" added - Under Review) (Active, Effective Fall 2023)

BLKS 191B - Black Study Transdisciplinary Research Methods II: Practicing Inquiry - 4 Units, Seminar, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Engages practical use of research practices, methods, and epistemologies introduced in BLKS 191A. Facilitates student design of research questions and projects for senior capstone project as well as further exploration of the role of researcher. Focuses on research development skills and field-based concentrations. Helps identify relevant theoretical frameworks and bibliographies. (Course title change - “Transdisciplinary” added - Under Review) (Active, Effective Fall 2023)

- Note that this course is designed for students with more advanced/ready experience in research and do not need the introduction course or for those who need or want additional research training and mentorship.

c. BLKS 193: Black Study Inland Empire Community Initiative 4 Units, Seminar, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): BLKS 001, BLKS 002, BLKS 003; restricted to class level standing of junior, or senior; or consent of instructor. Introduces community engagement including prevention of social problems and promotion of well-being in diverse contexts. Critically examines how to define and propose solutions to social and institutional problems. Covers empowerment, resilience, diversity, cultural competence, and social action. Involves service learning through community organizations in Inland Empire communities. Course is repeatable to a maximum of 8 units. (Course number change - from BLKS 195 - Under Review) (Active, Effective Fall 2023)

3. Additional courses chosen from two of the tracks below (3 courses, 12 units)

Note that due to the nonlinearity of transdisciplinarity, some of the classes are included in multiple streams. Students will choose which curricular track toward which the unit will count.

(Students will not be permitted to count a course toward multiple tracks):

Courses – Track 1:

A) Critical Study in Black Lives

This track looks at critical theories, and practices of gender, sexuality, race, and blackness and explores the major theories informing Black Study, with an emphasis on the interlocking forms of oppression as offered by Claudia Jones’s concept of Black women’s triple oppression in 1949, the Civil Rights Congress’ “We Charge Genocide” in 1951, and the Combahee River Collective Statement in 1977.

BLKS 019: Black Religion in the United States

4 Units, Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Introduction to religion in the experiences of Black people in the United States. Topics include Black religion in the social imagination, in ritual, the arts (e.g., African American spirituals, literature), Black Nationalism, social change, and queernesses in Black religion. Engages primary sources for examining religious contributions in society. Cross-listed with RLST 019. (Active, Effective Spring 2023)

BLKS 101: Critical Theories of Gender, Race, and Blackness

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines critical theories on the intersections of gender, race, and Blackness. Explores analytical and political implications of such theories and interrogates relations to traditional disciplinary canons and existing forms of political organizing. Probes continuities and ruptures between our planetary contemporary political moment and the cognitive apparatus that transatlantic slavery realized. (Active, Effective Fall 2023)

BLKS 111: Troublesome Possibilities: Reality, Black Aliveness, and Becoming

4 Units, Lecture, 3 hours; activities, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines critical terms and concepts central to Black study and its connection to Black becoming, Black aliveness, and Black life. Topics include anti-blackness, the fungible, fugitivity, slavery's afterlife, neoliberalism, miserablism, social death, microaggressions, Black spirituality, the dark feminine, Trans and Queer epistemologies, unfreedom, interlocking oppressions, racial capitalism, and Black rhetoric. (Active, Effective Fall 2023)

BLKS 114: Black Healing Traditions

4 Units, Lecture, 3 hours; activity, 2 hours; 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. (Under review)

BLKS 115: Black Religion, Resistance, and Moral Imagination

4 Units, Lecture, 4 hours. Prerequisites: restricted to class level standing of junior, or senior. A survey of various figures and communities that have resisted hegemonic primary resources, literature, oral histories, and contemporary artistic and cultural productions. Examines moral visions of Black and collective resistance and thriving. Cross-listed with RLST 115. (Active, Effective Spring 2023)

BLKS 118: Black Political Thought

4 Units, Lecture, 3 hours; extra reading, 1 hour; activity, 2 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines approaches and evaluates what is at stake in engaging and producing Black political thought. Focuses on the Black experience in the context of the United States but also covers African and Caribbean thinkers. Topics include freedom, democracy, liberation, futurity, community, radical imagining, and state-sanctioned violence. Cross-listing with POSC will go into effect WI 25. (Active, Effective Fall 2023)

BLKS 135: Incarcerated Black Radicalisms (secondary track)

4 Units, Lecture, 3 hours; extra reading, 1 hour; activity, 2 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. This course engages the political and cultural work of incarcerated Black radical and proto-radical intellectuals in the 20th and early-21st centuries. We will examine how this Black intellectual lineage catalyzes reevaluations, destructions, counter-occupations,

abolitions, and/or transformations of the U.S. nation-state, including its durable regimes of (antiblack) domestic and global war. (Under Review)

BLKS 142: Blackness and Carcerality (secondary track)

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): or consent of instructor. Examines the history, contemporary dynamics, key social theories, and social movements focusing on the criminal justice system. Addresses the vast apparatus of surveillance and punishment that constitute its lesser-known aspects including schools, hospitals, immigration detention centers, and various technologies. Cross-listing with ANTH 142E will be active in WI 25. (Active, Effective Fall 2023)

BLKS 145: Black Language in Schools and Society

4 Units, Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Explores linguistic, sociolinguistic, and sociopolitical dimensions of Black language in the United States. Considers the relationship between Black language and Blackness. Critically interrogates the role of Black language in classroom instruction, schools, and society. Encourages liberatory learning engagements and centers the lived experiences of Black language speakers. Cross-listed with EDUC 145. (Active, Effective Fall 2023)

Courses – Track 2:

B) Arts, Cultures, & Imagination

Engages the multiplicity of theoretical invention and political insight necessary for, contained in, and enhanced by artistic practice. Drawing from the unique concentration of Black innovative and critical practitioners of dance, theatre, film, music, art, and literature at UCR, this track explores the epistemological bases, the social challenges, and the futures engendered in the imaginative and performative realms.

BLKS 024: Black Social Dance & Movement(s) 1

May be taken for 2 or 4 units: Workshop, 3 hours; activity 4 hours, or workshop 3 hours; activities, 9 hours. Prerequisites: None. Practice-based studio course that explores the fundamentals of Black and African Diasporic social dance, and practices that utilize embodied organization (parades, protests, etc). Focusing on a range of dance and movement forms this course engages presentational and non-presentational forms that are inextricable from Black cultural and political life. Incorporates videos, field trips, and guest visits, in addition to studio time. Can be repeated for a total of 8 units. (Under Review)

BLKS 114: Black Healing Traditions

4 Units, Lecture, 3 hours; activity, 2 hours; 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. (Under Review)

BLKS 120: Black Feminism and the Sacred

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior or senior, or consent of instructor. Examines black feminist personal, political, and academic approaches to studying and enlivening the sacred; Considers new questions a black feminist lens raises, disrupts, un-tethers, and builds; Investigates ethics, race, gender, sexuality, class, the arts, aliveness, and futurity supplemented with student-led explorations of contemporary black feminist expressions of the sacred. (Under Review)

BLKS 121: The Body & Flesh in Black Thought

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Explores theories of the flesh and the body in Black thought to understand the multiple ways that Black bodies signify in the world. Examines flesh, epidermalization, embodiment, and other concepts that consider both antiblack perspectives and theories rooted in and routed through Black radical imagination and praxes. (Active, Effective Fall 2023)

BLKS 122: House Dance and Futurist Cypher Technologies

4 Units, Workshop, 3 hours; activity, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Engages Black and Queer improvisatory social and spiritual practices to study the diasporic technologies of the circle. Presents the ring shout as foundational to unlocking the structures, the sacred, and the corporeal liturgies embedded within Black trance-inducing social dance forms. (Course number change from BLKS 112 under review)

BLKS 123: Reclaiming the Dark: Black Life is Speculative Fiction

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Explores alternative states of being, doing, and imagining in, around, and through Black life and culture. Covers writers, artists, and activists such as Octavia Butler, Toni Morrison, Cedric Robinson, the Combahee River Collective, N. K. Jemisin, Adrienne Maree Brown, Kevin Quashie, Nnedi Okorafor, and Ursula K. Le Guin. Cross-listed with SFCS 123. (Active, Effective Fall 2023)

BLKS 124: Black Social Dance & Movement(s) 2

May be taken for 2 or 4 units: Workshop, 3 hours; activity 4 hours, or workshop 3 hours; activities, 9 hours. Prerequisites: upper-division standing or consent of instructor. Advanced practice-based studio course that explores the fundamentals of Black and African Diasporic social dance, and practices that utilize embodied organization (parades, protests, etc). Focusing on a range of dance and movement forms, this course engages presentational and non-presentational forms that are inextricable from Black cultural and political life. Incorporates videos, field trips, and guest visits, in addition to studio time. Can be repeated for a total of 8 units. (Under Review)

Courses – Track 3:

C) Behavioral Sciences, Social Sciences, and Pasts

Engages (a) historiography, theories of history, and the various his/their/herstorical archives, aiming to comprehend the past as it is reflected in and inflected by our current social challenges and aspirations; and

(b) relevant debates and findings emerging from Ethnic Studies, African American, Africana, and Black Studies, and traditional disciplines such as Anthropology, Economy, Political Science, Psychology, Social Work, and Sociology, among many others.

BLKS 118: Black Political Thought (secondary track)

4 Units, Lecture, 3 hours; extra reading, 1 hour; activity, 2 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines approaches and evaluates what is at stake in engaging and producing Black political thought. Focuses on the Black experience in the context of the United States but also covers African and Caribbean thinkers. Topics include freedom, democracy, liberation, futurity, community, radical imagining, and state-sanctioned violence. Cross-listing with POSC will go into effect WI 25. (Active, Effective Fall 2023)

BLKS 131: Blackness in the Social Sciences

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Explores how different disciplines within the social sciences have approached Blackness and how Black social scientists have impacted the theoretical and analytical frameworks of these disciplines. (Active, Effective Fall 2023)

BLKS 132: Black Diaspora(s)

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Focuses on how diverse histories of colonialism, nation state building, enslavement, and social relations around Blackness combined with historical trajectories of regional social, political, and economic development create regional experiences of Blackness. Traces forms of being and modes of resistance among diasporic Black communities to understand broader Black diasporic experience. Course is repeatable as content or topic changes to a maximum of 8 units. (Active, Effective Fall 2023)

BLKS 135: Incarcerated Black Radicalisms (secondary track)

4 Units, Lecture, 3 hours; extra reading, 1 hour; activity, 2 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. This course engages the political and cultural work of incarcerated Black radical and proto-radical intellectuals in the 20th and early-21st centuries. We will examine how this Black intellectual lineage catalyzes reevaluations, destructions, counter-occupations, abolitions, and/or transformations of the U.S. nation-state, including its durable regimes of (antiblack) domestic and global war. (Under Review)

BLKS 142: Blackness and Carcerality

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): or consent of instructor. Examines the history, contemporary dynamics, key social theories, and social movements focusing on the criminal justice system. Addresses the vast apparatus of surveillance and punishment that constitute its lesser-known aspects including schools, hospitals, immigration detention centers, and various technologies. Cross-listing with ANTH 142E will be active in WI 25. (Active, Effective Fall 2023)

Courses – Track 4:

D) Building Black Liberation

engages the multidisciplinary of activism, community mobilization, and service that cultivates an approach to movement and social justice works as: 1) embodied praxis; 2) an archive of global liberation efforts and future-making strategies; 3) an inquiry into the theories and practices of policy. The required course “Community Internship” will not only reinforce the department’s rootedness in social movements but also enhance the student’s understanding of the theories and practices of community organizing.

BLKS 024: Black Social Dance & Movement(s) 1 (secondary track)

May be taken for 2 or 4 units: Workshop, 3 hours; activity 4 hours, or workshop 3 hours; activities, 9 hours. Prerequisites: None. Practice-based studio course that explores the fundamentals of Black and African Diasporic social dance, and practices that utilize embodied organization (parades, protests, etc). Focusing on a range of dance and movement forms, this course engages presentational and non-presentational forms that are inextricable from Black cultural and political life. Incorporates videos, field trips, and guest visits, in addition to studio time. Can be repeated for a total of 8 units. (Under Review)

BLKS 120: Black Feminism and the Sacred (secondary track)

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior or senior, or consent of instructor. Examines black feminist personal, political, and academic approaches to studying and enlivening the sacred; Considers new questions a black feminist lens raises, disrupts, un-tethers, and builds; Investigates ethics, race, gender, sexuality, class, the arts, aliveness, and futurity supplemented with student-led explorations of contemporary black feminist expressions of the sacred. (Under Review)

BLKS 124: Black Social Dance & Movement(s) 2 (secondary track)

May be taken for 2 or 4 units: Workshop, 3 hours; activity 4 hours, or workshop 3 hours; activities, 9 hours. Prerequisites: upper-division standing or consent of instructor. Advanced practice-based studio course that explores the fundamentals of Black and African Diasporic social dance, and practices that utilize embodied organization (parades, protests, etc). Focusing on a range of dance and movement forms, this course engages presentational and non-presentational forms that are inextricable from Black cultural and political life. Incorporates videos, field trips, and guest visits, in addition to studio time. Can be repeated for a total of 8 units. (Under Review)

BLKS 135: Incarcerated Black Radicalisms

4 Units, Lecture, 3 hours; extra reading, 1 hour; activity, 2 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. This course engages the political and cultural work of incarcerated Black radical and proto-radical intellectuals in the 20th and early-21st centuries. We will examine how this Black intellectual lineage catalyzes reevaluations, destructions, counter-occupations, abolitions, and/or transformations of the U.S. nation-state, including its durable regimes of (antiblack) domestic and global war. (Under Review)

BLKS 144 Artist Healers: Trans Indigenous Medicine and Art Intersections

4 Units, Lecture, 3 hours; extra reading, 1 hour; activity, 2 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines a range of contemporary live performance makers and healers (centered in trans-indigeneity) who call us to question the construction of norms, binaries, borders, and being. Focuses on healing modalities and positioning wellness and political and critical engagement as partners in accessing a radical imaginary. Cross-listing with MHHS will be active in WI 25. (Active, Effective Fall 2023)

BLKS 151: Afrological Improvisation

4 Units, Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines afrological improvisation, a diasporic artform and essential element of jazz. Presents key concepts, pertinent bibliography, and basic discography on jazz since 1950. Covers styles and performers which enables placement in political traditions that draw from Black collective knowledge and engage formations of state, society, and empire. (Active, Effective Fall 2023)

BLKS 155: Black Trans World-Making

4 Units: Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. A gathering of radical Queer imaginaries of Black Trans, Nonbinary, and Intersex Artists and Activists. We explore radical creativity to combat dangerously violent anti-trans cultures, while traversing the Spiritual, empowered, soft, speculative and mysterious of embodied intelligences, and inspired mobilization efforts. Open to artists and writers in all disciplines. (Under Review)

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

Elyse Ambrose, Assistant Professor, Black Study and Department for the Study of Religion (50% appointment)

Kim Yi Dionne, Associate Professor, Black Study and Political Science (Cooperating Faculty)

Anthony Jerry, Assistant Professor, Black Study and Anthropology (50% appointment)

Imani Kai Johnson, Associate Professor, Black Study and Dance (50% appointment)

Desireé Melonas, Assistant Professor, Black Study and Political Science (50% appointment)

Vorris Nunley, Associate Professor, Black Study and English (50% appointment)

Dylan Rodriguez, Professor, Black Study and Media and Cultural Studies (50% appointment)

João Vargas, Professor, Black Study and Anthropology (50% appointment)

Sage Ni'Ja Whitson, Associate Professor, Black Study

Administration

Sage Whitson, Chair

VI. Interdisciplinary Programs

N/A

VII. Projected enrollment

The projected enrollment at the start of the program is a conservative estimate of 30 majors and minors.

VIII. Name of Degree, anticipated number of degrees

BA in Black Study, 60-70 degrees awarded when the Department stabilizes.

IX. Potential Impact of New Program on Existing Programs

Nearly all of the courses in the department are taught by Black Study faculty, so the new program will not substantially impact other departments.

We would like to add that the courses that have been cross-listed thus far have resulted in increased enrollment for those departments and we anticipate that this positive impact will continue in our collaborative works.

X. Resources Required for Start-Up and Operations

Faculty -

Black Study has 9 faculty - seven with 50% appointments, one cooperating faculty, and one 100% appointment. We seek to hire one FTE per our UCOP grant (search currently underway) to begin July 1, 2024. We will seek to hire 1-2 PFP scholars over the next year as well. Our current cooperating faculty member is in Political Science, and many other faculty in other departments have expressed interest in becoming affiliated or cooperating faculty. Our existing courses already include cross-listings with Political Science, Speculative Fictions and Cultures of Science, Department for the Study of Religion, Education, and Anthropology. Our new course proposals include cross-listings with Society, Environment, and Health Equity, Gender and Sexuality Studies, and Medical Health and Humanities. Lastly, we are planning a Lecturer search this spring to supplement the many course releases awarded to our very active faculty.

Teaching Assistants -

Black Study will require 2 TAs in its first year to support the facilitation of our first two introduction courses, BLKS 001 and BLKS 002 (with more to be hired should enrollment dictate). We anticipate that these classes will easily attract at least 75 students across the College.

Staff -

Black Study will require the personnel infrastructure of most established departments. The CHASS Dean has allocated a part-time (24%) FAO shared with SEHE, and we have an enrollment manager, an undergraduate advisor, and temporary analyst. Our newly hired administrative assistant III started this month. We will seek to increase our FAO's part-time allotment to be at least equitable to that of other established CHASS departments and to create a permanent analyst position.

Computer facilities and library resources -

No new resources are required.

Space -

The new department will require two additional faculty office spaces AY 2024-2025, and one shared office for lecturers and PFPF mentees. The CHASS Office of the Dean has identified potential offices in INTN for that purpose. We anticipate the need for two more office spaces in AY 2025-2026. All other BLKS core faculty are current faculty members, who, while jointly appointed, can use existing office facilities. However, it would be preferable to move faculty and staff offices over time in order to consolidate BLKS faculty in the same building and floor. Black Study faculty currently meet in a conference room in INTS shared with SEHE. Also, because of our practice-based and transdisciplinary courses, we will require access to arts studios and facilities and are currently in discussion with Associate Dean Kiril Tomoff to secure this resource.

Plans to Acquire Resources

We will maximize our capacity through collaboration among all the faculty involved in the departmentalization process. We are working with the UCR Foundation Development and CHASS Development officers to identify grant opportunities to fund course development, undergraduate community engagement, research within the major, and developing a low-residency MFA. With our emphasis on futurity and the fact that Foundation funding is concurrently growing with that of the field of Afrofuturism and Black Speculative Arts studies, we anticipate increased opportunities for financial resource.

With UCR Foundation, we have established 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 plan to participate in this year's annual Give Day with hopes to grow our participation and impact yearly.

This summer, we will teach two introduction courses - BLKS 001 and BLKS 002 - which will bring in 52% each of the revenue to the department. BLKS 001 has already been approved to be taught as an online course and will be offered, for the first time, this summer in that form.

Black Study has applied for a MLA Pathways Step Grant for 2024-2025 to support our community engagement courses, to develop new partnerships with activists and arts organizations, and to nurture existing ones. We have established an arts fellowship (The Salt Roads, named after the acclaimed book by Nalo Hopkinson, famed writer and former UCR colleague) will be partially funded by Chair, Sage Whitson AY 2024-2025. We will seek, via temp funds and extramural engagement, sustainable funding for the fellowship in subsequent years.

XI. Internal and External Letters of Support

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 of Support

Marilyn Grell-Brisk
Assistant Project Scientist
CE-CERT
University of California, Riverside

Derick A. Fay
Associate Professor and Acting Chair
Department of Anthropology
University of California, Riverside

The Department of Dance
University of California, Riverside

Jeff Sacks
Professor and Chair
Comparative Literature and Languages

David Lloyd
Distinguished Professor and Chair of English

Melissa M. Wilcox
Professor and Holstein Family and Community Chair of Religious Studies
Department Chair, Department of Religious Studies

Byron D. Ford
Professor of Biomedical Sciences
Associate Dean for Medical Education
UCR School of Medicine

Monica J Carson
Professor and Chair of Biomedical Sciences
S. Sue Endowed Chair in Glial-Neuronal Interactions
University of California, Riverside
School of Medicine

Juliet McMullin
Interim Dean, College of Humanities, Arts, and Social Sciences
Professor, Department of Anthropology
Co-Director Center for Health Disparities Research

Members of Performing Difference
Center for Ideas and Society Faculty Commons Working Group
Donatella Galella, Associate Professor, Theatre, Film, and Digital Production
Crystal Baik, Associate Professor, Gender and Sexuality Studies
María Regina Firmino-Castillo, Assistant Professor, Dance
Kimberly Guerrero, Assistant Professor, Theatre, Film, and Digital Production
Tamara Ho, Associate Professor, Gender and Sexuality Studies
Emily Hue, Assistant Professor, Ethnic Studies
Imani Kai Johnson, Assistant Professor, Dance
Anusha Kedhar, Assistant Professor, Dance
Anthea Kraut, Professor, Dance
Liz Przybylski, Assistant Professor, Dance
Judith Rodenbeck, Associate Professor, Media and Cultural Studies
Setsu Shigematsu, Associate Professor, Media and Cultural Studies
Melissa M. Wilcox, Professor, Religious Studies
Deborah Wong, Professor, Music

Sherryl Vint
Professor and Chair
Department of English

Josh Emmons
Professor and Chair
Creative Writing Department

Yolanda T. Moses
Professor of Anthropology
Former Associate Vice Chancellor, Diversity and Inclusion

Jim Isermann
Professor
Art Department

External Letters of Support

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science
UC Santa Barbara

Mark Anderson
Professor and Chair
Department of Anthropology
University of California, Santa Cruz

Damien M. Sojoyner
Associate Professor
Department of Anthropology
University of California, Irvine

Black Leadership Alliance Council at the University of California

XII. College Faculty Approvals

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.

Proposal for the new undergraduate major in Black Study approved by Faculty Senate May 24, 2022 and approved by the Chancellor June 2, 2022

a. Program faculty

Elyse Ambrose, Assistant Professor, Black Study and Department for the Study of Religion
Kim Yi Dionne, Associate Professor, Black Study and Political Science (Cooperating Faculty)
Anthony Jerry, Assistant Professor, Black Study and Anthropology
Imani Kai Johnson, Associate Professor, Black Study and Dance
Desireé Melonas, Assistant Professor, Black Study and Political Science
Vorris Nunley, Associate Professor, Black Study and English
Dylan Rodriguez, Professor, Black Study and Media and Cultural Studies
João Vargas, Professor, Black Study and Anthropology
Sage Whitson, Associate Professor, Black Study (and was also in Dance at time of approval)

b. Chairs associated with the courses included in the new curriculum

andré carrington, Speculative Fictions and Cultures of Science
Jennifer Syvertsen, Anthropology
Fuson Wang and Carla Mazzio, Medical and Health Humanities
Melissa Wilcox, Department for the Study of Religion

- c. List of chairs whose approvals are pending a faculty vote in Winter 2024

Jennifer Merolla, Political Science (with regards to crosslisting approvals to take effect in Winter 2025)

Appendix A

Letters and Memos of Support

March 29, 2021

Dear Dean McMullin and Professor Vargas:

I write to express my support for the efforts underway to found a Department of Black Study at UC Riverside. I have read the “pre proposal” with great interest, drawing both on my own scholarly commitments with Black Studies, and on my current role of Dean at UC Santa Barbara. In this latter role, I provide leadership and guidance for our own Department of Black Studies, which offers important areas of convergence and future collaboration with the Department that you seek to found.

As the pre proposal text attests, this historic moment provides a unique and urgent context for this effort: from the heightened awareness of racially structured societal inequities that disproportionately impact Black populations, to the steady stream of antiblack violence and related patterns of harm, to the astounding upsurge of Black-led mobilizations, which contest these systemic conditions, and in so doing, open pathways for more just and equitable societal conditions for us all. Although UC Santa Barbara and UC Riverside acted in sync to form their respective Departments some 50 years ago, in response to that prior moment of enabling conditions, we learn from the pre proposal document that forces at UC Riverside converged to keep the Department from persisting and flourishing. Historically constituted openings to meet these needs do not occur often; it is exciting to think that another such moment has emerged.

The Department of Black Studies at UC Santa Barbara is a vibrant space for Black-centered pedagogy, research, and publicly engaged intellectual work, which echoes in many respects the aspirations laid out in the pre proposal. Together with the Center for Black Studies Research (CBSR), the Center for Publicly Engaged Scholarship (CPES), and many other divisional and campus units, the Department has stepped up to engage the acute and chronic intersecting crises of the moment, from the racially disparate impact of the pandemic, to the rise of white supremacist political currents, to environmental racism, to the longstanding plague of antiblack police violence and mass incarceration regimes. As the pre proposal also emphasizes, these units also foreground Black cultural and political creativity, which generates alternative visions for societal organization, and innovative praxis that offers principles and paths forward to guide processes of societal change. The yearlong “Race to Justice” series, organized by UCSB Arts and Lectures, and guided by an advisory committee drawn from our Black Studies community, has offered us a steady stream of inspiration—in the face of dire adversity—along these lines. We can now look forward to a much-deepened relationship of collaboration with UC Riverside, building on our distinctive features, as well as the foundation of common ground that we share.

One further comment is in order, regarding the pre proposal’s stated goal of forming a doctoral program, which would make UCR a leader among the UC campuses of Southern California. We strongly support this initiative, as an essential component of any tier 1 research University, as a crucial step in forging a vibrant Black Study intellectual community, and to widen the “pipeline” for future scholars and teachers in this tradition. At the same time, this element of the pre proposal document reminds us that graduate education is an absolutely critical goal for our own Black Studies department as well. We view our goal, and the one you have outlined, as mutually reinforcing; in addition, we see exciting possibilities for collaboration along these lines—perhaps even thinking together about innovative “next generation” graduate training

programs, which might more fully address the needs and aspirations of future generations of Black intellectuals, and more directly engage the conditions of societal crisis that produced the need for the Black Study department in the first place.

We wish you all the best in your endeavor, and look forward to further exchange as your efforts unfold.

Yours Sincerely,

A handwritten signature in black ink, appearing to read "Charles R. Hale". The signature is fluid and cursive, with the first name "Charles" and last name "Hale" clearly distinguishable.

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science

Marilyn Grell-Brisk, Ph.D.
Assistant Project Scientist
CE-CERT - UC, Riverside

25 March, 2021

Dear Dr. Grell-Brisk:

It was a pleasure to hear about your participation in the effort to start a Department of Black Study at UCR. As Dean of the Bourns College of Engineering, I can attest to the fact that our college has not experienced the success in recruitment and retention of Black students that we desire. We have worked with our Council of Advisors and our NSBE student organization to develop an endowment that will help provide specific professional development resources for Black students such as attending workshops and conferences as well as support an operating budget for their many activities. The NSBE leadership has been advising us during weekly meetings on how to be more effective in our recruitment and retention of Black students.

Across the UC system there is far too little participation of Black students in engineering, even though there are high paying jobs available to engineering graduates. Depending on the goals of the faculty in a future department of Black Study, there could be many opportunities for us to collaborate; and the presence of this department could provide a more welcoming atmosphere for future Black engineering students. Ideally, some of these students will continue on for a Ph.D. in engineering and contribute to the pipeline of Black engineering leaders in the academy. We continue our efforts to hire more Black faculty who serve as role models.

I am strongly supportive of your efforts. Please be aware that I need to be respectful of the faculty-driven process and the role of the academic senate in the development of new degree programs and departments and thus I cannot directly advocate for a new department in another college. I look forward to the opportunity to participate in future discussions if the faculty working on this proposal feel this would be helpful.

Sincerely,



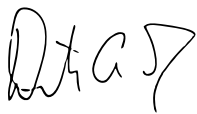
Christopher S. Lynch
Dean Bourns College of Engineering
William R. Johnson Jr. Family Endowed Chair

March 30, 2021

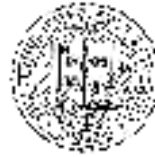
To Whom it May Concern,

I am writing to offer my strongest support for the creation of a Department of Black Study at UC Riverside. The proposed department will articulate with initiatives underway in the Anthropology Department, draw together disparate scholars and students across the university and address longstanding needs and concerns on the campus. It also will facilitate recruitment and retention of Black faculty and students, and generate critical scholarship and pedagogy. Moreover, the proposal articulates a unifying, relational position on Black Study that will position UCR as innovative and transformative, “encompass[ing] but exceed[ing]” conventional disciplines and interdisciplinary models for the field. The proposed department and the scholarly community that it represents deserve the full support of the university, and I hope that you will look favorably on the proposal.

Yours sincerely,

A handwritten signature in black ink, appearing to read "D. A. Fay".

Derick A. Fay, Ph.D.
Associate Professor and Acting Chair
Department of Anthropology
University of California, Riverside, USA



ANTHROPOLOGY DEPARTMENT
361 Social Sciences I
TEL: (831) 459-3320
FAX: (831) 459-5900

SANTA CRUZ, CALIFORNIA 95064

March 26, 2021

To Whom It May Concern:

I am writing this letter to express my support for the creation of a Department of Black Study at UC Riverside. The creation of a department focused specifically on Black Study fulfills a longstanding need and will make UCR visible at the cutting edge of transformative scholarship, pedagogy and praxis concerning the Black Diaspora, critical race theory, and anti-blackness. Based on my graduate experiences of involvement in a program with a focus on the African Diaspora, with a high concentration of Black faculty and students, such a department will serve to enhance community, belonging, success and retention among faculty and students.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Anderson", with a long, sweeping horizontal line extending to the right.

Mark Anderson
Professor and Chair, Department of Anthropology
University of California, Santa Cruz



March 31, 2021

Dear Dean McMullin,

The Department of Dance writes to express its enthusiastic support for the urgently needed Department of Black Study at UCR, recently proposed by the UC Riverside Black Study Initiative (BSI), composed of Inland Southern California community members, staff, students (undergraduate and graduate), and faculty.

The development and resourcing of a Department of Black Study at UCR would be a catalyst for necessary changes on campus and across the UCs in order to fully center and support Black Innovation and Knowledge Production and to ensure that Black voices are a guide for interdisciplinary, intercollegiate and interdepartmental curriculum design and implementation. Such a department will be a critical force on campus, the region, and across the UCs; a center for community building and abolitionist practices and thinking and a home for Black students, staff and faculty who continue to feel marginalized and silenced. While we recognize there are initiatives across campus to hire more Black faculty and to appeal to and retain Black students, a dedicated Department of Black Study will demonstrate and more fully enact UCR's uncompromising pledged commitment to its Black community members, will address past and ongoing grievances of antiblackness and antiblack violence, and will be a powerful step in preventing the continued exodus of Black faculty and students from UCR which has included esteemed scholars Fred Moten, Ashon Crawley and Jayna Brown, among others.

Last summer there was a campus-wide fury to respond to the racial and social justice uprisings spreading across the globe in response to the murders of Breonna Taylor, Ahmaud Arbery, George Floyd, as well as the much less publicized murders of Black Trans folks like Tony McDade and Nina Pop. There was a host of university, college and department pronouncements against state-sanctioned violence and the murder of Black people by the police. In particular, there was immediate response to the *UCR Demands to Administration - Call to Action* that members of the Black Student Union, ASUCR, Sisters Affirming our Socio-Cultural Identities,

and Queer Alliance, and a number of other student organizations sent to Chancellor Wilcox and the UCR administration on May 31, 2020. The list of demands student community members called for included “**The campus-wide support for the Black student community** regarding accountability, educational equity, and increased support services.” We see accountability, equity and support services to include the building and resourcing of a Department of Black Study which, as the “Black Study at UCR” proposal states, would “Bring together a diverse group of dynamic scholars and practitioners of Black Study already at UCR...” and whose self-governing structure would privilege those students, faculty, staff, and Black progressive community members in promoting its own well-being, research/curricular agendas, and advancement.

We too responded to the students’ *Call to Action* and included our own commitment to “**CENTER Black voices, ideas and research, and work diligently to decolonize** the academic canon and the epistemological and methodological praxes in our field and related disciplines, as well as in our graduate and undergraduate curriculum design.” As a faculty largely comprised of Black, and other historically marginalized persons, including Latinx, South Asian, LGBTQ folks and persons of Indigenous descent, an equally diverse student body and staff, and whose curriculum is indebted to African diasporic practices, Black scholarship and theory, we see this as an opportunity for our own department to strengthen its research and curricular endeavors and to be in partnership with a department dedicated to Black Study. With so many faculty and students (many who are not Black), in our department and at UCR, interested and employing Black scholarship, theory, and creative practices, and for there NOT to be an academic department dedicated to this field of research, is a huge contradiction.

As part of UCR’s ongoing efforts to do more than pay lip service to diversity slogans and cliché publications that list our national rankings for social mobility, supporting and fully resourcing a Department of Black Study is a decisive step in the right direction towards a university that embodies and enacts its core values.

As part of these university wide efforts, the Department of dance full-heartedly and without reservation supports a Department of Black Study at UCR.

Sincerely,

The Department of Dance

March 31, 2021

To: João Costa Vargas
Professor, Department of Anthropology

From: Jeff Sacks
Chair, Comparative literature and Languages

Re: Department of Black Study

This is to forward the Department of Comparative Literature and Languages' enthusiastic support for the creation of a Department of Black Study at the University of California, Riverside.

Given the hegemonic and persisting forms of antiblackness, anti-immigrant xenophobia, and racism, and the long histories of violence, coercive social practice, intellectuality, and material-legal institutions, since the founding of the American state and prior to it, the formation of a Department of Black Study appears to us as at once as an intellectual and social imperative.

We wish to underline that this initiative has significant relevancy for a Department of Comparative Literature and Languages. Because Black Study occasions a re-thinking of the forms of thought and intellectual practice in modernity, it compels a renewed attention to the basic categories that attend the practice(s) of reading in literature studies, which is also to say, a renewed attention to terms we understand ourselves to have properly understood, for example: "language," "reading," "poetry," "relation," "history," "philosophy," "religion," "the social," and many others.

We are concerned not only about the marginalization and exclusion of Black thought, literary production, poetics, cinematic intervention, philosophy, and criticality from the University and from departments of Comparative Literature, but also with the ways in which the social forms for intellectual life and practice, in America, can tend to remain derivative of antiblack, racialized terms for social understanding.

For example, in his work *Black Marxism: The Making of the Black Radical Tradition* (1983), Cedric Robinson explained this linkage:

In America, the accommodation of Western historical consciousness to racial ideologies created a particular chain of social misperceptions and historical distortions that endured into the present century [the 20th century]. Not only was popular thought affected but *the very foundations of that American academic thought which first began to mature in the nineteenth century was suffused with racist presumptions* [our emphasis—JS]. The emerging American bourgeoisie, in its mercantile, manufacturing, and plantocratic aspects, was purposefully and progressively achieving its first stages of ideological coherence. The intellectual grounding came to absorb the past of those peopling America as well as their present. The result was the construction of the historical legends that obscured

the origins and character of the republic and the social relations upon which it rested. (p. 76)

Because they enable us to understand the social form of American institutions and “academic thought,” and because they illumine the study of race and antiblackness on a global scale in diverse contexts—“Capitalism we less a catastrophic revolution (negation) of feudalist social orders than the extension of these social relations into the larger tapestry of the modern world’s political and economic relations” (p. 10), Robinson wrote—a Department of Black Study, and the modes of thought and sociality it creates, significantly contribute to the discipline of Comparative Literature and the Department of Comparative Literature and Languages at UC, Riverside.

The Department of Comparative Literature and Languages, its undergraduate students, graduate students, and faculty, will substantially benefit from its collaborations with a Department of Black Study. The forms of thought, critique, and social understanding, which emerge in Black Study, provide a nexus for the critical interrogation of social life; without a Department of Black Study, the College of Humanities, Arts, and Social Sciences remains significantly incapacitated in its desire to produce knowledge about, and also to change, the world in which each of us lives.

Faculty in the Department of Comparative Literature and Languages work in and with a wide variety of languages and literary traditions, including African, Arabic, Chinese, Filipino, French, German, Greek, Italian, Japanese, Korean, Latin, Vietnamese and others. Our work spans periods and media, and so the intervention of the Department of Black Study opens numerous pathways for critical engagement and interaction in our writing, teaching, reading, and scholarship.

In our own department, we are in conversation regarding initiating a major in African Literatures and Languages, and we view the initiative to form a Department of Black Study as a complementary one to our own; while the disciplinary and intellectual terms are distinct from this proposed major, and while the forms of scholarly and pedagogical practice are also distinct, there are moments of mutual overlap and nurturing, and we therefore view this initiative for a Department of Black Study to be in sync without our short- and long-term pedagogical goals, intellectual project, and hiring plans.

We wish to underline the following passage in the proposed frame for this department, forwarded by the conveners of this initiative:

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department will house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Bringing together a diverse group of dynamic scholars and practitioners of Black Study already at UCR, its self-governing structure will emphasize the participation of students, faculty, staff, and Black progressive

community members in decision making regarding all department matters, including admissions, hiring, promotion, tenure, and programming.

Our work and teaching intersects with the frames suggested here; further, we are of the view that the sorts of interaction and intervention that will open with the formation of this new department will lead to collaborations, which we—from our present vantage point, where this department is at once much-needed and still-absent—are not able, yet, to imagine.

Finally, we wish to underline that Black faculty and students at UC, Riverside are significantly harmed by the absence of a Department of Black Study on our campus. The organizers of this initiative write that:

The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. It dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department has contributed to repeated waves of Black faculty departures for other universities, the alienation of Black students and staff from UCR, and a generalized climate of antiblackness.

We affirm this assessment and we share the concern that Black faculty, students, and staff—and faculty, students, and staff of color—have been significantly impacted in manifestly negative and ongoing ways because of the absence of a Department of Black Study at UC, Riverside. The initiative to create this new department, therefore, is at once socially and intellectually urgent, and we very much hope that the various institutional bodies that review this proposal will view it with the same enthusiasm, and with same sense of timely urgency, that we do.

March 29, 2021

Dear Dean McMullin,

The Department of English enthusiastically supports the proposed formation of a Department of Black Study at UCR, believing that it will synergize productively with the research and teaching agenda of our own and other departments in CHASS, will greatly enhance the experience of all students, and especially that of Black students who have long sought the establishment of such a department, and will help to bring UCR's intellectual and departmental profile into line with the most progressive of UC campuses, most of which already have distinct departments of Black, African American or African Diaspora Studies. Moreover, the distinctive way in which a department specifically of *Black Study* promises to put UCR on the leading edge of developments in the field.

As you know, the establishment of such a department is long overdue and grows from a long history of demands and from an equally long history of racism at UCR that caused the dismantling of a Black Studies program and major in 1982. The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. But it dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department, and the history of hostility towards it, have contributed to repeated waves of Black faculty departures for other universities, from which our own department recently suffered, with the loss of three senior and nationally known Black faculty whom we have yet to replace completely, and to the alienation of Black students and staff from UCR within a generalized climate of antiblackness.

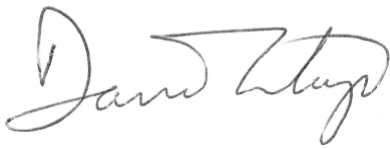
Drawing from Black transformative, queer, trans, and feminist epistemologies, the department promises to house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Imagined in such a way, it is clear to us that a Department of Black Study would intersect with and richly inform the work that we already seek to do in English in studying and teaching about the racial formation of culture from the early modern period to the present. Collectively we have an ongoing commitment to race critical research and anti-racist pedagogy and strive to realize this in our practice. Having a strong and active Department of Black Study can only enhance the work that we seek to do across diverse periods, distinct and intersecting racial histories, and bodies of literature.

Black Study is a transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the

Arts. As Black Study emphasizes insurgent African and Black diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences, it also sets a bar and a model for other scholars to engage with and drives all of us to a sharper conceptualization of the field of race and other intersecting histories of differentiation and racial injustice. While we believe that the establishment of a Department of Black Study is unquestionably and in itself the right thing to do, we also welcome the stimulus it would give to our own thinking and teaching.

We look forward to any further opportunity to vote more formally on this matter, but in the interim are pleased to express our support and our confidence in the colleagues who have shaped this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "David Lloyd". The signature is fluid and cursive, with the first name "David" written in a larger, more prominent script than the last name "Lloyd".

David Lloyd

Distinguished Professor and Chair of English

March 29, 2021

To Whom It May Concern:

The faculty of the Department of Religious Studies unanimously and enthusiastically support the creation of a Department of Black Study at UCR. Black Study is a critically important aspect of our own field, and like many departments on campus we have found ourselves unable to retain faculty members in this field because of precisely the structural challenges pointed to in the petition for the creation of this department – structural challenges that the presence of a well-supported, well-staffed, and thriving Department of Black Study would help to address not only for its own faculty but for scholars of Black Study across the campus.

In the recent past, two scholars of African American religions have been hired at UCR – one in our department and one in English – who left our campus for other positions prior to receiving tenure. Both were leading-edge figures in their fields when they were hired, and both continued meteoric ascents as scholars after their departures from UCR. One went from here to Harvard, and from there to a deanship at Wake Forest; he was recently featured in Henry Louis Gates, Jr.'s documentary on the Black church. The other, one of a small number of leading scholars merging queer studies and Black study in religion, went to the University of Virginia; his second book was just selected as a finalist for the prestigious Lambda Award. While both of these scholars left UCR to pursue excellent opportunities elsewhere, both were looking for those opportunities because UCR was not a place they wished to stay over the long haul. Had the proposed Department of Black Study been in place, there is a reasonable chance they would have chosen differently.

Because of the departure of the first scholar, the second had no colleagues directly in his area of study. Because of both their departures, our undergraduates seeking to study Black religious traditions must seek out independent study courses with those of us qualified to teach them. Graduate students seeking specifically to pursue Black study in religion do not even apply to our department. Just as the lack of a Department of Black Study has had a snowball effect that has reinforced a climate of anti-Blackness at UCR, the creation of such a department would have a snowball effect in combatting that climate. For our students, for our colleagues, for the betterment of the university, and to move UCR forward into the academic future, we join our voices with those of our colleagues in urging that this department be created.

Sincerely,

A handwritten signature in black ink, appearing to read "Melissa M. Wilcox".

Melissa M. Wilcox
Professor and Holstein Family and Community Chair of Religious Studies
Department Chair, Department of Religious Studies

March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I, Byron Ford, Ph.D., want to express our support for the creation of a Black Study Department at UC Riverside. I am Professor of Biomedical Sciences and Associate Dean for Medical Education in the UCR School of Medicine.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR's STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in helping to identify or connect researchers in our department/school that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent of UC Riverside's faculty and students.

As a Black faculty member at UCR, I highly anticipate the wonderful work to come.

With best wishes for success,

A blue ink signature of Byron D. Ford, Ph.D.

Byron D. Ford, Ph.D.
Professor of Biomedical Sciences
Associate Dean for Medical Education
UCR School of Medicine



Monica J Carson, PhD
Professor and Chair of Biomedical Sciences
S. Sue Johnson Presidential Endowed Chair in Glial-Neuronal Interactions
Director, Center for Glial-Neuronal Interactions
Editor-in-Chief, Journal of Neuroinflammation
900 University Ave, 1130 MRB
Riverside, CA 92521
monica.carson@ucr.edu

March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I wish to express my support for the creation of a Black Study Department at UC Riverside.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR's STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be very interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in three areas being discussed:

1. Being a part of developing and/or enhancing research training opportunities for individuals in our department/organization that are interested in a Designated Emphasis in Black Study
2. Disseminating information and marketing of the DE in Black Study to our department/organization
3. Helping to identify or connect researchers in our department/organization that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent and innovative scholarship in an area of need by UC Riverside faculty, fellows and students.

With best wishes for your success
Respectfully,

A handwritten signature in black ink, appearing to be 'MC' followed by a flourish.

Monica J Carson, PhD

August 1, 2021

UCR Academic Senate
Elizabeth Watkins, Provost and Executive Vice Chancellor

Re: Proposal for the Department of Black Study

It is my pleasure to write with enthusiastic support for the establishment of the Department of Black Study. The development of this proposal is in response to student demand as well as campus and national strategic plans. The proposal has also garnered support across campus, students, staff, and faculty in CHASS, including the unanimous support of CHASS's Executive Committee in May 19, 2021. Importantly, it has also received unprecedented support from the broader Riverside community. I unequivocally agree with the Executive Committee and the multitude of other endorsements and encourage its support by the Academic Senate and the campus leadership.

The inspiration for the new department proposal is a combination of the highly successful UCOP sponsored Blackness Unbound Faculty Commons Group and a necessary reckoning of social and institutional antiblackness. The proposal was developed through an inclusive process initiated by the Black Studies Initiative which included over a year of engaging and listening to students, staff, and faculty. It should also be noted, that UCOP continues to support the initiation of this new department as evidenced by UCOP's Advancing Faculty Diversity Program award of \$500,000. This award will support the hiring of four new faculty who would share joint appointments and individual appointments in the Department of Black Study.

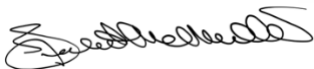
The completed proposal is well developed and provides a strong curriculum from which our students would benefit. As the authors of the proposal note, Black Study, is not a noun but rather a verb that reveals the inclusive, collective, relational, and inter/trans disciplinary research and educational pedagogies. The proposal builds on CHASS's existing strengths in Black, African, and African American Studies through coursework in departments such as Ethnic Studies, History, Political Science, Anthropology, and English. The proposal development committee is also in conversation with Engineering and other STEM fields. These collaborations will continue to foster transdisciplinary research and potentially increase the number of diverse students in the STEM fields. To extend the opportunities for collaboration the committee is also developing new courses that embody the innovative vision of Black Study. The proposal and its FAQs sheet addresses many of the questions regarding its enhancement of existing departments and why this is the time to initiate the Department of Black Study.

I'd like to briefly address the budgetary impact question. The Department of Black Study would be a grounding department in a new administrative unit that would increase enrollment and bring in extramural research funds through collaborations in the Humanities and STEM fields. In anticipation of this proposal, CHASS Dean's Office has developed a plan to reorganize our administrative units. We have calculated that a new administrative unit would cost approximately \$200,000 per year (FAO, Financial Analyst, and Student Support Staff). Note, that in any condition, CHASS would have to create this new unit in the next year or two to address severe understaffing. Our plan is that the Departments of Black Study, Environment,

Sustainability, and Health Equity, Ethnic Studies, and newly extramurally funded research centers would be served by the new administrative unit. Another question with regards to budget is the impact of having faculty with split departmental appointments in CHASS. The design of the Department of Black Study with one perhaps two full time faculty and several split appointment faculty is a successful model that we have seen before, specifically in 2012 with the School of Public Policy. The combination of new courses and cross-listed courses will ensure the integrity of the new department's curriculum and continued support for existing departments. In the short term, existing departments might request an additional lecturer if more than two faculty move 50% of their appointment. Given the proposed curriculum, approximately five lecturers may be required in existing departments which would cost approximately \$50,000 per year. In the long term, new hires will occur in departments where faculty have transferred from as well as in the Department in Black Study. As noted above, UCOP has already supported the hiring of new faculty and split appointment faculty for the new departments. Importantly, Department of Black Study will be highly attractive to UCOP President's Postdoctoral Fellows (PPFP). With the hiring incentive of five years of salary coverage and CHASS's intentional recruitment of PPFP will only strengthen our ability to support our existing and new departments. The new Black Study department, with its anticipated increased enrollments and potential for extramural funding, more than justifies the expense of creating a new unit and split faculty appointments for the first few years and in the long term.

The proposal is innovative in its ability to bring together existing and new strengths into a cohesive departmental plan that centers the active learning and research that reaches across boundaries and provides the knowledge, critical thinking, and collaborative practices that faculty, staff, and students, particularly Black faculty, staff, and students need to be innovators of a society that refuses antiblackness. We are uniquely poised to make UCR a leader in the area of Black Study. Waiting until there are "better times" would only serve to lose the momentum and disenfranchise faculty who are motivated and inspired to meet the needs of our students, communities, and the broader society. I enthusiastically support the creation of a Department of Black Study. It is time for CHASS and campus to clearly demonstrate our innovation and relevance to larger societal concerns not only through the work of individual researchers, but also through the infrastructure of departments that can foster that innovation particularly for Black students, staff, and faculty.

On behalf of the College, thank you for your consideration of this exceptional and timely proposal.



Juliet McMullin, PhD
Interim Dean, College of Humanities, Arts, and Social Sciences
Professor, Department of Anthropology
Co-Director Center for Health Disparities Research

October 24, 2020

Dear Chancellor Wilcox and Interim Dean McMullin,

We are members of the Performing Difference Faculty Commons group who embody and study minoritized difference from performances on stage and screen to performances of everyday life. Founded in 2018, our working group fosters research and relationships across campus so as to sustain and retain our community of scholars and artists.

We write to be in solidarity with the Blackness Unbound Faculty Commons group and to echo their statement dated June 5, 2020: “We call upon the university to invest in the bodily safety, psychic integrity, and empowered futurity of black students through immediate and actionable policy changes.” We urge campus leadership to divest from policing, given the documented harm of these state- and university-authorized violence workers. To create a safer environment, the campus must redirect funding to support Black students, staff, and faculty directly. Finally, we affirm the need for formalizing Black Studies at UC Riverside, and we appreciate Dean McMullin’s dedication to this effort.

Changing campus cops’ costumes is not enough. Creating a campus task force with no experts in police violence is not enough. Liberation requires real transformation.

In solidarity,
Members of Performing Difference

Donatella Galella, Associate Professor, Theatre, Film, and Digital Production
Crystal Baik, Associate Professor, Gender and Sexuality Studies
María Regina Firmino-Castillo, Assistant Professor, Dance
Kimberly Guerrero, Assistant Professor, Theatre, Film, and Digital Production
Tamara Ho, Associate Professor, Gender and Sexuality Studies
Emily Hue, Assistant Professor, Ethnic Studies
Imani Kai Johnson, Assistant Professor, Dance
Anusha Kedhar, Assistant Professor, Dance
Anthea Kraut, Professor, Dance
Liz Przybylski, Assistant Professor, Music
Judith Rodenbeck, Associate Professor, Media and Cultural Studies
Setsu Shigematsu, Associate Professor, Media and Cultural Studies
Melissa M. Wilcox, Professor, Religious Studies
Deborah Wong, Professor, Music

October 13, 2021

Dear Dean Williams and Academic Senate,

I write to express the enthusiastic support of the Department of English for the proposed formation of a Department of Black Study at UC Riverside. We anticipate that this proposed new program will offer important opportunities for collaboration that will enrich our existing programs in English, and that it will enhance the intellectual experience of students across CHASS. Collectively we have an ongoing commitment to race critical research and anti-racist pedagogy and strive to realize this in our practice. Having a strong and active Department of Black Study will enable us to extend this work across cross-disciplinary collaborations and will augment the work that we seek to do across diverse periods, distinct and intersecting racial histories, and bodies of literature.

The proposal for this initiative eloquently demonstrates why such a program of study is urgently needed at this historical moment. At the same time, the proposal also explains why establishing such a program is long overdue, the culmination of decades of work and commitment that has been insufficiently recognized and sustained by administrative structures and budgeting priorities. Our campus prides itself on serving a diverse and under-represented student body, and our institutional shortcomings in relation to Black students and faculty are starkly revealed by the distressing statistics in the proposal that document failed efforts to recruit and retain Black faculty and sustain a thriving Black student population. The English Department regularly recruits graduate students working across diverse fields of enquiry related to Black epistemologies, speculative aesthetics, archives and performances studies, and literary modes, and our efforts to build in this essential area of study have been hampered by the loss of two faculty specializing in Black culture, who separated after failed retention efforts. Thus, the proposed program in Black Study will not only offer us opportunities to form new collaborations with colleagues across disciplines, but it will enhance our own efforts to research and teach issues of racial formation from the early modern period to the present.

Establishing this program in Black Study will also demonstrate the University's commitment to the larger public good and its responsiveness to contemporary social movements that are demanding concrete action to redress the systemic injustice of structural conditions of racism that shape American (and global) life. An effective public university has a responsibility to dedicate itself to producing knowledge that serves the needs of the wider community, and the proposed program in Black Study does not simply add another alternative to existing university curricula, but asks indispensable questions about the epistemologies and practices that guide us in our research overall, calling on us to reimagine them from the point of view of centering Black experience as we reconsider our histories, aesthetic categories, and philosophical commitments. Such knowledge is precisely what is required to produce engaged and informed citizens capable of taking leadership roles in a changing world, and what is needed to ensure that UC Riverside is positioned at the forefront of cutting-edge developments in the humanities and social sciences. It is all the more

important that we do this work on our campus because—as the proposal notes—UC Riverside enrolls the highest number of students who identify as Black/African American across the UC system.

The English Department strongly endorses this proposal not only due to these institutional and cultural contexts, but also because we see immense value in the planned curriculum and governance structure for the program. The curriculum sets a bar and embodies a model for other scholars to engage with and offers methods and theories that provide a sharper conceptualization of the field of race and other intersecting histories of differentiation and racial injustice. Drawing on diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences, it envisions and creates an infrastructure for connecting students and the off-campus community; it promises to integrate the content of Black Study with training to become teachers or lawyers or doctors and thus to reshape those fields via anti-racist praxis; and it continually emphasizes the connections between scholarship and practice in the training that it will provide its students. We concur with the proposal that this initiative to train the next generation of leaders promises to benefit the wider community in myriad ways as it contributes to the vital project of combatting anti-Blackness and inventing civil society anew.

We look forward to any further opportunity to vote more formally on this matter, but in the interim are pleased to express our support and our confidence in the colleagues who have shaped this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sherryl Vint'.

Sherryl Vint

Professor and Chair

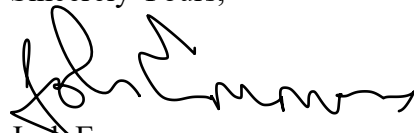
October 14, 2021

Dear Colleagues,

I write to express the Creative Writing Department's support for the creation of a Department of Black Study at the University of California, Riverside. As chair of this department, I am honored to add our voices to the chorus celebrating and endorsing the proposed department's stated aim to "seek dialogue across and beyond institutional boundaries, pursue collaborations and bridges rather than division; embrace cross pollination instead of isolation and exclusivity; engender synthesis instead of antithesis." This comprehensive approach to scholarship that foregrounds the embodiment of Black intellectual traditions, and to furthering our campus's—and the country's—antiracist goals, is welcome and exciting and long overdue, not just when considering the recent nationwide Black Lives Matter movement, but also when considering the country's centuries-long practice of racially motivated violence and discrimination, both overt and covert, explicit and implicit.

We in the Creative Writing Department at UCR look forward to the swift formation of a Department of Black Study, as we are eager to collaborate with and support it as soon as possible. Given its thoroughly and persuasively formulated pre-proposal and FAQ, we believe that it will strengthen and broaden the academic environment of our campus, giving students, faculty and others the opportunity to learn and effect meaningful change here and in the communities of which we are a part.

Sincerely Yours,

A handwritten signature in black ink, appearing to read "Josh Emmons".

Josh Emmons
Chair, Creative Writing Department

August 26, 2021

Dear Black Study Advisory Committee:

I am writing a letter in support of the establishment of a department of Black Study at UC Riverside for several reasons. 1) It is time to revisit the Ethnic Studies Department structure; 2) It is important to create a stand-alone space for Black faculty, staff and students within UCR, and 3) It is important to bring together interdisciplinary Black faculty across the university to make sure that the university and community will benefit from the research, curriculum and scholarly engagements already being carried out in various parts of the university.

I remember reading about the demise of the Black Studies program back in 1985 or so. It was a pattern that was seen all over the United States. In the 1980s, 1990s and into the 21st centuries, ethnic studies programs and departments have been underfunded and marginalized. Started initially as the academic answer to political social justice movements, there was never a centering of Black epistemologies, for example in the academy. This is an opportunity for a transformative department that speaks to the 21st century needs of Black students, faculty and staff along with community members.

Second, this department could provide a stabilizing space, for the deepening of existing Black epistemic ideas and practices as well as the creation of new global ones. Given the deep history of racism in the African diaspora, it is important that there is an institutional Center from which both evolving academic and policy work can be created and disseminated.

Third, it is critical that time and energy will be spent bringing together Black and other faculty to plan together how an interdisciplinary Black Study curriculum can build synergies with other existing and proposed Africana programs. For example, as an anthropologist, our faculty have committed to supporting an African Diaspora option for undergraduate and graduate students in our department. In addition, there is a work group of faculty who have been working on an African Studies program. Those faculty should be invited at this stage to decide how they may want to be involved moving forward. I am excited about the possibility of cross listing courses with this new department; and perhaps developing new ones with other partners.

Please feel free to involve me as chair of the curriculum Committee of the Anthropology Department in any way that you see fit.

Best,

Yolanda T. Moses

Yolanda T. Moses
Professor of Anthropology
Former Associate Vice Chancellor
Diversity and Inclusion



October 13, 2021

To Whom It May Concern:

Please accept this letter as my personal support for the formation of a Department of Black Studies at UCR. Our country's history has a particular and foundational relationship to race, and specifically to the history of Black people. Our systems of governance, economics, education, and culture are all intrinsically tied to this historical context, and so it is an educational benefit - and perhaps imperative - to offer a Department of Black Studies dedicated to exploring and expanding those intrinsic ties. Writers like Ta-Nehisi Coates, Michelle Alexander, and Isabel Wilkerson have given recent voice to just how wide-reaching the tenets of Black Studies are. A comprehensive and contemporary education around economics, or performing arts, or history, or political science in the U.S. demands a dexterity around these tenets.

We are moving toward a more common cultural literacy around critical race theory, and as our students come to campus better prepared to study concepts of culture and identity through this very lens, it is our responsibility as an institution to provide thinkers and researchers engaged with disciplines in Black Studies. The Department of Black Studies will provide dedicated professors and course work which will benefit students across many disciplines, and bring a potential for cultural community experiences like visiting lectures or performances. While splintering the Department of Ethnic Studies poses its own long-term institutional questions about who gets represented and how, one might consider the nurturing of the Department of Black Studies as a possibility model, a pilot for what this sort of specialized discipline might look like within the system in this new decade. Perhaps it will be instructive for other such departments in the future.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jim Isermann".

Professor Jim Isermann
Art Department

UCI School of Social Sciences

Department of Anthropology

3151 Social Science Plaza
Irvine, CA 92697-5100
(949) 824-1207
<https://www.anthropology.uci.edu>

October 5, 2021

Dear Colleagues,

It is a pleasure to write in support of the Department of Black Study at the University of California, Riverside. UC Riverside is the ideal home for the Department of Black Study as the purposefully broad scope of the department encapsulates the main tenants of a world class research university such at UCR. Further, given the global political, social, and economic dynamics of Southern California (and Riverside County in particular), there is a natural coalescence of intellectual and strategic goals between the Department of Black Study and that of UC Riverside as an institutional leader within the region. Perhaps more so than any University of California campus, UC Riverside is a prime location to house and develop such an important and vital undertaking. Over the past 30 years, Riverside County and the surrounding communities including San Bernardino County have become home to a diverse Black population who have family, political and community ties ranging from West Africa to South and Central America to the US South. This relatively recent development is complimented by the strong scholarly record of current UC Riverside faculty who have been at the forefront of pushing the theoretical and methodological paradigmatic boundaries of Black Studies. Such a coupling provides for a strong foundation for the Department of Black Study and without a doubt the department will be one of the preeminent sites of Black Study in the world. Please take this letter as my unconditional support for the Department of Black Study and I look forward to engaging with colleagues within the new space in the near future.

Sincerely,



Damien M. Sojoyner
Associate Professor
Department of Anthropology
University of California, Irvine



To the Leadership of the University of California, Riverside

The Black Leadership Alliance Council at the University of California (BLAC@UC) is pleased to lend its support to the proposed Department of Black Study at the University of California Riverside (UCR).

As a collective of Black Affinity Group leaders from across the University of California, we are committed to the elevation and support of Black students, faculty and staff. As an academic collective that will integrate multidisciplinary and intersectional research, the Department of Black Study would allow for robust collaboration among Black faculty on an undergraduate and graduate level. Beyond academics, we believe that the thoughtful and organized governing would be inclusive and welcoming to UCR's students, staff, alumni and the community.

As a department that existed at UCR until budget cuts in the 1980s mandated its closure, we see the restoration and reimagining of this department as a beginning step to enhancing the Black experience at UCR. The restoration of the Department of Black Study is an expansion of the work that is occurring throughout the University of California, such as UC Santa Cruz and UC San Diego, which recently [established a minor in Black Studies](#) and [major in Black Diaspora and African American Studies](#) respectively. As an institution which highly values cutting edge research, reestablishing an official department with official undergraduate and graduate pathways would place UCR at the forefront in this important area of study.

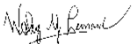
Among many things, 2020 taught America the importance of amplifying Black voices so that we can all move forward together. We humbly believe that the Department of Black Study at UCR is a feasible and pivotal step in the right direction.

Respectfully Submitted,

Black Leadership Alliance Council at the University of California (BLAC@UC)

March 25, 2024

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

FROM: Wesley Leonard, Chair 
CHASS Faculty Executive Committee

CC: Sage Whitson, Chair
Department of Black Study

RE: Proposals for new B.A. and Minor in Black Study to take effect Fall 2024

The College of Humanities, Arts, and Social Sciences Faculty Executive Committee (CHASS FEC) has reviewed the proposals for a new Major (B.A.) in Black Study and for a Minor in Black Study, and endorses both. In March 2023, the CHASS FEC reviewed and implicitly approved earlier proposals for the Black Study Major and Minor. Our strong approval of the final proposals occurs after several informal consultations with the Department of Black Study to confirm the proposals' details and to clarify a few points about courses, which the CHASS FEC has also been reviewing and approving separately.

While the new Major and Minor share some content with other UCR programs, they are distinct in the way they center Black ways of producing and sharing knowledge. The programs substantially engage visual and studio arts (in particular, in Stream 2) in ways that related UCR programs such as African American Studies do not. Both the Major and the Minor include multiple courses that merge the Humanities, Arts, and Social Sciences and disrupt disciplinary boundaries, thereby achieving the programs' objectives of being "concomitantly multi-, trans- and extra-disciplinary". Black Study's learning objectives include that students will be able to "Apply transdisciplinarity as theory and practice to address the social, cultural, and political in the making of Black futures", and we believe that the programs are effectively designed toward this end, such as through the senior capstone project and community engagement component. Although this objective applies specifically to the new Major and Minor, we note that this approach will also serve a wide array of UCR students who take Black Study courses, several of which are cross-listed with other programs including Anthropology; Political Science; Religious Studies; Education, Society, and Human Development; and Medical and Health Humanities Studies.

The CHASS FEC believes the overall structures of the Black Study Major and Minor are well balanced and rigorous. At 56 units, the Major builds on a shared foundation of courses while also allowing flexibility for students to pursue their interests in selecting from an array of upper-division courses and ends with a two-term Senior Capstone. The Major offers 4 tracks, enabling students to specialize in areas such as Black artistry and creativity or Black history and sociality. At 36 units, the Minor mixes foundational and specialized courses. Both the Major and the Minor require that students take at least one dedicated research methods course as well as a community engagement course, which we believe is very important for realizing Black Study's learning objectives.

A shared FAO with the new Department of Society, Environment, and Health Equity has been appointed. A new Administrative Assistant III has also been recently hired. They are both 100% dedicated to the two units. The structural support for the Black Study Major and Minor are also in place.



Academic Senate

COMMITTEE ON EDUCATIONAL POLICY

May 3, 2024

To: Sang-Hee Lee, Chair
Riverside Division

From: Ward Beyermann, Chair
Committee on Educational Policy

Re: Proposed Minor in Black Study

The Committee on Educational Policy (CEP) reviewed the proposed Minor in Black Study at their May 3, 2024 meeting and voted to approve the proposal.

COMMITTEE ON COURSES

April 24, 2024

To: Sang-Hee Lee, Chair
Riverside Division

From: James Flegal, Chair
Committee on Courses

Re: Proposed Minor in Black Study

The Committee on Courses reviewed the proposal for a Minor in Black Study at their April 24, 2024 meeting and were generally supportive of the proposed new minor.


The Committee does note the following concerns with courses proposed to be included in the new minor's curriculum and looks forward to reviewing the proposed BLKS course proposals that have not yet been submitted for approval in CRS:

- BLKS 193A and BLKS 193B are the capstone courses approved in the Course Request System (CRS). A proposal for BLKS 192 has not been approved nor entered in CRS. The Committee recommends that the proposed curriculum be updated to reflect this.
- Proposals for BLKS 114, BLKS 120, BLKS 135, and BLKS 155 has not yet been submitted in CRS. The Committee recommends that proposals be submitted in CRS or the courses be removed from the curriculum as they have not yet been approved.

PLANNING AND BUDGET

April 16, 2024

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 Black Study*

At our meeting on April 16, 2024, the Committee on Planning and Budget (CPB) reviewed the proposed *Minor in Black Study* and had no comments.



Academic Senate

EXECUTIVE COUNCIL

Sang-Hee Lee, Chair

May 13, 2024

To: Riverside Division

From: Executive Council

RE: Proposed Undergraduate Minor in Black Study

Executive Council received the proposal for a new Undergraduate Minor in Black Study during their May 13, 2024 meeting. Council supported the proposed program and had no further comments to add to those provided by responding committees.

Cc: Executive Council

**EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES**

**REPORT TO THE RIVERSIDE DIVISION
May 21, 2024**

To Be Adopted

Proposed Changes to Regulations NR 3.05 - Life Sciences Core Curriculum

PRESENT:

PROPOSED:

~~NR03.05 Life Sciences Core curriculum~~

~~(En 30 May 96)~~

~~NR03.05.01 All students who are life sciences majors (Biochemistry, Biological Sciences, Biology, Botany and Plant Sciences, Entomology, Cell Biology and Neuroscience) will complete a uniform core curriculum prior to advancing to upper division courses not in the core except as provided in NR3.5.7 and NR3.5.8. Specific courses which satisfy the core will be determined by the college Executive Committee. (En 30 May 96)(Am 4 Nov 99)(Am 20 Feb 07)~~

~~NR03.05.02 Biology: 12 units including laboratory. The Biology component of the core will consist of a one year introductory~~

~~biology course sequences. (En 30 May~~

~~96)(Am 20 Feb 07)~~

~~NR03.05.03 Chemistry: 27 units including laboratory. The Chemistry component of the core will consist of a one-year course sequence in general Chemistry (at least 12 units including laboratory) and a one-year course sequence in organic chemistry (at least 12 units including laboratory). (En 30 May 96)(Am 20 Feb 07)~~

~~NR03.05.04 Mathematics: 8 units. The Mathematics component of the course will consist of two courses in calculus. (En 30 May 96)~~

~~NR03.05.05 Physics: 15 units. The Physics component of the core will consist of a one-year general physics course sequence, including laboratory. (En 30 May 96)~~

~~NR03.05.06 Statistics: 2 units. The Statistics component of this core will consist of at least one course in Statistics. (En 30 May 96)~~

~~NR03.05.07 Biochemistry: 4 units. The Biochemistry component of the core will consist of at least one course in elementary~~

~~or introductory biochemistry. This course may be taken concurrently with other upper division life sciences courses as long as they do not have Biochemistry as a prerequisite. (En 30 May 96)~~

~~NR03.05.08 While the intention is that students will complete all of the core courses before proceeding to upper division courses in their major, a student may begin upper division course while the core is still in progress. Up to 12 units of upper division life sciences courses not being used to satisfy the core may be taken prior to completion of the core; permission of an advisory is required to take upper division units in excess of these 12 units. (En 30 May 96)~~

Statement of Purpose and Effect:

[Background on 3.05 Regulation:

- The Life Science Core Curriculum (hereafter referred to as the “Core”) was enacted to provide consistency in the lower division course requirements for majors in the life sciences such as Biology, enable transfer of students to the various tracks within the Biological Sciences major, to involve more faculty in student advising and to provide more consistent student advising (See original proposal from CNAS EC in 1996, included in file titled CNAS NR.3.5 1996 Regulation Change and Justification.pdf).
- In 2023, there are now 7 Life Science undergraduate majors (Biochemistry; Biology; Cell, Molecular and Developmental Biology; Entomology; Microbiology; Neuroscience; Plant Biology) in CNAS, with at least 2 additional majors in the planning stages. The

Biological Sciences major has been in moratorium for several years and is not accepting students.]

[Purpose for elimination from regulations:

- The Core as stated in the regulations is not enforceable and its inclusion in the CNAS regulations is not widely known among life science faculty and programs. We know of no other UCR school or college that has such a Core in their regulations.
 - This proposal is only to remove the text describing the Core from the regulations. It does not propose removing lower division requirements from any major in CNAS.
 - Prerequisites are used to enforce lower division requirements for upper division courses in the various majors, through Banner.
 - The Biological Sciences major has been in moratorium for several years and the need to transfer large numbers of students between majors has decreased.
 - CNAS has a talented staff of professional advisors in the Undergraduate Academic Advising Center that has improved academic advising for all students in the college
- In the absence of the Core regulation, each major will be free to set its own requirements, matched to the needs of their students. Historically, the lower division requirements defined in the Core were established in part to meet the entrance requirements for Medical and other Health Professional schools (although many of those requirements have changed since 1996). Majors that serve students who have these programs as their goal will likely maintain a lower division core that is identical or similar to the existing Core. Other majors that no longer see a need for certain courses may seek to modify their requirements.
- The Core regulation presents roadblocks for establishing new interdisciplinary majors in the general area of Life Sciences where all courses are not required.

Approved by the College of Natural and Agricultural Sciences Faculty Executive Committee (01/23/24)

Section below is for Senate use only

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the

Academic Senate:

Received by Executive Council:

April 1, 2024

April 22, 2024



Academic Senate

COMMITTEE ON EDUCATIONAL POLICY

April 8, 2024

To: Sang-Hee Lee, Chair
Riverside Division

From: Ward Beyermann, Chair
Committee on Educational Policy

Re: Proposed Changes to CNAS Regulations NR 3.05

The Committee on Educational Policy (CEP) reviewed the proposed changes to CNAS Regulations NR 3.05 at their April 5, 2024 meeting and voted to support the changes.



Academic Senate

COMMITTEE ON COURSES

April 3, 2024

To: Sang-Hee Lee, Chair
Riverside Division

From: James Flegal, Chair
Committee on Courses

Re: Proposed Changes to CNAS Regulation NR 3.05

The Committee on Courses reviewed the proposed changes to CNAS Regulation NR 3.05 at their April 3, 2024 meeting and had no concerns related to their charge of courses and instruction.

SCHOOL OF MEDICINE FACULTY EXECUTIVE COMMITTEE

REPORT TO THE RIVERSIDE DIVISION

May 21, 2024

To Be Adopted

Proposed Changes School of Medicine Bylaw ME 05.05.01

PRESENT:

ME 05.05.01

The duty of this Committee is to ~~recommend~~ to the Faculty Executive Committee the promotion of medical students from the first year to the second year, from the second year to the third year, and from the third to the fourth year, as well as ~~recommend~~ students for graduation. This Committee shall determine whether students are making satisfactory progress or shall be required to repeat courses, remediate deficiencies, or be dismissed from the School with consultation from Senior Associate Dean for Medical Education. (Am 21 Feb 2012)(Am 13 October 2016)

PROPOSED:

ME 05.05.01

The duty of the Progress and Promotions Committee is to inform to the Faculty Executive Committee of the promotion of medical students from the first year to the second year, from the second year to the third year, and from the third year to the fourth year, as well as students eligible for graduation. The Progress and Promotions Committee shall determine whether students are making satisfactory progress or shall be required to repeat courses, remediate deficiencies, or be dismissed from the School with consultation from Senior Associate Dean for Medical Education. (Am 21 Feb 2012)(Am 13 October 2016)

Statement of Purpose and Effect: The proposed revision to the duties of the SOM Progress and Promotions Committee clarifies its role and relationship to the SOM Faculty Executive Committee (FEC). The proposed revision also addresses a compliance concern of the Liaison Committee on Medical Education (LCME), the body that accredits allopathic medical schools in the U.S. and Canada.

Approved by the Committee on: SOM Faculty Executive Committee (3/28/2024)
Or

Submitted by Marcus Kaul, PhD., Chair of SOM Faculty Executive Committee (3/28/2024)

Section below is for Senate use only

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

April 5, 2024

Received by Executive Council:

April 22, 2024




Academic Senate

COMMITTEE ON RULES AND JURISDICTION

March 19, 2024

To: Sang-Hee Lee, Chair
Riverside Division

From: Kathleen Montgomery 
Chair, Committee on Rules and Jurisdiction

Re: [Campus Review] (Bylaw Change) Proposed Changes School of Medicine Bylaw ME 05.05.01-Progress & Promotions Committee

The Committee on Rules and Jurisdiction reviewed the proposed changes to the School of Medicine Bylaw ME 05.05.01-Progress & Promotions Committee and are supportive of the changes.

For consistency, R&J requests one small editing fix, to add the word “year” in the phrase “from the third year to the fourth year” so the wording aligns with how it appears earlier in that sentence.

ME 05.05.01

The duty of the Progress and Promotions Committee is to inform to the Faculty Executive Committee of the promotion of medical students from the first year to the second year, from the second year to the third year, and from the third year to the fourth year, as well as students eligible for graduation. The Progress and Promotions Committee shall determine whether students are making satisfactory progress or shall be required to repeat courses, remediate deficiencies, or be dismissed from the School with consultation from Senior Associate Dean for Medical Education. (Am 21 Feb 2012)(Am 13 October 2016)

SCHOOL OF MEDICINE FACULTY EXECUTIVE COMMITTEE

REPORT TO THE RIVERSIDE DIVISION

February 2, 2024

To Be Adopted

Proposed Changes School of Medicine Bylaw ME 05.05.01

PRESENT:

ME 05.05.01

The duty of ~~this~~ Committee is to ~~recommend~~ to the Faculty Executive Committee the promotion of medical students from the first year to the second year, from the second year to the third year, and from the third to the fourth year, as well as ~~recommend~~ students for graduation. ~~This~~ Committee shall determine whether students are making satisfactory progress or shall be required to repeat courses, remediate deficiencies, or be dismissed from the School with consultation from Senior Associate Dean for Medical Education. (Am 21 Feb 2012)(Am 13 October 2016)

PROPOSED:

ME 05.05.01

The duty of the Progress and Promotions Committee is to inform to the Faculty Executive Committee of the promotion of medical students from the first year to the second year, from the second year to the third year, and from the third year to the fourth year, as well as students eligible for graduation. The Progress and Promotions Committee shall determine whether students are making satisfactory progress or shall be required to repeat courses, remediate deficiencies, or be dismissed from the School with consultation from Senior Associate Dean for Medical Education. (Am 21 Feb 2012)(Am 13 October 2016)

Statement of Purpose and Effect: The proposed revision to the duties of the SOM Progress and Promotions Committee clarifies its role and relationship to the SOM Faculty Executive Committee (FEC). The proposed revision also addresses a compliance concern of the Liaison Committee on Medical Education (LCME), the body that accredits allopathic medical schools in the U.S. and Canada.

Approved by the Committee on: SOM Faculty Executive Committee (1/25/2024)
Or

Submitted by Marcus Kaul, PhD., Chair of SOM Faculty Executive Committee (1/25/2024)

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:

March 19, 2024

Received by Executive Council:

(leave blank)

**SCHOOL OF PUBLIC POLICY EXECUTIVE COMMITTEE
REPORT TO THE RIVERSIDE DIVISION
May 21, 2024**

To be adopted:

Proposed Changes to School of Public Policy Bylaws (01 through 06.01)

PRESENT:

PROPOSED:

01

Membership (En 29 Nov. 2011)

[no change]

01.01

The Faculty of the School of Public Policy at the University of California, Riverside consists of (a) the President of the University; (b) the Chancellor; (c) the Executive Vice Chancellor; (d) the Dean of the School of Public Policy; (e) all members of the Academic Senate who are members of the School of Public Policy; (f) other Senate members as may be specified by the bylaws of the Riverside Division of the Academic Senate. (En 29 Nov. 2011)

[no change]

01.02

Faculty members must have at least a 25% appointment in the School to be considered members. Members holding title in the Riverside Agricultural Experiment Station or Cooperative Extension that do not confer Academic Senate membership (e.g. CE Specialist) may attend all meetings of the faculty, have privilege of the floor, and may vote in an advisory capacity on all issues. (En 29 Nov. 2011)(En 4 Dec 2018)

[no change]

02

Officers (En 29 Nov. 2011)

[no change]

02.01

The Officers of the Faculty consist of a Chair, a Vice Chair and a Secretary-Parliamentarian. (En 29 Nov. 2011)

[no change]

02.01.01

The Chair of the Faculty is elected for a 3-year term and is not eligible to ~~succeed~~

02.01.01

The Chair of the Faculty is elected for a 3-year term and is not eligible to serve another

~~herself/himself~~ immediately. 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. (En 29 Nov. 2011)

term immediately. 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. (En 29 Nov. 2011)

[no change]

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. (En 29 Nov. 2011)

No Change

02.01.04

The Chair assumes office on the first day of September following ~~his/her election~~ at a regular election or immediately upon completion of the ballot count at a special election. The Vice Chair takes office immediately upon appointment. (En 29 Nov. 2011)

02.01.04

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

03 Meetings (En 29 Nov. 2011)

[no change]

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. ~~He/she 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. (En 29 Nov. 2011)

03.01

Meetings may be 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. The faculty meeting may be chaired by the Chair of the Faculty or by the Vice Chair. (En 29 Nov. 2011)

03.01.01

A quorum consists of ~~50%~~ of the members of the Faculty. (En 29 Nov. 2011)

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. (En 29 Nov. 2011)

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. (En 29 Nov. 2011)

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. (En 29 Nov. 2011)

03.01.05

The minutes of every meeting of the Faculty (~~with the exception of those concerned with personnel matters~~) 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 meetings. Opportunities for review and/or comment of the departmental letter are as prescribed in the APM. (En 29 Nov. 2011)

04 Committees (En 29 Nov. 2011)

03.01.01

A quorum consists of 67% of the members of the Faculty. (En 29 Nov. 2011)

[no change]

03.01.03

The Chair of the Faculty will send, prior to a faculty meeting called by the Chair of the Faculty or by the Executive Committee, 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 School or vote on proposals to 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 called by the Chair of the Faculty or by the Executive Committee. 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. (En 29 Nov. 2011)

03.01.05

The minutes of every meeting of the Faculty called by the Chair of the Faculty or by the Executive Committee shall be sent to every member of the Faculty within one week following the meeting. When personnel matters are part of a Faculty meeting, the minutes of that meeting must comply with confidentiality requirements regarding circulation of the minutes to Faculty members granted access for personnel matters. (En 29 Nov. 2011)

04.01

There shall be an Executive Committee consisting of at least ~~four (4)~~ faculty members and the Chair of the Faculty. The Dean of the School of Public Policy will serve as an ex officio member of this committee. The committee may also include advisory (non-voting) student representatives [as provided in Bylaw PP4.1.6] (En 29 Nov. 2011)(En 4 Dec 2018)

04.01.01

The faculty of the School of Public Policy will elect the ~~four (4)~~ representatives to the Executive Committee. (En 29 Nov. 2011)

04.01.02

The term of office of members of the Executive Committee is three years. (En 29 Nov. 2011)

04.01.03

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 School. 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. (En 29 Nov. 2011)

04.01.04

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 ~~she/he~~ 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

04.01

There shall be an Executive Committee consisting of at least two (2) faculty members and the Chair of the Faculty. The Dean of the School of Public Policy will serve as a non-voting ex officio member of this committee. The committee may also include advisory (non-voting) student representatives [as provided in Bylaw PP4.1.6] (En 29 Nov. 2011)(En 4 Dec 2018)

04.01.01

The faculty of the School of Public Policy will elect the two (2) representatives to the Executive Committee. (En 29 Nov. 2011)

[no change]

[no change]

04.01.04

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 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 Executive Committee. (En 29 Nov. 2011)

the Faculty with the advice and consent of the Executive Committee. (En 29 Nov. 2011)

04.01.05

The Executive Committee has the following functions: (En 29 Nov. 2011)

[no change]

04.01.05.01

The Executive Committee has the ~~general oversight of the academic welfare and discipline of students in the School and the~~ power to bring before the Faculty any matter that the Committee deems advisable. (En 29 Nov. 2011)

04.01.05.01

The Executive Committee has the power to bring before the Faculty any matter that the Committee deems advisable. (En 29 Nov. 2011)

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. (En 29 Nov. 2011)~~

04.01.05.02

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 will report all degrees approved to the Riverside Division of the Academic Senate. (En 29 Nov. 2011)

04.01.05.03

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. (En 29 Nov. 2011)

04.01.05.04

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

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.

04.01.05.05

The Executive Committee acts for the Faculty in making recommendations to the Riverside Division of the Academic Senate regarding courses. (En 29 Nov. 2011)

04.01.05.04

The Executive Committee acts for the Faculty in making recommendations to the Riverside Division of the Academic Senate regarding SPP instructional programs and courses.

04.01.06

~~At the beginning of each academic year, the SPP Executive Committee will request that the Legislative Council of the Associated Students and the Graduate Student Council each select a student representative must be majoring in SPP's Public Policy program, and the graduate representative must be in SPP's MPP program. (En 4 Dec 2018)~~

05 Election and Balloting (En 29 Nov. 2011)

No change]

05.01

Elections are conducted as specified in PP2.1.1, PP4.1.3. (En 29 Nov. 2011)

[no change]

05.01.01

Balloting on measures referred to the whole Faculty of the School by action of a meeting of the Faculty called by the Chair of the Faculty or by the Executive Committee 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. (En 29 Nov. 2011)

[no change]

06

Amendments and Suspensions of Bylaws and Regulations (En 29 Nov. 2011)

[no change]

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. (En 29 Nov. 2011)

[no change]

Statement of Purpose and Effect:

The School of Public Policy bylaws were written in 2011 as a required part of the application to create the School. Most of the original bylaw provisions were based on existing bylaws from other UCR colleges. The proposed changes reflect current practices in SPP so are needed to make them consistent with how SPP governance.

Approved by the SPP Faculty Executive Committee: February 21, 2024

Or

Submitted by _Richard M. Carpiano (SPP FEC Chair)__: February 21, 2024

Section below is for Senate use only

The Committee on Rules and Jurisdiction finds the
wording to be consistent with the code of the

Academic Senate:

Received by Executive Council:

March 19, 2024

April 22, 2024



School of Public Policy
University of California, Riverside
INTS 4133 | 900 University Ave
Riverside, CA 92521

TO: Sang-Hee Lee, Chair
Riverside Division

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

RE: Revised and Resubmitted Proposed Bylaw Changes, School of Public Policy

Date: February 22, 2024

The Faculty Executive Committee of the School of Public Policy (SPP) wishes to resubmit for Senate review and approval the attached revised proposed SPP bylaw changes.

We appreciate the Committee on Rules & Jurisdiction (R&J)'s comments on the previous draft, which we have addressed in this resubmission. Beyond these responses to the Senate review's requests, we have no additional comments to submit.

The eight specific issues raised by R&J and our changes (in bold type) are as follows:

1. 02.01.01: "R&J is requesting that any proposal for bylaw revisions avoid the use of pronouns. Thus, suggested rephrasing: 'The Chair of the Faculty is elected for a 3-year term and is not eligible to serve another term immediately.'"

Response: We have inserted this suggested language verbatim.

2. 02.01.04: "R&J is requesting that any proposal for bylaw revisions avoid the use of pronouns. Thus, suggested rephrasing: 'The Chair assumes office on the first day of September following a regular election.'"

Response: The revised language is now:

"The Chair assumes office on the first day of September following a regular election or immediately upon completion of the ballot count at a special election."

3. 03.01.03: “As changes to the bylaws require external approval, suggest slight wording change to second sentence: ‘The Faculty shall not change curricular requirements or approve changes to these bylaws...’

**Response: The language in the second sentence has been changed to now read as
“The Faculty shall not change curricular requirements of the School or vote on proposals to change these bylaws...”**

4. Question (re: 03.01.03): What does it mean to say ‘curricular requirements of the Division’? Perhaps rephrase to state **curricular requirements of the School.**”

Response: The language now states “curricular requirements of the School”

5. 03.01.05: For clarity, please add within one week following the meeting.

Response: Language added such that the sentence now reads as:

“The minutes of every meeting of the Faculty called by the Chair of the Faculty or by the Executive Committee shall be sent to every member of the Faculty within one week following the meeting.”

6. R&J also recommends adding a second sentence to this (above) bylaw with regards to personnel matters in the minutes: “When personnel matters are part of a Faculty meeting, the minutes of that meeting must comply with confidentiality requirements regarding circulation of the minutes to Faculty members granted access for personnel matters.”

Response: Sentence now added verbatim.

7. 04.01: “Please clarify if the Dean of the School of Public Policy is a voting or non-voting ex officio member of the Executive Committee.”

Response: The revised language now states that:

“The Dean of the School of Public Policy will serve as a non-voting ex officio member of this committee.”

8. 04.01.04: “R&J is requesting that any proposal for bylaw revisions avoid the use of pronouns. Thus, suggested rephrasing: Second sentence, please replace **she/he** with **the member**.

Response: “she/he” has now been replaced with “the member.”

Thank you for your attention in this matter.

Sincerely,

A handwritten signature in black ink that reads "Richard M. Carpiano". The signature is written in a cursive, flowing style with a large initial 'R'.

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy

Cc: Nicole Jimenez, SPP Faculty Executive Committee Liaison



Academic Senate

EXECUTIVE COUNCIL

Sang-Hee Lee, Chair

January 11, 2024

To: Richard Carpiano, Chair, SPP Faculty Executive Committee

From: Sang-Hee Lee, Chair Executive Council 

RE: Proposed Changes to School of Public Policy Bylaws 01 through 06.01

Dear Richard,

Executive Council discussed the [subject proposal](#) as part of the January 8, 2024 agenda.

Council had no comments to add to those provided by the Committee on Rules & Jurisdiction.

I have attached this feedback from the committee for your consideration in a revised proposal.

Thank you.


Cc: Nicole Jimenez, SPP Faculty Executive Committee Liaison



COMMITTEE ON RULES AND JURISDICTION

Date: December 4, 2023

To: Sang-Hee Lee, Chair
Riverside Division

From: Kathleen Montgomery 
Chair, Committee on Rules and Jurisdiction

Re: [Campus Review] Bylaw Change: School of Public Policy Bylaws 01 through 06.01

The Committee on Rules and Jurisdiction has carefully considered the proposed changes to the School of Public Policy Bylaws 01 through 06.01. The Committee appreciates that the proposed changes are to reflect current practices in SPP to make them consistent with current governance. With this understanding, the committee would like to suggest the following revisions to maintain bylaw clarity and consistency.

02.01.01

R&J is requesting that any proposal for bylaw revisions avoid the use of pronouns. Thus, suggested rephrasing:

The Chair of the Faculty is elected for a 3-year term and is not eligible to serve another term immediately.

02.01.04

R&J is requesting that any proposal for bylaw revisions avoid the use of pronouns. Thus, suggested rephrasing:

The Chair assumes office on the first day of September following a regular election.

03.01.03

As changes to the bylaws require external approval, suggest slight wording change to second sentence:

The Faculty shall not change curricular requirements or approve changes to these bylaws...”
Question: What does it mean to say “curricular requirements **of the Division**”? Perhaps rephrase to state **curricular requirements of the School**.

03.01.05

For clarity, please add within one week **following the meeting**.

R&J also recommends adding a second sentence to this bylaw with regards to personnel matters in the minutes: “When personnel matters are part of a Faculty meeting, the minutes of that meeting must comply with confidentiality requirements regarding circulation of the minutes to Faculty members granted access for personnel matters.”

04.01

Please clarify if the Dean of the School of Public Policy is a **voting or non-voting** ex officio member of the Executive Committee.

04.01.04

R&J is requesting that any proposal for bylaw revisions avoid the use of pronouns. Thus, suggested rephrasing:

Second sentence, please replace **she/he** with **the member**.

Received
October 25, 2023
Academic Senate



School of Public Policy
University of California, Riverside
INTS 4133 | 900 University Ave
Riverside, CA 92521

TO: Sang-Hee Lee, Chair
Riverside Division

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

RE: Proposed Bylaw Changes, School of Public Policy

Date: October 25, 2023

The Faculty Executive Committee of the School of Public Policy (SPP) wishes to submit for Senate review and approval the attached proposed SPP bylaw changes. Thank you for your attention in this matter.

Sincerely,

A handwritten signature in black ink that reads "Richard M. Carpiano".

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy

EXECUTIVE COMMITTEE
SCHOOL OF PUBLIC POLICY
REPORT TO THE RIVERSIDE DIVISION
October 12, 2023

To be adopted: Proposed Bylaw Changes

PRESENT:

PROPOSED:

01

Membership (En 29 Nov. 2011)

[no change]

01.01

The Faculty of the School of Public Policy at the University of California, Riverside consists of (a) the President of the University; (b) the Chancellor; (c) the Executive Vice Chancellor; (d) the Dean of the School of Public Policy; (e) all members of the Academic Senate who are members of the School of Public Policy; (f) other Senate members as may be specified by the bylaws of the Riverside Division of the Academic Senate. (En 29 Nov. 2011)

[no change]

01.02

Faculty members must have at least a 25% appointment in the School to be considered members. Members holding title in the Riverside Agricultural Experiment Station or Cooperative Extension that do not confer Academic Senate membership (e.g. CE Specialist) may attend all meetings of the faculty, have privilege of the floor, and may vote in an advisory capacity on all issues. (En 29 Nov. 2011)(En 4 Dec 2018)

[no change]

02

Officers (En 29 Nov. 2011)

[no change]

02.01

The Officers of the Faculty consist of a Chair, a Vice Chair and a Secretary-Parliamentarian. (En 29 Nov. 2011)

[no change]

02.01.01

The Chair of the Faculty is elected for a 3-year term and is not eligible to succeed

herself/himself immediately. 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. (En 29 Nov. 2011)

[no change]

02.01.02

The Vice Chair is chosen by the Executive Committee from among its membership. The term of office is three years. (En 29 Nov. 2011)

[no change]

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. (En 29 Nov. 2011)

[no change]

02.01.04

The Chair assumes office on the first day of September following his/her election at a regular election or immediately upon completion of the ballot count at a special election. The Vice Chair takes office immediately upon appointment. (En 29 Nov. 2011)

[no change]

03 Meetings (En 29 Nov. 2011)

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. ~~He/she 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. (En 29 Nov. 2011)

03.01

Meetings may be 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. The faculty meeting may be chaired by the Chair of the Faculty or by the Vice Chair. (En 29 Nov. 2011)

03.01.01

03.01.01

A quorum consists of ~~50%~~ of the members of the Faculty. (En 29 Nov. 2011)

A quorum consists of two-thirds of the members of the Faculty. (En 29 Nov. 2011)

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. (En 29 Nov. 2011)

[no change]

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. (En 29 Nov. 2011)

03.01.03

The Chair of the Faculty will send, prior to a faculty meeting called by the Chair of the Faculty or by the Executive Committee, 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. (En 29 Nov. 2011)

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. (En 29 Nov. 2011)

03.01.04

These bylaws constitute primary rules of order for meetings of the Faculty called by the Chair of the Faculty or by the Executive Committee. 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. (En 29 Nov. 2011)

03.01.05

The minutes of every meeting of the Faculty (~~with the exception of those concerned with personnel matters~~) 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 meetings. Opportunities for review and/or comment of the departmental letter are as prescribed in the APM. (En 29 Nov. 2011)

03.01.05

The minutes of every meeting of the Faculty called by the Chair of the Faculty or by the Executive Committee shall be sent to every member of the Faculty within one week. (En 29 Nov. 2011)

04 Committees (En 29 Nov. 2011)

[no change]

04.01

There shall be an Executive Committee consisting of at least ~~four (4)~~ faculty members and the Chair of the Faculty. The Dean of the School of Public Policy will serve as an ex officio member of this committee. The committee may also include advisory (non-voting) student representatives [as provided in Bylaw PP4.1.6] (En 29 Nov. 2011)(En 4 Dec 2018)

04.01.01

The faculty of the School of Public Policy will elect the ~~four (4)~~ representatives to the Executive Committee. (En 29 Nov. 2011)

04.01.02

The term of office of members of the Executive Committee is three years. (En 29 Nov. 2011)

04.01.03

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 School. 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. (En 29 Nov. 2011)

04.01.04

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 she/he 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 Executive Committee. (En 29 Nov. 2011)

04.01

There shall be an Executive Committee consisting of at least two (2) faculty members and the Chair of the Faculty. The Dean of the School of Public Policy will serve as an ex officio member of this committee. The committee may also include advisory (non-voting) student representatives [as provided in Bylaw PP4.1.6] (En 29 Nov. 2011)(En 4 Dec 2018)

04.01.01

The faculty of the School of Public Policy will elect the two (2) representatives to the Executive Committee. (En 29 Nov. 2011)

[no change]

[no change]

[no change]

04.01.05

The Executive Committee has the following functions: (En 29 Nov. 2011)

[no change]

04.01.05.01

~~The Executive Committee has the general oversight of the academic welfare and discipline of students in the School and the power to bring before the Faculty any matter that the Committee deems advisable. (En 29 Nov. 2011)~~

04.01.05.01

The Executive Committee has the power to bring before the Faculty any matter that the Committee deems advisable. (En 29 Nov. 2011)

~~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. (En 29 Nov. 2011)~~

04.01.05.02

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 will report all degrees approved to the Riverside Division of the Academic Senate. (En 29 Nov. 2011)

04.01.05.03

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. (En 29 Nov. 2011)

04.01.05.04

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

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.

04.01.05.05

The Executive Committee acts for the Faculty in making recommendations to the Riverside Division of the Academic Senate regarding courses. (En 29 Nov. 2011)

04.01.05.04

The Executive Committee acts for the Faculty in making recommendations to the Riverside Division of the Academic Senate regarding SPP instructional programs and courses.

04.01.06

~~At the beginning of each academic year, the SPP Executive Committee will request that~~

~~the Legislative Council of the Associated Students and the Graduate Student Council each select a student representative must be majoring in SPP's Public Policy program, and the graduate representative must be in SPP's MPP program. (En 4 Dec 2018)~~

05 Election and Balloting (En 29 Nov. 2011)

[no change]

05.01

Elections are conducted as specified in PP2.1.1, PP4.1.3. (En 29 Nov. 2011)

[no change]

05.01.01

Balloting on measures referred to the whole Faculty of the School by action of a meeting of the Faculty called by the Chair of the Faculty or by the Executive Committee 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. (En 29 Nov. 2011)

[no change]

06

Amendments and Suspensions of Bylaws and Regulations (En 29 Nov. 2011)

[no change]

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. (En 29 Nov. 2011)

[no change]

Statement of Purpose and Effect:

The School of Public Policy bylaws were written in 2011 as a required part of the application to create the School. Most of the original bylaw provisions were based on existing bylaws from other UCR colleges. The proposed changes reflect current practices in SPP so are needed to make them consistent with how SPP governance.

Approved by the Committee on_October 15, 2023_____:

Or

Submitted by _Richard M. Carpiano, SPP FEC Chair_____ (individual name):

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:

(leave blank)

Received by Executive Council:

(leave blank)

**GRADUATE COUNCIL
REPORT TO THE RIVERSIDE DIVISION
May 21, 2024**

To be adopted

Proposed changes to Graduate Council Bylaws 8.14.02

PRESENT:

08.14.01

Purpose. The Graduate Council reviews and sets policy regarding graduate academic affairs on the Riverside campus. (Am 27 May 14)(Am 1 Dec 15)

08.14.02

Membership. This committee consists of at least fifteen members of the Division, including at least one member from each school and college. The Committee on Committees will make every attempt to include representation from each of the Professional Schools. The Dean of the Graduate Division serves as a non-voting ex officio and may not serve as Chair or Vice Chair of the Council. One member of the committee will serve as the Divisional representative to the University Coordinating Committee on Graduate Affairs. (Am 5 Nov 87) (Am 29 May 97) (Am Nov 02)(Am 17 Feb 09)(Am 1 Dec 15)(Am 30 Nov 21)

08.14.03

Duties. It is the duty of this committee to:

08.14.03.01

Make recommendations to the Coordinating Committee on Graduate Affairs, with the prior approval of the Division, concerning (a) the qualifications of departments and graduate curricula for initiating new programs leading to existing graduate degrees, and (b) the establishment of new graduate degrees;(Am 1 Dec 15)

PROPOSED:

No Change

08.14.02

Membership. This committee consists of at least fifteen members of the Division, including at least one member from each school and college. The Committee on Committees will make every attempt to include representation from each of the Professional Schools. The Vice Provost and Dean of Graduate Studies serves as a non-voting ex officio and may not serve as Chair or Vice Chair of the Council. One member of the committee will serve as the Divisional representative to the University Coordinating Committee on Graduate Affairs. (Am 5 Nov 87) (Am 29 May 97) (Am Nov 02)(Am 17 Feb 09)(Am 1 Dec 15)(Am 30 Nov 21)

No Change

No Change

08.14.03.02 Coordinate the procedures in the Division relating to the conferring of degrees higher than the Bachelor's Degree;(Am 1 Dec 15)	No Change
08.14.03.03 Set policies and standards for admission to graduate status; (En 20 Mar 75)(Am 1 Dec 15)	No Change
08.14.03.04 Set standards for appointment of graduate students to be Teaching Assistants, Teaching Fellows, Research Assistants, and recipients of University Fellowships; (En 20 Mar 75)(Am 1 Dec 15)	No Change
08.14.03.05 Admit qualified students to candidacy for graduate degrees;(Am 1 Dec 15)	No Change
08.14.03.06 Recommend the award of fellowships and graduate scholarships, including honorary traveling fellowships, according to the terms of the various foundations;(Am 1 Dec 15)	No Change
08.14.03.07 Appoint committees in charge of candidates' studies, who shall certify that every candidate recommended for a higher degree has fulfilled the requirements of the University pertaining to that degree;(Am 21 Nov 06)(Am 1 Dec 15)	No Change
08.14.03.08 Supervise the conduct of public and other examinations for higher degrees;(Am 1 Dec 15)	No Change

08.14.03.09 Make final report to the Division on the conferring of graduate degrees;(Am 1 Dec 15)	No Change
08.14.03.10 Conduct periodic peer reviews (internal or extramural) of continuing graduate degree programs; and regulate in other ways the work of the Graduate Division, with a view to the promotion of research and learning; (Am 29 May 97)(Am 1 Dec 15)	No Change
08.14.03.11 Report and make recommendations to the Division on matters pertaining to graduate work;(Am 1 Dec 15)	No Change
08.14.03.12 Advise the Chancellor concerning relations with educational and research foundations; Limit at its discretion the number of credit hours of students who are employed; (Am 29 May 97)(Am 1 Dec 15)	No Change
08.14.03.13 Make rules governing the form of presentation and the disposal of dissertations;(Am 1 Dec 15)	No Change
08.14.03.14 Recommend and supervise all graduate courses of instruction in the Division. In discharging this responsibility, the Graduate Council presents its recommendations on courses to the Committee on Courses. (Am 26 Apr 79)(Am 1 Dec 15)	No Change
08.14.03.15 Set policy and standards for appointment of postdoctoral scholars or their academic equivalent and for their enrollment by the	No Change

Graduate Division.(Am 21 Nov 06)(Am 1
Dec 15)

Approved by the Graduate Council: 3/20/2024

Statement of Purpose and Effect:

Updating Graduate Dean to new title of Vice Provost & Dean of Graduate Studies.

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the
Academic Senate: April 11, 2024
Received by Executive Council: 4/22/2024

**EXECUTIVE OFFICE OF THE ACADEMIC SENATE
REPORT TO THE RIVERSIDE DIVISION
May 21, 2024**

To be adopted

Proposed changes to Bylaw 08.01.05 – Appointment and Tenure

PRESENT:

PROPOSED:

08.01

Appointment and Tenure

No Change

08.01.01

Subject to approval by the Division and unless otherwise stated, the Committee on Committees of the Division appoints committees and designates their Chairs and vice Chairs, if any, from among the appointed members of those committees. An appointee may be Chair of but one standing committee in any one year. (Am 22 Oct 73)

No Change

08.01.02

Standing committees are appointed each year not later than June first to serve from the first day of September until the following August thirty-first. (Am 5 Feb 87)

No Change

08.01.03

Any standing or special committee that does not have a vice Chair appointed by the Committee on Committees may appoint a vice Chair from among its members. Service as vice Chair of a committee does not imply that the vice Chair will succeed the Chair. (En 22 May 2007)

No change

08.01.04

Special committees are appointed each year not later than June first to serve from the first day of September until the following August thirty-first, unless (1) a definite term of existence is specified in the enabling act or (2) the term of existence is continued by appropriate action of the Division. (Am 5 Feb 87)(Am 30 May 06)(Am 22 May 07)

No change

08.01.05

With the exception of membership on the Committee on Distinguished Teaching,

08.01.05

With the exception of membership on the Committee on Distinguished Teaching,

Committee on Distinguished Campus Service Award, ~~or~~ Committee on Faculty Research Lecturer, ~~college executive committee~~, or unless otherwise specified in these Bylaws, no individual shall simultaneously be a member of more than one standing Committee. (En 30 May 06)(Am 22 May 07)

Committee on Distinguished Campus Service Award, Committee on Faculty Research Lecturer, College/School/Division Executive Committee, ad hoc committees, or unless otherwise specified in these Bylaws, no individual shall simultaneously be a member of more than one standing Committee. (En 30 May 06)(Am 22 May 07)

08.01.06

Unless otherwise specified in these Bylaws, no individual shall serve as chair of the same standing committee for more than two (2) consecutive years, but shall become eligible to serve again after a lapse of one year.(En 30 May 06)(Am 22 May 07)

No change

Statement of Purpose and Effect: Editorial changes and adding ad hoc committees to the list of committees that can be served on simultaneously with a standing committee.

Submitted by: Academic Senate Executive Office

Approved by Committee on Committees: 4/4/24

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: April 1, 2024

Received by Executive Council: 4/22/2024