



Department of Society,  
Environment, and Health Equity  
900 University Avenue  
Riverside, CA 92521

January 16, 2024

**TO: Chair Sang-Hee Lee**

**RE: Proposed Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCH])**

cc: Wesley Leonard (Chair, CHASS FEC), Gabrielle Brewer (CHASS FEC), Daryle Williams (CHASS Dean), Gloria González-Rivera (CHASS Associate Dean)

Dear Chair Lee;

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

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

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

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

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

Sincerely,

A handwritten signature in black ink, consisting of a stylized 'D' followed by a series of connected loops and a horizontal stroke at the end.

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

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Re: Proposed B.A. in Global and Community Health**

The Committee on Educational Policy (CEP) reviewed the proposed B.A. in Global and Community Health at their December 1, 2023 meeting and voted to support the proposal.

We thank the committee for your review.

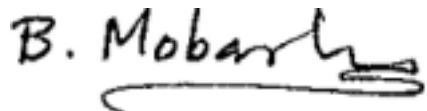
## **CNAS FACULTY EXECUTIVE COMMITTEE**

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "B. Mobasher", with a horizontal line underneath.

Bahram Mobasher, Ph.D

Chair, Faculty Executive Committee College of Natural and Agricultural Sciences

While we appreciate the CNAS FEC's attention and comments, we will leave aside discussion of the department name, as this lies outside of the issue under review and the Department of Society, Environment and Health Equity already was approved by Senate Divisional vote in February 2023. (N.B. We actually removed the word 'sustainability' from our proposed

department name in 2022 in response to requests by multiple CNAS faculty, department chairs and Divisional Dean of Agricultural and Natural Resources. We worked hard to integrate and accommodate CNAS suggestions and preferences; there seems to have been a difference of opinion within CNAS on this question, which we are not able to resolve.)

## **COMMITTEE ON COURSES**

From: James Flegal, Chair  
Committee on Courses

### **Re: Proposed B.A. in Global and Community Health**

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

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

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

#### **Suggested course sequencing for four-year students:**

First and second year: Complete SEHE 002 and lower-division major requirements (1.a, 1.b, 1.c, and 1.d) in addition to the university and college requirements. Third year: SEHE 101, SEHE 105 or SEHE 106, two courses for requirement 2.c, and one for requirement 2.d. Fourth year: Two remaining courses for requirement 2.c and a capstone course.

#### **Suggested course sequencing for transfer students and students changing majors:**

First year: SEHE 002 (must be completed before enrolling in SEHE 101), SEHE 101, SEHE 105 or 106, two courses for requirement 2.c.. Second year: Two remaining courses for requirement 2.c., one for 2.d., and a capstone course. Lower-division requirements 1.b, 1.c and 1.d can be spread between the first and second year.

- Ensure that course proposals for the following courses proposed to be included in the major’s curriculum are entered into CRS in a timely manner as all courses listed in the proposed curriculum do need to receive final approval by the Committee on Courses before the curriculum can be published in the catalog: SEHE 002, SEHE 101, SEHE 101S, SEHE 110, SEHE 11/HIST 111, SEHE 115, SEHE 120, SEHE 160, SEHE 161, SEHE 162, SEHE 170/SOC 183H, SEHE 174, SEHE 181/ANTH 144N, SEHE 182/ANTH 144N; SEHE 185, SEHE 189, SEHE 193, SEHE 195H, SEHE 198I, SEHE 198G/LABR 198G

Proposals for these courses and cross-listings have been submitted to the enrollment manager for the committee’s consideration in the upcoming course proposal review cycle. Two course proposals (SEHE 193 and SEHE 198G) will be submitted off-cycle with

an extension request, and two courses (SEHE 160 and 170) have been removed from this proposal, as they will be submitted at a later date. Three new courses have been added to the curriculum: SEHE 163, 172 and 176 were submitted to your committee by incoming faculty member Cassia Roth, for your consideration in the upcoming course proposal cycle.

- Consider adding the cross listed course for ANTH 144, GSST 185 to the proposed curriculum;
- Consider adding the cross listed course for ETST 116, HISA 147 to the proposed curriculum;
- Consider adding the cross listed course for SOC 127, POSC 127 to the proposed curriculum;
- Consider adding the cross listed course for SOC 167, PBPL 167 to the proposed curriculum;
- Consider adding the cross listed course for ETST 113, HISA 134 to the proposed curriculum;
- Consider adding the cross listed course for GSST 134, LGBS 134 to the proposed curriculum.

Thank you for suggesting ANTH 144; we have submitted proposals to cross-list ANTH 144I (Anthropology of Human Immunodeficiency Virus), ANTH 144K (Drugs and Culture) and ANTH 144N (Anthropology of Global Health). These three courses appear on the GCH degree requirements list under their SEHE cross-listed numbers (SEHE 181, 182 and 183). In addition, we have included ANTH 144F on the requirements list without cross-listing, with the Anthropology department's permission.

The following courses are currently listed on the GCH major course requirements, by chairs' permission: ETST 116/ HISA 147, ETST 113/HISA 134, GSST 134, SOC 127 and SOC 167.

## **PLANNING AND BUDGET**

### **RE: [Campus Review] Proposed Degree Program: Bachelor of Arts Degree Program in Global and Community Health (GCH)**

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

As a general comment for all proposed degree programs: CPB stresses the necessity of having the right amount of Teaching Assistants to support course instructors and ensure the overall success of the program.

We thank the committee for your review, and we agree with your comment regarding Teaching Assistants. We believe that we will have sufficient resources for instructional

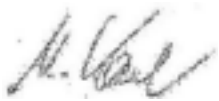
support next year, though of course the new graduate funding model makes planning for TA availability challenging.

## **SOM FACULTY EXECUTIVE COMMITTEE**

The SOM Faculty Executive Committee has reviewed [Campus Review] Proposed Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCHI]) in the Department of Society, Environment, and Health Equity within the College of Humanities, Arts, and Social Sciences

The committee agrees with the proposed undergraduate Bachelor of Arts Degree Program and has no further comments.

Yours sincerely,



Marcus Kaul, Ph.D.  
Chair, Faculty Executive Committee School of Medicine

We thank the committee for your review.

## **SPP FACULTY EXECUTIVE COMMITTEE**

The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] (Proposed Degree Program) Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCH]).”

In the course of our review and discussion, the following issues arose about the proposed curriculum—issues very similar to the comments we submitted for the Environmental Studies BA degree:

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

challenging.

It is noteworthy that this degree program lacks upper-level or advanced courses in the natural sciences and no required lower division in the natural sciences (only a few courses that are among a larger list of many other course options they can choose from). The present focus seems to be predominantly on the social science and humanities aspects of health issues, without sufficient emphasis on the natural science aspects. Given that global health and community health are two established substantive subareas in public health and medicine that also rely heavily on biological/environmental science knowledge in addition to social science and other disciplines (e.g., education, ethics) in addressing communicable and non-communicable disease threats (in the case of the former, [transnationally](#)) via population interventions and clinical care approaches, this imbalance could lead to a skewed perspective and training experience among students.

Overall, the curriculum could be more effectively designed to integrate both natural sciences and social sciences, providing a comprehensive educational experience. The current structure risks limiting the depth and breadth of education students receive, thereby hindering their ability to fully understand and address complex health problems, particularly in this concerning era of science denialism, politicization of best evidence, and less than optimal data literacy. It also has implications for student preparation in terms of the proposal's stated goal of creating a student pipeline to the eventual MPH program in SOM (p. 10).

We appreciate this feedback, and we have taken it seriously. We agree that GCH majors require exposure to natural science methods and questions. We have altered the Lower Division requirements to include a distinct requirement for a course in the natural sciences, in addition to a course on data analysis (SEHE/STAT 005 Statistics, Health and Society) and a course in health, inequities and global perspectives.

Majors interested in pursuing the health professions (including Public Health) are encouraged to consult with a Health Professions Advising Center advisor and to follow the guidelines on the CHASS Pre-Health Pathway Checklist. We have added language to the GCH major catalog description to ensure that GCH students follow this recommendation. The CHASS Pre-Health Pathway Checklist includes a list of natural science and social science courses appropriate for various professional degree programs. GCH majors may fulfill some of those courses as part of their major requirements, and will need to complete others in addition to the major.

While we strongly encourage Global and Community Health students to take Upper Division science courses, the heavy prerequisites for most of these courses render them impractical to include as major requirements. (We note that ENSC 103 is an exception to this rule, and is included on our requirements list with the chair's permission.) We emphasize that the GCH degree program offers a major in the humanities and social sciences; as students progress into the Upper Division curriculum, courses become more specialized and focused in these areas.

2. Page 15: Under the section header "Chairs' approval to include their courses in the new curriculum (in 2021 or 2023)," SPP Associate Dean Bruce Babcock is listed. The phrasing of this header can be read in more than one way, so, just to be certain, this approval only pertains to the PBPL courses cross-listed with other units that are listed in

this proposed curriculum document (i.e. ENGR 171/PBPL 171) and not any other PBPL courses. This specificity is indicated in the email exchange between SEHE representative Ellen Reese and SPP Associate Dean Bruce Babcock included in the appendix of this document (p. 78 of the pdf document).

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



Proposal for a  
**Bachelor of Arts Degree Program in  
Global and Community Health**



August 28, 2023

Updated v2: September 28, 2023

Updated v3: January 12, 2024

Submitted by the Department of Society, Environment, and Health Equity

1. Name of the academic program and the department(s) or unit(s) that will administer the program.

Name of the academic program: **B.A. in Global and Community Health**

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

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

The Bachelor of Arts program in Global and Community Health (GCH) is one of two undergraduate majors to be offered by the Department of Society, Environment, and Health Equity, which was approved by a 77% majority of the Academic Senate in February 2023.<sup>1</sup> The Global and Community Health BA proposes a curriculum grounded in the tools and concepts of the *arts, humanities and social sciences*. The major is designed to prepare students for advanced study and community-based work related to social justice and health disparities.

The field of Global and Community Health addresses “social, interpersonal, community, and cultural influences on health, development, and well-being across the life span” ([SCIL | NIH Center for Scientific Review](#)). GCH courses will offer students the opportunity to study social inequities and health -- issues that deeply matter to them -- in theoretically grounded scholarly literature that transcends disciplinary and geographical boundaries. Majors will be exposed to innovative and community-engaged approaches that prepare them to create and communicate evidence-based ideas and solutions to overcome these inequities. Majors will come to understand how to read statistical data and how to communicate it to broader audiences, how to analyze relationships between the local, national and global scales, and how to identify structural causes of individual outcomes. Topics include reproductive health, occupational health, environmental health, mental health, aging, interpersonal violence, food and nourishment, drugs and addiction, global health and legacies of colonialism, and the impacts of racism, ableism, and gender discrimination. The GCH major will provide an academic space in which students can understand their own and others’ lived experiences of health disparities, using arts, humanities and social sciences methodologies, while building knowledge and skills that empower them to promote change.

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<sup>1</sup> The second major to be offered by SEHE is Environmental Studies; a separate proposal for that major is being submitted to the Academic Senate alongside this proposal.

GCH distinguishes itself from related majors by its emphasis on combining critical ethnographic, historical and sociological methods, and practical, hands-on work building career skills in community service and advocacy. We anticipate growing existing partnerships with community organizations, free clinics, the COPE Health Scholars program, Humanities Action Lab and others. Our major will be grounded in critical thinking, awareness of inequities and disparities, and ready to apply useful skills obtained through a liberal arts education to serve their communities.

GCH majors will benefit from the SEHE Department's focus on intersections of health and the environment. The two SEHE majors are innovative in joining environmental studies with health through the arts, humanities and social sciences. The SEHE Department's two majors are interwoven; they share a research methods course and capstone course, as well as common Lower Division and Upper Division courses that address the environment, climate change and health. This intersection is rapidly gaining attention at the global, national and local levels. The U.S. federal government's Department of Health and Human Services recently established an Office of Climate and Health Equity to "address the impact of climate change on the health of the American people." Training and education are central to the Office's mission. UC recently established a multicampus Center for Climate, Health and Equity; a SEHE faculty affiliate, Jade Sasser, is among the Center's leadership. Many universities in the U.S. offer Baccalaureate programs in health humanities and social sciences, with a variety of degree titles; a few new programs are emerging, such as American University's highly successful degree in Environmental Sustainability and Global Health, that merge environmental studies and health.

Demand from students for academic programs in health is growing as this issue has increasingly moved into the center of our daily concerns as well as onto the national political stage. The pool of potential majors in GCH is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. There are currently few humanities and social science options for pre-health undergraduates, relative to their number. The GCH major would offer a humanities and social-science informed track toward a future career in medicine and allied professions such as public health and health administration.

### **Learning Objectives**

The GCH program offers students an opportunity to focus their learning on health inequities -- an issue that deeply matters to them -- in theoretically grounded scholarly literature that transcends disciplinary boundaries, includes innovative global, and

community-engaged approaches, and prepares students to create and communicate evidence-based ideas and solutions to overcome these inequities. Our majors will gain methodological tools to grasp dynamic interactions of social, economic and political inequities, health, disability and disease. Majors will understand how to read statistical data and how to communicate it to broader audiences. They will be able to analyze relationships between the local, national and global scales, and to identify structural causes of individual phenomena. They will gain experience with community-based research and engagement. They will have training in ethnographic methods, global perspectives, sociological analysis, ethical reasoning and historical research. Majors will bring a humanist, social-scientific toolkit and a critical consciousness to work in health-related fields.

Learning objectives for the GCH major were developed in consultation with community partners, students and faculty.

Key learning objectives include:

- A. **Identify connections between climate change, environment, and health inequities, globally and locally.**
- B. **Employ critical approaches to recognize the multiple dimensions of power, violence and inequities.**
- C. **Recognize and use different disciplinary methods:** sociology, ethnography, history, literary analysis/critical reading, Science and Technology Studies, ethical reasoning, statistical analysis, feminist and critical race theories, creative arts, communication and storytelling.
- D. **Gain locally grounded knowledge and global perspectives; analyze relationships between the local, national and global scales.**
- E. **Apply multi-dimensional analyses and ethical reasoning to health issues relevant to specific communities.**
- F. **Gain relevant qualifications and skills for employment and postgraduate study in community-oriented health.**

### **Potential student demand**

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

- 94% reported that they thought UCR should have an undergraduate major in Health Equity Studies in CHASS.
- 55% reported that they would consider majoring in Healthy Equity Studies.

## Employment and postgraduate opportunities for GCH majors

Demand from students for academic programs in health and the environment is growing as these issues have been increasingly moved into the center of our daily concerns as well as on the national political stage. The pool of potential majors in GCH is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. The range of study options for pre-health undergraduates is narrow, relative to their number. The GCH major would offer a humanities and social-science infused track toward a future career in medicine and allied professions such as public health, health advocacy and health administration.

Health and health care occupations are among the **fastest growing occupational sectors**. According to the US Bureau of Labor Statistics, healthcare occupations are expected to “grow 15 percent from 2019 to 2029, much faster than the average for all occupations, adding about 2.4 million new jobs” (<https://www.bls.gov/ooh/healthcare/home.htm>). The course work our major provides will prepare students for health and health care related careers including health administration & management, health education, social work and health advocacy & policy in non-profits or government health organizations, hospitals, health or senior care centers, and educational settings or pursuing higher education in health sciences. With the GCH major, UCR will offer undergraduates an innovative and timely degree, which prepares students for healthcare-related careers focusing on human, social, and environmental sustainability.

The Global and Community Health major offers an excellent foundation for students entering professional schools of medicine, nursing, pharmacy or public health. For students who choose not to pursue postgraduate study, Global and Community Health provides training and skills for work in community relations, community outreach, social services, administration and advocacy. Please see Appendix B below, “Careers for GCH Majors.” For example, Kaiser Permanente provides its members (including one in four Inland Empire residents) a “Thrive Local” program linking health and community social services; this is a staff-intensive program that also requires a robust network of community service providers, each with their own staff. In 2013, the California State Legislature established an Office of Health Equity within the California Department of Health. The OHE vision is that “everyone in California has equal opportunities for optimal health, mental health and well-being.”<sup>2</sup> The Center for Disease Control and Prevention’s Office of Minority Health and Health Equity (OMHHE) “supports internship opportunities for eligible undergraduate and graduate students to gain meaningful experiences in public health settings.” Such programs are currently

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<sup>2</sup> [About\\_OHE](#)

expanding rapidly under the pressure of pandemic needs and increased state funding for community health research and interventions.

Furthermore, our major will address the pressing problems of a) health and **healthcare workforce shortage within the Inland Empire**<sup>3</sup> and b) **underrepresentation of Latinx and Black people among California health professions** workforce.<sup>4</sup> The Inland Empire has one of the lowest per capita ratios of behavioral health professionals.<sup>5</sup> Compared with other California regions, the Inland Empire has fewer primary care and specialty physicians per person, yet Inland Empire residents report poorer health than other Californians. Health disparities in the Inland Empire are particularly pronounced in areas related to social inequities: metabolic disease (diabetes and obesity), asthma, mental distress, and suicide.<sup>6</sup>

While the UCR School of Medicine is working hard to address the severe doctor shortage, the deficit of workforce in other health and health care professions in the Inland Empire is still significant. Instituting a Global and Community Health major in a Hispanic Serving Institution in the Inland Empire will help to address the current demand for healthcare services workforce and contribute to the goal of diversifying health and health care workforce.

Many of us teaching health-related courses have observed that demand for these courses is very high; our courses fill quickly and students ask us for more. In particular, the GCH major is an excellent option for students transitioning from CNAS or BCOE to CHASS, and who wish to build on prior data science, health or biomedical knowledge.

GCH will also well-prepare our undergraduate students with a strong foundation to transition right into health-related graduate, medical and clinical programs at UCR, including in the UCR School of Medicine, the proposed Masters of Public Health program currently under development, and other graduate and medical coursework that includes a Designated Emphasis in Medical and Health Humanities.

Mounting disparities of health across racial, ethnic, socio-economic status and sexuality among other social characteristics are very well documented. The U.S. Department of Health and Human Services defines health equity as “the attainment of the highest level

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<sup>3</sup> Fox, Diana. “Inland Empire Regional Collaborative Health Industry Workforce Report Slingshot 2017” SlingShot Initiative in Riverside and San Bernardino Counties. (2017)

<sup>4</sup> Coffman, J., T. Bates, I. Geyn, and J. Spetz. "California's current and future behavioral health workforce." *San Francisco: The Healthforce Center at UCSF* (2018).

<sup>5</sup> *ibid.*

<sup>6</sup> Newman, Matthew. “Inland Empire: Increasing Medi-Cal Coverage Spurs Safety-Net Growth” *California Health Care Almanac*, California Health Care Foundation. (2020)

of health for all people.” This shift in emphasizing just and fair ways of attaining the highest level of health for all people, are also evident in the recent federal efforts such as the U.S. Dept. of Health and Human Services’ Healthy People 2020 initiative (<https://health.gov/healthypeople>). This new research agenda for Global and Community Health requires a multi-dimensional and multi-level approach that integrates social and humanistic approaches to be able to address complex and intersectional inequalities of health and health care.

### 3. Relationship of the new program to existing programs.

#### **Existing programs at the University of California and across the US**

The proposed GCH major is part of a national trend, as witnessed by similar programs recently established at peer institutions.

In 2022, UC Santa Cruz launched a **Global and Community Health B.A.** program analogous to the proposed UCR GCH major. UCSC describes its major “at the intersection of diverse traditional disciplines ranging from art, literature, and history, to anthropology, sociology, psychology, politics, economics, and the natural and environmental sciences.” The UCSC GCH B.A. “trains students to address social determinants of health, fostering skills that will enable them to serve as future leaders in health care, health policy, public health, and community organizing” ([UCSC Global and Community Health BA](#)). According to program faculty, the UCSC GCH BA degree has 80 majors as of the close of its first year of operation. The UCR SEHE Department chose to name our major Global and Community Health, in part, to build a network of similar programs across UC and to improve legibility for potential students applying to UCs.

Tufts University offers a [Community Health BA](#) that covers “analyses of the major health issues of today and of the institutions that plan and deliver services; the variety of social, psychological, environmental, cultural and political factors that influence decision-making about health and health care as well as the ways people maintain health and cope with illness.” Tufts suggests that “Community Health is an ideal major for students interested in pursuing careers in health-related fields including but not limited to: public health, health policy, health economics, social work, health care or medicine” Graduates of the major in Community Health “pursue careers and further graduate studies. Some choose to work in research/policy/direct care organizations, and succeed in securing employment soon after graduation. Many students pursue graduate studies in a wide range of fields, including public health, law, medicine, or allied health fields.”

Lehigh University offers a [B.A. degree in Community and Global Health](#), whose majors

“study determinants of health including social, biological, environmental, political, and economic and learn to intervene to improve health based on these determinants.” The University of Oklahoma offers a similarly structured B.A. in Community Health. In addition, several universities (including Arizona State University, Clarkson College, and the University of Florida) offer B.S. degrees in Community Health. These degrees appear quite different than the B.A.; most appear to provide practical training in health promotion and education. (One exception is UCSC’s Global and Community Health BS degree, which is similar to the BA but contains many more natural scientific requirements.)

Global health and community health are frequently taught as components of Masters in Public Health (MPH) programs. The UCLA [MPH in Community Health Sciences](#), for example, covers “topics that include health equity/disparities, health education and promotion, reproductive and population health, global health, and health across the lifespan.” UC Berkeley offers an [MPH in Global Health and the Environment](#).

American University School of International Studies offers an undergraduate program in [Environmental Sustainability and Global Health](#). American University’s program is less than seven years old and is growing rapidly, with faculty in fields from anthropology, geography, political science to public health and economics, and 65 undergraduate majors.

Vanderbilt University’s [Medicine, Health and Society Department](#) houses 18 FTE (including two Writers in Residence) organized in four research groups: Culture, Power and Science; Health Disparities and Policy; Critical Global Health and Health Humanities and Public Practice. The department offers an undergraduate BA and minor, a combined BA+MA, and an MA degree in Medicine, Health and Society.

The University of Arizona School of Sociology offers an undergraduate BS in [Care, Health and Society](#), designed to complement training for health care professions. The curriculum trains students “to understand the social dimensions of health and health care to inform public health initiatives and the provision of individual health care.” All majors fulfill an internship requirement in a community or health care organization as part of their degree program. The internship requirement is an intriguing model, toward which the GCH major may build.

Several universities offer undergraduate degrees in Public Health as part of a school of medicine or public health. Johns Hopkins University, UC Berkeley, UC Irvine and UC Merced, among others, offer a Public Health undergraduate major; UCLA has a Public Health minor. UC Berkeley also hosts the California Initiative for Health Equity and



Action, which provides grants to undergraduate Health Equity Scholars from across California. While UC Merced and CSUs are highly represented among the 2020 Health Equity Scholar cohort, UC Riverside did not send a single student to this program. (This should change.) Mills College offers B.A. and B.S. degrees in Public Health and Health Equity. Cal State San Bernardino offers an undergraduate Certificate in Health Equity and Health Disparities.

Once established we expect the new major in Global and Community Health to be in high demand as interest among young adults in health disparities are surging and demand for trained individuals in various segments of healthcare is growing. Establishing the Global and Community Health major now will put UCR to be ahead of the game in capturing talented undergraduates from underrepresented communities who will play a significant role in fulfilling the healthcare needs of the state of California.

### **Existing programs at UCR**

This program responds to undergraduate interest and demand for coursework in pre-medicine, global and community health without duplicating existing programs. GCH is distinct in that our degree programs provide students competency in **arts, humanities and social science methodologies**. No existing degree programs at UCR offer a curriculum focused on health across the arts, humanities and social sciences.

The School of Public Policy (SPP) offers an undergraduate degree with a track in Health and Population Policy, which focuses on issues related to policy and public health. The GCH major provides a very different experience than an SPP degree, in line with the arts, humanities and social scientific orientation of SEHE faculty. SEHE faculty do already teach courses that we share with SPP students; our courses currently represent approximately one-third of the course options listed on the SPP Health and Population Policy track. These are courses that SEHE faculty have developed and taught, in most cases prior to the formation of the School of Public Policy. When SPP requested to include our courses in its health track, we happily agreed. Should the curricular overlap between GCH and SPP become an issue, we are willing to discuss removing our CHASS courses from the SPP curriculum (though this would be an unfortunate outcome in our opinion). That said, GCH's expanded offerings in health humanities and social sciences could support SPP students in this track by providing many more options to fulfill their major. We believe that GCH will strengthen the attractiveness of SPP's health curricula at the undergraduate and Masters level and we look forward to continuing to teach and mentor SPP students in the future.

The Department of Anthropology offers a concentration for its majors in Medical Anthropology; some of these courses will overlap with GCH because of shared faculty,

but the anthropology degree has another set of unique requirements that go beyond the scope of health. (Anthropology has agreed to cross-list several medical anthropology courses with SEHE.) In addition, there is an undergraduate minor in Medical and Health Humanities (MHH), which draws from diverse courses in the humanities, social sciences, literature, English, and related areas. Students pursue the MHH minor in conjunction with another degree program. Whereas MHH engages with a broad humanities field concerned with representations of the body, health and disability, GCH offers a broader set of requirements specifically around global health, community-based methods, health disparities and health inequities. That said, GCH classes would also support the MHH program and the GCH major is entirely compatible with an MHH minor.

A major advantage of the proposed major is that it will complement and enhance available offerings for students who pursue the global health and sustainability track through the Global Studies major. Three faculty members who are affiliated with SEHE played leadership roles in developing the health and sustainability track for GBST majors, including former GBST chair, Bronwyn Leebaw, current GBST chair, Juliann Allison, and POSC professor, Kim Yi Dionne. As faculty members gathered informally to discuss the best way to develop the GBST tracks, it became very clear to us that there is a significant demand for broader offerings and opportunities for a deeper level of engagement on these themes—well beyond what could be accommodated under the umbrella of Global Studies. The proposed department will extend course offerings available to the subset of GBST majors who wish to concentrate on health and sustainability (one of four recommended concentrations within the global studies major) while expanding opportunities for faculty collaboration on grants that will enable us to expand other avenues of opportunity to students at every level. It will provide an alternative pathway for the many UCR undergraduates who wish to pursue a concentration in health, yet do not wish to major in global studies. This is particularly important, given that we are in touch with many UCR alumni that have taken available courses on these themes in order to pursue career paths with a local or regional focus. These, and many other students could have benefited from the opportunity to pursue a major in the proposed department. However, they would not have been well served by the global studies curriculum.

The School of Medicine's Department of Social Medicine, Population and Public Health is instituting a Masters in Public Health, currently under review at the UC systemwide level. We are collaborating with SMPPH faculty to develop a strong pipeline of GCH undergraduates ready to enter the SOM's MPH program. SMPPH is adding two additional faculty, and our colleagues in that department are excellent potential mentors for GCH students.

All faculty to whom we have spoken agree that the fields of environment, sustainability

and health require cross-disciplinary work across departments, schools and colleges. We recognize the urgent need for cross-college, cross-disciplinary collaboration in these fields and we are committed to contributing toward it. We have held initial conversations about possible cross-departmental programs.

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

### **Curriculum**

The **B.A. degree in Global and Community Health** consists of 52 units and focuses primarily on humanities and social science studies of health. The lower-division requirements (4 courses, 16~17 units) consist of (1-a) a course taught by SEHE core faculty that introduces theories and methodologies for the study of community health, global and local health inequities, and (1-b) a course in health data analysis and its social and cultural implications. In addition students must take two Lower Division CNAS and CHASS courses relevant to health inequities and global perspectives.

The upper-division requirements (9 courses, 36 units) are designed to cover a breadth of social sciences and humanities approaches and topics in health and medicine. Students are required to take a methods course (2-a) on community research design, ethics, data collection and public engagement; a second core required course (2-b) covers intersections between health and environmental issues. In addition, students will take a series of specialized topical courses in global and community health (2-c). An emphasis is placed on understanding social structures that create health inequities and the needs of disadvantaged communities (2-d). (Courses are subject to approval by the SEHE curriculum advisor. Students are responsible for fulfilling the prerequisites). Students are given a few options to complete the 4 unit capstone requirement (2-e).

**Lower-division requirements** include 4 courses (16 units):

- a) SEHE 002 Health Equity and Health Justice
- b) One course in Data Analysis
  - ☐ SEHE 005 Statistics, Health and Society
  - ☐ STAT 004 Elements of Data Science
  - ☐ or equivalent

c) One Lower Division course in health-related natural sciences

- ☐ BCH 010 Introduction to Nutrition
- ☐ BIOL 030 Human Reproduction and Sexual Behavior
- ☐ BIOL 034 Human Heredity and Evolution
- ☐ BIOL 040 Disease and History: From the Bubonic Plague to Aids
- ☐ BPSC 011 Plants and Human Affairs
- ☐ BPSC 021 California's Cornucopia: Food From the Field to Your Table
- ☐ BPSC 050 The Evidence for Evolution
- ☐ CBNS 004 Concepts in Medical Cell Biology
- ☐ CBNS 010 The Human Brain: A User's Guide
- ☐ ENSC 001 Introduction to Environmental Science
- ☐ ENSC 002 Introduction to Environmental Science: Environmental Quality
- ☐ ENSC 004 Climate Change in California
- ☐ GEO 003 Headlines in the History of Life
- ☐ GEO 004 Natural Hazards and Disasters
- ☐ GEO 007 Minerals and Human Health
- ☐ PLPA 010 Microbes and Society: A Window

d) One Lower Division course in health, inequities and global perspectives

- ☐ ANTH 020 Culture, Health, and Healing
- ☐ BLKS 001 Black Study
- ☐ GBST 001 Global History, Culture, and Ideas
- ☐ GBST 002 Global Socioeconomic and Political Processes
- ☐ ENGL 022 Writing Red
- ☐ GSST013/GSST 013S Gender and Disability
- ☐ MHHS 001 Introduction to Medical and Health Humanities
- ☐ PHIL 009/PHIL 009H Biomedical Ethics
- ☐ POSC 017 Politics of the Underdeveloped World
- ☐ SFCS 001 Introduction to Speculative Fiction and Cultures of Science
- ☐ An Upper Division course in c) below may be used to fulfill this requirement.

**Upper-division requirements** include 9 courses (36 units):

a) SEHE 101(S) Community Research and Anti-Oppressive Methods

b) One of the following two options:

- ☐ SEHE 105(S) Environmental Health and Social Justice
- ☐ SEHE 106(S) Movements & Advocacy in Environment & Health

c) Four Upper Division courses in Global and Community Health (must include at least two SEHE courses)

- ☐ ANTH 144F Gender, Race, and Medicine
- ☐ AST 180/JPN 180/MCS 180 Japanese Documentary
- ☐ BLKS 114 Black Healing Traditions
- ☐ ECON 129 Health Economics
- ☐ ENSC 103 Environmental Pollution and Health
- ☐ ETST 116 Medicine Ways of Native Americans
- ☐ GBST 102 Global Meditation Practices and the Contemplative Traditions of South Asia
- ☐ GBST 103 Food and Globalization
- ☐ MCS 106 Disability Culture and Media
- ☐ MCS 117 Posthuman Bodies in Science, Media, and Culture
- ☐ PHIL 167 Biomedical Ethics
- ☐ POSC 180(S) The Politics of Public Health
- ☐ RLST 110 Yoga: Ancient and Modern
- ☐ RLST 122 Medicine and Asian Religions in Global Circulation
- ☐ SEHE 110 Environmental Health in Southern California
- ☐ SEHE 116 Intersectionality, Climate Emotions, and Mental Health
- ☐ SEHE 123(S)/ GSST 161(S) Gender and Science
- ☐ SEHE 129 Food Justice
- ☐ SEHE 161 Reproductive Justice
- ☐ SEHE 162 Giving Birth
- ☐ SEHE 163 Globalizing Roe: The Past, Present, and Future of Abortion Worldwide
- ☐ SEHE 172 Public Health: Then and Now
- ☐ SEHE 173/ HIST 107 Disease and Society
- ☐ SEHE 174 Eugenics, Disability and Social Justice
- ☐ SEHE 175 Transforming Toxic Jobs: Health and Work in the United States
- ☐ SEHE 176 Race, Gender, and Health: Diasporic Perspectives
- ☐ SEHE 178/ SOC 144 Interpersonal Relationship Violence
- ☐ SEHE 181/ ANTH 144I Anthropology of Human Immunodeficiency Virus (HIV)
- ☐ SEHE 182/ ANTH 144K Drugs and Culture
- ☐ SEHE 183/ ANTH 144N Anthropology of Global Health
- ☐ SEHE 185ABC Spanish for the Health Professions
- ☐ SEHE 189 Special Topics in Global and Community Health

- ☐ SOC 120 Society and Mental Health
- ☐ SOC 127 Sociological Determinants of Health
- ☐ SOC 167 Medical Sociology
- ☐ SOC 183H Aging in America

d) One course in gender, race, and structural inequities

- ☐ ANTH 127 Political Anthropology
- ☐ ANTH 142 (E-Z) Black and Black Diaspora Studies
- ☐ ETST 102 The Political Economy of Race and Class
- ☐ ETST 111 Ethnic Politics: Practicum in Political Change
- ☐ ETST 113 Black Feminist Theory and Activism
- ☐ ETST 163E Introduction to Queer Studies
- ☐ ETST 179 Race and the Environment: Nature, Colonialism, and Justice
- ☐ GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives
- ☐ GSST 109 Women, Politics, and Social Movements: Global Perspectives
- ☐ GSST 113 Queer Theory
- ☐ GSST 134 Queer Identities and Movements in the United States
- ☐ GSST 136 Women and Grassroots Organizing
- ☐ GSST 176 Gender, Human Rights, and Transnationalism
- ☐ GSST 181 Feminisms and Environmentalisms
- ☐ MCS 109 Algorithms and Everyday Life
- ☐ MCS 160 Race, State Violence, and Incarceration in the U.S.
- ☐ MCS 189 Political Culture of Race and Policing
- ☐ SOC 128(S) Chicano Sociology
- ☐ SOC 161 Immigration and Society

e) One Capstone course

- ☐ SEHE 193 Capstone in Society, Environment and Health Equity
- ☐ SEHE 195H Senior Thesis
- ☐ SEHE 198G/LABR 198G or SEHE 198-I Internships (minimum of 4 units)

**Suggested course sequencing for four-year students:**

First and second year: Complete SEHE 002 and lower-division major requirements (1.a, 1.b, 1.c and 1.d) in addition to the university and college requirements. Third year: SEHE 101, SEHE 105 or SEHE 106, two courses for requirement 2.c, and one for requirement 2.d. Fourth year: Two remaining courses for requirement 2.c and a capstone course.

**Suggested course sequencing for transfer students and students changing majors:**

First year: SEHE 002 (must be completed before enrolling in SEHE 101), SEHE 101, SEHE 105 or 106, two courses for requirement 2.c.. Second year: Two remaining courses for requirement 2.c., one for 2.d. and a capstone course. Lower-division requirements 1.b and 1.c can be spread between the first and second year.

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

**SEHE faculty**

Teaching will be distributed among core and affiliated faculty. Affiliated faculty will teach elective courses from their home departments. The Department is currently in the process of recruiting a fifth tenured faculty member whose research focuses on Black Diaspora and Health. Administration of the major will be conducted by FTE faculty who will be the first to transfer their full lines to the new department. Advising will be done in coordination with CHASS undergraduate advisors.

SEHE faculty

Juliann Allison, Associate Professor, SEHE 123

Ellen Reese, Professor and Acting Vice-Chair, SEHE 002, SEHE 106, SEHE 175

Dana Simmons, Associate Professor and Acting Chair, SEHE 002, SEHE 129, SEHE 173/HIST 107, SEHE 174

Chikako Takeshita, Associate Professor, SEHE 105, SEHE 110, SEHE 123, SEHE 162

Cassia Roth, Associate Professor (to join UCR on July 1, 2024), SEHE 163, 172, 176

Affiliated faculty

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

Analisa Flores, Assistant Professor of Teaching, Statistics, SEHE/STAT 005

Covadonga Lamar Prieto, Associate Professor, Hispanic Studies, SEHE 185A/B/C

Chioun Lee, Associate Professor, Sociology, SEHE 005

Antoine Lentacker, Assistant Professor, History, SEHE 173/HIST 107

Tanya Nieri, Associate Professor, Sociology, SEHE 178

Jade Sasser, Associate Professor, Gender & Sexuality Studies, SEHE 116, SEHE 161

Jennifer Syvertsen, Associate Professor, Anthropology, SEHE 181, SEHE 182, SEHE 183

Additional Affiliate Faculty

Additional affiliated faculty may serve as mentors to specific students in their area of expertise.

Cecilia Ayón, Professor, Public Policy

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

Ann Cheney, Associate Professor, Department of Social Medicine, Population, and Public Health

Kim Yi Dionne, Associate Professor, Political Science

Derick Fay, Associate Professor, Anthropology

Allison Adelle Hedge Coke, Distinguished Professor, Creative Writing

Ariel Dinar (Emeritus) Distinguished Professor, Public Policy

Cathy Gudis, Associate Professor, History

Farah Godrej, Professor, Political Science

Francesca Hopkins, Associate Professor, Environmental Science

Tabassum Ruhi Khan, Associate Professor, Media and Cultural Studies

Gloria Chan Sook Kim, Assistant Professor, Media and Cultural Studies

Bronwyn Leebaw, Associate Professor, Political Science

Bruce Link, Distinguished Professor of Sociology and Public Policy



Anne McKnight, Associate Professor, Comparative Literature

Kalina Michalska, Associate Professor, Psychology

Keith Miyake, Assistant Professor, Ethnic Studies

Patricia Morton, Associate Professor, Media and Cultural Studies

Michelle Raheja, Professor, English

Judith Rodenbeck, Associate Professor, Media and Cultural Studies

Freya Schiwy, Professor, Media and Cultural Studies

Mark Wolfson, Professor, Department of Social Medicine, Population, and Public Health

Sam Ying, Assistant Professor, Environmental Sciences

6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

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

7. Projected enrollment in the program.

We anticipate that enrollment in the program will be about 140 undergraduate students in six years in our conservative estimate and 220 in our rapid growth estimate.

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

**Bachelor of Arts in Global and Community Health**

Anticipated number of degrees to be granted when the program reaches steady state: 40 in the conservative estimate and 80 per year in the rapid growth estimate.

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

consulted and that it will provide access to the required courses.

GCH is anticipated to relieve pressure on impacted departments, particularly in the social sciences. Concerning the many departments in which GCH students will take courses, no one of them is likely to be significantly impacted. Students have a wide range of choices in fulfilling the degree requirements, and no one course taught outside of the SEHE department is likely to enroll more than a handful. The core and elective courses in GCH offered by the SEHE department, conversely, are likely to attract students from across campus. Approvals from the departments listed under item #12 are included in an appendix below.

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

#### A. Faculty

SEHE currently has four 100% FTE faculty, with one more contracted to begin on July 1, 2024. Other faculty have committed to transferring FTE in the coming two years. It is expected that by Fall 2024, SEHE will have a total of 7.5 FTE. One affiliated faculty member is in the School of Medicine, one is in the School of Public Policy and one is in CNAS. Many of the proposed courses for the GCH major will be cross-listed with faculty's home departments and therefore can be taught without any additional cost.

#### B Teaching Assistants

Two TA positions are desirable in order to support the new gateway course, SEHE 002: Health Justice and Health Equity. We anticipate that the gateway courses will easily attract 75 students or more, including non-majors. We plan to offer the gateway course at least once a year.

#### C. Staff

Staff needs for the GCH major correspond to requirements for the SEHE department. The CHASS Office of the Dean is currently allocating administrative staff (including enrollment managers and student advisors) to support the new SEHE department and its

two new degree programs.

#### D. Computer facilities

No additional computer facilities are required for the new curriculum

#### E. Library

Tiffany Moxham, Associate University Librarian has been consulted. The UCR library maintains an extensive database, e-journal, and textbook collection that will support the GCH major. UCR is home to a medical school and thus supports Health Equity topics through access to fulltext via PubMed, an extensive number of journals including those covered by the new Elsevier contract and specialty databases such as Access Medicine. All subject areas also have options to choose monographs that reflect their specific topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing majors needs i.e. supplementing current collections.

#### F. Space

We anticipate that the new department will require one additional faculty office space. The CHASS Office of the Dean has identified an office in INTN for that purpose. All other SEHE core faculty are current faculty members, who can use existing office facilities. However, it would be preferable to move faculty offices over time in order to consolidate SEHE faculty in the same building and floor. SEHE faculty currently meets in the Center for Ideas and Society, which has generously offered access to conference rooms.

GCH student events would be held in UCR classrooms or other rooms reserved through the facilities reservation system. This use of classrooms in off-hours for student-facing events is already standard for many CHASS departments.

#### G. Plans for obtaining resources

We will maximize our capacity through collaboration among all the faculty involved in the departmentalization process. Foundation funding is expanding rapidly in this area, as the pandemic laid bare the power of structural inequities to drive unequal health outcomes. We are working with the UCR Foundation Development and CHASS Development officers to identify grant opportunities to fund course development, undergraduate community engagement, a teaching postdoctoral fellowship and research within the major.

We will work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of the program as well as by other donors interested in supporting the department, its students, and faculty.

As demand for SEHE 002 grows, we plan to teach it during the summer, which will bring in 52% of the revenue to the department.

SEHE is currently supported by a National Endowment for the Humanities (NEH) Humanities Connections Planning grant (\$35,000). We are applying for the NEH Implementation Grant for 2024-2027 (\$150,000) to support new course and internship development. Department faculty will continue to pursue internal and external funding to support their research. They will also encourage students to avail themselves of internal and external funding opportunities (e.g., Chancellor's Research Fellowship, National Institutes of Health Undergraduate Research Grant) to support their academic work.

11. Letters of support are included below.

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

External letters: Laura Stark (Vanderbilt University Department of Medicine, Health, and Society), Steffanie Strathdee (UC San Diego, Harold Simon Distinguished Professor and Associate Dean of Global Health Sciences), Tracey Osbourne (UC Merced, Associate Professor and Presidential Chair, Department of Management of Complex Systems; Founding Director, UC Center for Climate Justice), Tonya M. Huff (Riverside City College, Department of Life Sciences), Ronnie D. Lipschutz (UCSC, Professor Emeritus of Politics and President, Sustainable Systems Research Foundation), Danielle Celermajor (Deputy Director of the Sydney Environment Institute)

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

Approvals:

a. Program faculty

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

Juliann Emmons Allison, Associate Professor, SEHE  
Ann Cheney, Associate Professor, Department of Social Medicine, Population and Public Health  
Allison Hedge Coke, Professor, Creative Writing  
Kim Yi Dionne, Associate Professor, Political Science  
Gloria Kim, Assistant Professor, Media and Cultural Studies  
Chioun Lee, Associate Professor, Sociology  
Bronwyn Leebaw, Associate Professor, Political Science  
Antoine Lentacker, Assistant Professor, History  
Tanya Nieri, Associate Professor, Sociology  
Ellen Reese, Professor and Acting Vice Chair, SEHE  
Jade Sasser, Associate Professor, Gender and Sexuality Studies  
Dana Simmons, Associate Professor and Acting Chair, SEHE  
Jennifer Syvertsen, Associate Professor, Anthropology  
Chikako Takeshita, Associate Professor, SEHE

b. Chairs associated with the courses included in the new curriculum

List of chairs from whom approvals were obtained:

**CHASS**

Steven Helfand, Chair, Economics  
John Medearis, Chair, Political Science  
Andrews Reath, Chair, Philosophy  
Ellen Reese and Glen Stanley, Co-Chairs, Sociology  
Judith Rodenbeck, Chair, Media and Cultural Studies  
Michele Salzman, Chair, History  
Melissa Wilcox, Chair, Religious Studies  
Fuson Wang, Program Director, Medical and Health Humanities  
Sherine Hafez, Chair, Gender and Sexuality Studies  
Brandon Robinson, Chair, Gender and Sexuality Studies  
Sherryl Vint, Chair, English  
Jennifer Syvertsen, Chair, Anthropology  
Jennifer Merolla, Chair, Political Science

Deborah Wang, Chair, Ethnic Studies

Sage Whitson, Chair, Black Study

**CNAS**

Xinping Cui, Chair, Statistics

Joel Sachs, Chair, Biology

Gordon Love, Chair, Earth and Planetary Sciences

(Chairs' approvals for CNAS courses added to this revised proposal will be solicited in Winter 2024)

**SPP**

Bruce Babcock, Chair, School of Public Policy (Cross-listed courses only)

- c. Dean of CHASS Approved, 8/23/23
- d. CHASS Faculty Executive Committee Approved, 8/28/23

Please see memos of approval from Dean Williams, CHASS FEC and chairs associated with courses in the new curriculum, attached to this proposal.

13. Proposed Curriculum

**EXECUTIVE COMMITTEE**

**COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES**

**REPORT TO THE RIVERSIDE DIVISION**

**(insert date)**

To be adopted:

Proposed Changes to Global and Community Health

**PRESENT:**

**PROPOSED:**

**Program Description**

The goal of the Global and Community Health curriculum is to equip students with the knowledge, theory, and skills necessary to understand health disparities and promote the goal of health equity. Drawing on courses primarily in the humanities and social sciences with the explicit framework of delivering health justice—fair and just health opportunities to everyone—this interdisciplinary field transcends traditional biomedical approaches to provide a historically-grounded, multi-level understanding of health and illness, systems of healing, and evidence-based solutions to global health inequities. Global and Community Health students learn to think critically about complex issues that affect health, healthcare, and health policy. The major investigates how political, economic, demographic, cultural, social, and biological factors interact to produce health (in)equities. It prepares students for a wide range of careers, including public service in healthcare, public health, social work, policy advocacy, consulting, research, and non-profit organizations focused on health and equity. Through in-depth, engaged learning experiences, this major nurtures community leaders and global citizens who can meet the global and community health challenges of the 21st century.

The B.A. degree consists of 52 units and focuses primarily on humanities and social science studies of health inequity.

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

Students interested in pursuing a health profession (such as medicine, nursing, or public health) should consult the CHASS Pre-Health Pathway Checklist and meet with a Health Professions Advising Center advisor as early as possible.

### **Major Requirements**

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

a) SEHE 002 Health Equity and Health Justice (4 units)

b) One course in statistical analysis (4 units): SEHE 005/STAT 005, STAT 004 or equivalent

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

d) One course (4 units) in global and/or local perspectives in health and/or environmental health, from the following: ANTH 20 or ANTH 20S, BLKS 001, ENGL 022, GBST 001, GBST 002, GSST013 or GSST013S, MHHS 001, PHIL 009 or PHIL 009H, POSC 017, SFCS 001. An Upper Division course from 2(c) below may be used to fulfill this requirement.



Comparable lower-division courses taken elsewhere may be counted toward the lower-division requirements (1a-c); up to four advanced placement units earned in high school may count toward fulfillment as well. Please consult with the academic advisors for further details.

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

a) SEHE 101

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

c) Four courses in global and community health from among the following. Must include at least two SEHE courses. ANTH 144F, AST 180/JPN 180/MCS 180, BLKS 114 ECON 129, ENSC 103, ETST116/HISA 147, GBST 102, GBST 103, MCS 106, MCS 117, PHIL 167, POSC 180, RLST 110, RLST 122, SEHE 110, SEHE 116/GSST XXX, SEHE 129, SEHE 123/GSST 161, SEHE 161/GSST XXX, SEHE 162, SEHE 163, SEHE 172, SEHE 173/HIST 107, SEHE 174, SEHE 175, SEHE 176, SEHE 178/SOC 144, SEHE 181/ANTH 144I, SEHE 182/ANTH 144K, SEHE 183/ANTH 144N, SEHE 185ABC/SPN XXXABC, SEHE 189, SOC 127, SOC 120, SOC 167, SOC 183H

d) One course in gender, race, and structural inequities from among the following: ANTH 127 or ANTH 127S, ANTH 142(E-Z), ETST 102, ETST 111, ETST 113, ETST 163E, GSST 107, GSST 109, GSST 113, GSST 131, GSST 176, MCS 109, MCS 160, MCS 189, SOC 128, SOC 128S, SOC 161

e) One additional Upper Division course in SEHE

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

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 year.

Justification:

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

**Approvals:**

Approved by the faculty and faculty affiliates of the Department of Society, Environment and Health Equity: August 4, 2023

Approved by the Dean of CHASS: August 23, 2023

Approved by the Executive Committee of the College of Humanities, Arts and Sciences: August 28, 2023

Approved by the Committee on Educational Policy: (insert date)

**Course Descriptions for GCH B.A. Curriculum**

**1a)**

**SEHE 002 Health Equity and Health Justice** 4 Lecture, 3 hours; Discussion, 1 hour. Introduces theories and methodologies for the study of community health, global and local health inequities. Identifies health disparities trends, patterns and causes in the U.S. and globally, including historical, social and structural factors. Considers policies and interventions addressing health disparities, including community-engaged research.

**1b)**

**SEHE 005/ STAT 005 Statistics, Health and Society** 4 Lecture, 3 hours. Discussion, 1 hour, Prerequisite(s): none. An introduction to statistics using social, health, and environmental applications. Topics include descriptive statistics; simple linear regression and correlation; probability; discrete and continuous distributions; confidence intervals; hypothesis testing; and one-way analysis of variance. Credit is awarded for only one of STAT 004 or STAT 005 / SEHE 005.

STAT 004 Elements of Data Science 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. With simulation and data visualization, exploring basic concepts, algorithms and techniques of data science. Topics include summarizing and visualizing data using R or Python; causality, randomness, decision making in the presence of uncertainty, prediction and classification .

**1c)**

BCH 010 Introduction to Nutrition 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Introduction to the biological basis of human nutrition in the context of plant-animal-microorganism cycles and the characteristics of different food classes. The effects of nutritional needs, food availability, and the expanding human population are discussed. Students record and evaluate their own diet.

BIOL 030 Human Reproduction and Sexual Behavior 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. A consideration of human anatomy, physiology and behavior as related to sexual reproduction, including discussion of fertility, pregnancy, childbirth and birth control. Consideration will also be given to homosexuality, venereal diseases, sex education, sexual intercourse and response.

BIOL 034 Human Heredity and Evolution 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Designed for both nonscience and science majors. Covers basic human genetics and evolution, and explores their relationship to physical and mental health. An exploration of the political, societal, and ethical implications of human heredity and evolution.

BIOL 040 Disease and History: From the Bubonic Plague to Aids 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. This lecture course for non-science majors will deal with the

natural history of infectious diseases and how plagues have influenced the course of human history. It will cover the biology, pathology, epidemiology, and immunology of viruses, bacteria, and protozoan parasites causing smallpox, yellow fever, influenza, AIDS, syphilis, bubonic plague, tuberculosis, leprosy, malaria, and African sleeping sickness. The role of scientific inquiry in the conquest of human disease will be emphasized.

BPSC 050 The Evidence For Evolution 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): none. Introduces and explores the extensive evidence supporting evolution as the driver of biological diversity. Designed for non-science majors and/or those with limited prior knowledge about biology. Includes the scientific method, paleontology, natural selection, genetics, speciation, and the importance of sex. Addresses the broader need for scientific literacy in society. Cross-listed with ENTM 050.

CBNS 004 Concepts in Medical Cell Biology 3 Lecture, 1 hour. workshop, 4 hours. Prerequisite(s): CHEM 001A or CHEM 01HA (may be taken concurrently). Introduces fundamental concepts in molecular cell biology, with emphasis on human health and disease. Modules involve lectures and interactive, problem-oriented discussions with faculty. Through classical and contemporary examples, modules acquaint students with the scientific process and how it leads to insights into human biology. Credit is not awarded for CBNS 004 if it has already been awarded for BIOL 005A.

CBNS 010 The Human Brain: A User's Guide 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Introduction to contemporary neuroscience. Topics include foundational principles of brain organization, nerve and glial cell form and function, synaptic transmission, and the neural mechanisms underlying human behavior and physiology. Discusses neuroscience methods and neurological diseases and disorders. Intended for non-science majors. Science majors are not encouraged to take this course. Credit is not awarded for CBNS 010 if it has already been awarded for CBNS 106 or PSYC 110.

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

GEO 007 Minerals and Human Health 4 Lecture, 2 hours; discussion, 2 hours. Prerequisite(s): none. Overview of the role of minerals in human life and industrial activities. Topics include the impact of minerals on human health, the role of minerals in modern technologies, asbestos and

silica problems, occupational diseases caused by inhalation of mineral dust, and environmental protection in California. May include a field trip.

PLPA 010 Microbes and Society: A Window Into the Microbial World Around Us 4 Lecture, 3 hours; extra reading, 3 hours. An introduction to the remarkable diversity and biology of microorganisms. Emphasizes the areas microorganisms impact human affairs, including food production, agriculture, medicine, and history. Includes cheese-, yogurt-, wine-, beer- and bread-making; the Irish potato famine; tulipomania; antibiotics; mushrooms and mushroom lore; food preservation; microbial toxins and food poisoning; and vaccines and useful viruses.

### 1c)

ANTH 020 Culture, Health, and Healing 4 Lecture, 3 hours; consultation, 1 hour. Surveys health, disease, curing, and nutrition in a cross-cultural perspective. Covers how different cultural groups consider disease, health maintenance, and healing; how traditional beliefs about health and nutrition arise; and what one can and cannot learn from traditional health seeking practices. Credit is awarded for one of the following ANTH 020 or ANTH 020S.

BLKS 001

[Catalog description to be inserted here]

ENGL 022 Writing Red 4 Lecture, 3 hours; extra reading, 3 hours. Indigenous perspectives on the more-than-human world that focuses on Traditional Ecological Knowledge (TEK), animal studies, Indigenous sustainability practices and epistemologies, health disparities, and climate change through the lens of literary and visual culture studies and theories.

GBST 001 Global History, Culture, and Ideas 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 3 hours. Prerequisite(s): none. A survey of the historical and cultural processes that have made the world more interconnected.

GBST 002 Global Socioeconomic and Political Processes 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 3 hours. Prerequisite(s): GBST 001 with a grade of “B” or better is recommended for freshmen. A survey of the economic, political, and physical processes that have made the world more interconnected.

GSST013/GSST 013S Gender and Disability 5 Lecture, 3 hours; discussion, 1 hour; written work, 1 hour; extra reading, 2 hours. Examines gender and disability from a feminist perspective. Explores how gender and disability shape all aspects of social life: institutions, identities, bodies, discourses. Introduces feminist and queer theories of disability. Critically engages with societal responses to disability such as eugenics, exclusion, and institutionalization. Considers

possibilities for feminist disability justice. Credit is awarded for one of the following GSST 013S or GSST 013.

**MHHS 001 Introduction to Medical and Health Humanities** 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): none. Introduces medical and health humanities. Explores the importance of humanities and arts to medicine, the diverse understandings of health and illness, and the complex social and economic forces that inform how people are cared for during times of illness. Mandatory course in the Medical and Health Humanities minor.

**PHIL 009/PHIL 009H Biomedical Ethics** 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): none. Introduces the major camps in ethical theory - utilitarianism, deontology, virtue ethics, and feminist ethics. Applies these theories to critically examine contemporary issues in bioethics. Includes stem-cell research, assisted reproductive technologies, contract gestation, maternal-fetal conflicts, genetic and pharmacological enhancements, access to health care, and physician-assisted suicide. Credit is awarded for only one of PHIL 009 or PHIL 009H.

**POSC 017 Politics of the Underdeveloped World** 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 3 hours. Prerequisite(s): none. An introduction to the political processes and problems confronting third-world states. Topics include poverty, violence, dictatorship, civil-military relations, regime transitions, and democracy.

**SFCS 001 Introduction to Speculative Fiction and Cultures of Science** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): none. Investigates the relationship among science, technology, medicine, and the genre of science fiction. Emphasizes exchanges between technology and popular culture. Covers fiction by H.G. Wells, Kim Stanley Robinson, and Nancy Kress and critical readings by Steven Shafer, Donna Haraway, and Bruno Latour.

## 2a)

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

**SEHE 101S Community Research and Anti-Oppressive Methods** 5 Lecture, 3 hours; Discussion, 1 hour; Individual work, 2 hours. Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, data collection and management, and public engagement. Reviews and practices disciplinary methods (social science, ethnography, history, critical

reading, Science and Technology Studies, statistical analysis, feminist and critical race theories, creative arts, storytelling, community-based and community-engaged research). Employs intersectional approaches to analyze power and inequities.

## 2b)

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

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

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

**SEHE 106S Movements & Advocacy in Environmental Justice & Health Equity** 5 Lecture 3 hours; Discussion, 1 hour; Individual work, 2 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

## 2c)

**ANTH 144F Gender, Race, and Medicine** 4 Lecture, 3 hours; written work, 1 hour; extra reading, 1 hour; individual study, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores the relationship between Western medicine and women, racial minorities, and non-Western citizens. Investigates how gender ideology, racial inequity, and colonialism shape the medical representation of bodies, sexuality, and pathology. Examines how patients

have renegotiated their relationships with medicine through health movements and alternative healing practices. Cross-listed with GSST 185.

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

BLKS 114 Black Healing Traditions 4 Units, Lecture, 3 hours; activity, 1 hour; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior, or consent of instructor. Explores healing traditions as religious experience and technologies for countering oppressive social conditions and human precarity; Examines role of black healing traditions in disrupting normative ideas of Black Religion and liberation; Interrogates commodification of black healing in the U.S.; Students investigate contemporary black healing as reflected in the communal imagination.

ECON 129 Health Economics 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): ECON 102 or ECON 104A. Analyzes the demand and supply of health care. Uses economic models to analyze health care choices of individuals. Covers the market for health insurance and the behavior of for-profit and not-for-profit health care providers regarding price, quantity, and service quality under various market structures.

ENSC 103 Environmental Pollution and Health 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ENSC 001, ENSC 002. Focuses on the history, theory, and practice of assessing, understanding, and mitigating impacts of the natural and built environment on human health. Reviews core disciplines that underpin the field of environmental health as well as case studies from industrialized, emerging, and developing countries around the world. Cross-listed with ENTX 103.

ETST 116 Medicine Ways of Native Americans 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the medical history of Native Americans. Focuses on traditional Native American medicine and how Western diseases, medical practices, health care, and policies influenced American Indian health. Topics include medicine people, rituals, ceremonies, smallpox, measles, influenza, anomie, accidents, diabetes, suicides, mental illness, and murders. Cross-listed with HIST 147.



GBST 102 Global Meditation Practices and the Contemplative Traditions of South Asia 4 Seminar, 3 hours; extra reading, 3 hours; individual study, 3 hours. Prerequisite(s): GBST 001 with a grade of C- or better, GBST 002 with a grade of C- or better. An overview of meditative traditions of South Asia that influenced global meditative practices. Investigates and compares distinctive traditions and their global political implications. Topics include the meaning and purpose of meditation, the influence of religious traditions, and the political implications of mediation. Includes regular practice of meditative and contemplative techniques

GBST 103 Food and Globalization 4 Seminar, 3 hours; extra reading, 3 hours; research, 3 hours; written work, 3 hours. Prerequisite(s): GBST 001; GBST 002. Investigates globalization through the lens of food. Topics include world hunger, food security, agribusiness and health, genetically modified foods, sustainability, labor, migration, fast food, and “slow food.” Introduces various research methods including analysis of statistics, semiotics, and the study of social interaction.

MCS 106 Disability Culture and Media 4 Lecture, 3 hours; extra reading, 1 hours; written work, 1 hours; activity, 1 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines disability rights politics and activism through cultural production. Explores access to art production, aesthetics and disability, and the role of art in social change. Surveys several genres of art production including dance, theatre, language and visual arts, and film and video.

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

PHIL 167 Biomedical Ethics 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. A philosophical discussion of newly emerging issues, both ethical and social, in biology and medicine, such as genetic engineering, euthanasia, experimentation with human subjects, abortion, behavior control, and patient’s right to know.

POSC 180/POSC 180S The Politics of Public Health 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Focuses on the social, environmental, and political factors that shape population health. Utilizes public health topics to illustrate the fundamental problems of the politics of regulation and social policy. Credit is awarded for only one of POSC 180 or POSC 180S.

RLST 110 Yoga: Ancient and Modern 4 Lecture, 3 hours; individual study, 1 hour; research, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor.

Investigates yoga in its transition from an ancient Indic system of contemplative practice to its modern postural forms. Engages the history of yoga in India and its primary texts and current cultural and religious debates activated through the globalization of modern postural yoga.

**RLST 122 Medicine and Asian Religions in Global Circulation** 4 Lecture, 3 hours; individualized study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): Restricted to class level standing of Sophomore, Junior, or Senior. Considers the relationship between religious cosmologies, the organization of knowledge, and the practices for managing bodily and natural order that underpin three major medical traditions of Asia in premodern and modern periods: Ayurveda, Traditional Chinese Medicine, and Tibet's Four Tantra Tradition.

**SEHE 110 Environmental Health in Southern California** 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour Interdisciplinary cross-examination of environmental challenges, social inequities, and human health consequences in the Southern California region. Topics include logistics industry and air pollution, toxic dust and groundwater contamination from agriculture and military bases, history of oil refineries and waste facilities around marginalized communities, and disparate impacts of extreme heat.

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

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

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

**SEHE 161 Reproductive Justice** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces reproductive justice concepts of

intersectionality, systemic oppression, the triple pillar approach, and human rights. Analyzes inequality and power in shaping the reproductive contexts of people's lives, behaviors, and outcomes. Cross listed with GSST XXX

**SEHE 162 Giving Birth** 4 Lecture 3 hours; extra reading 1 hours; activity 1 hours; term paper 1 hours. Examines the history of childbirth methods from the medieval period to the present. Compares obstetrics to alternative models of maternity care including midwifery care, homebirth, and traditional birth attendants in the global South. Considers health equity in the context of maternal care and childbirth.

**SEHE 163 Globalizing Roe: The Past, Present, and Future of Abortion Worldwide** 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Surveys the modern history of abortion policy and provision from legal, medical, religious, and public health perspectives. Centers the lived experiences of different individuals in their need to access abortion from a global lens.

**SEHE 172 Public Health: Then and Now** 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Surveys the modern history of societal attempts to protect the health of human populations. Centers the lived experiences of individuals and cultures in the development of public health globally.

**SEHE 173 Disease and Society** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Covers a world history of disease and how it relates to cultural shocks, environmental change, and survival. Evaluates the complex and reciprocal relationship between illness and society, and the historical dynamics around power, race, gender, and class which define disease and shape life chances, medicine and health. Cross listed with HIST 107.

**SEHE 174 Eugenics, Disability and Social Justice** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Analyzes social movement activism around medicine, health and disability. Topics include Black Panther Party survival programs, medicine and civil rights, occupational safety, HIV/ AIDS, environmental justice, genetic testing, food systems, disability rights and healthcare access.

**SEHE 175 Transforming Toxic Jobs: Health and Work in the United States** 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Examines research on health and work, including occupational health, how work and employment impact health outcomes and health care, the work experiences of health care providers, the role of policies, and organized efforts by workers and/or their allies and clients to improve health and well-being at work and in the community.

**SEHE 176 Race, Gender, and Health: Diasporic Perspectives** 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Surveys ways in which historical legacies of slavery and racialization affect the health of racialized peoples from a diasporic perspective, mainly focusing on but not limited to the African diaspora in the Americas.

**SEHE 178 Interpersonal Relationship Violence** 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): SOC 001 with a grade of C- or better or SOC 001H with a grade of C- or better; SOC 004 with a grade of C- or better; SOC 005 with a grade of C- or better; or consent of instructor. Addresses causes, identification, and prevention of and responses to interpersonal relationship violence, such as family violence and partner violence. Examines theories and research findings for practical field application. Promotes better understanding of this common social problem and prepares for careers involving contact with victims and/or perpetrators of relationship violence. Cross listed with SOC 144.

**SEHE 181 Anthropology of Human Immunodeficiency Virus (HIV)** 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. Cross-cultural examination of the global Human Immunodeficiency Virus (HIV) epidemic from an anthropological perspective. Cross listed with ANTH 144I.

**SEHE 182 Drugs and Culture** 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. A cross-cultural examination of drug use and its relation to race, class, gender, morality, laws, and health policy. Cross listed with ANTH 144K.

**SEHE 183 Anthropology of Global Health** 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the overlaps, debates, and potential of medical anthropology to address contemporary issues in global health. Focuses on how the historical development, theoretical frameworks, methodological approaches, and ethical debates within medical anthropology can contribute to a just and inclusive version of “global health.” Cross listed with ANTH 144N.

#### **SEHE 185ABC Spanish for the Health Professions**

[Catalog description to be inserted here]

Cross listed with SPN XXXABC

**SEHE 189 Special Topics in Global and Community Health** 4 Units, Lecture, 3 hours; discussion, 1 hour. Selected topics addressing global and community health. Includes reading, research, and discussion.

SOC 120 Society and Mental Health 4 Units, Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Covers the social causes and patterns of mental health and disorder in the United States. Examines scientific research on the social determinants of mental health and disorder, inequalities of mental health and access to mental health care and US mental health care policies.

SOC 127 Sociological Determinants of Health 4 Units, Lecture, 3 hours; discussion, 1 hour; extra reading, 5 hours; research, 3 hours. Prerequisite(s): SOC 001 with a grade of C- or better or SOC 001H with a grade of C- or better; or consent of instructor. Introduces the role that social factors play in shaping the occurrence and distribution of disease and death in populations with an emphasis on socioeconomic status, racism, social relationships and social stress. A particular emphasis is placed on sociological origins of health inequalities.

SOC 167 Medical Sociology 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Introduces key concepts and theories in medical sociology and their application to a variety of health issues. Exemplar topics include social construction of health and illness, medicalization, stigma and labeling, patient provider interaction, sociology of medical professionals, social determinants of health, and political economy of health. Cross-listed with PBPL 167.

SOC 183H Aging in America 4 Units, Lecture 3 hours; research 3 hours. Explores special topics in sociology. This course will introduce topics typically covered in social gerontology, which is the study of the social aspects of aging, including perspectives on aging across disciplines, core topics on the social aspects of aging, health-related issues in later life, and aging and society.

## 2d)

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

ANTH 142 (E-Z) Black and Black Diaspora Studies 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): see individual segments for assigned prerequisites. Segments offer critical anthropological perspectives on anti-blackness including historical political economic perspectives, colonial legacies, institutional and individual racism, racialized health disparities, and social movements.

ETST 102 The Political Economy of Race and Class 4 Lecture, 3 hours; extra reading, 3 hours.

Prerequisite(s): upper-division standing or consent of instructor. This course explores the interrelationships among race, class, ethnicity, and the operation of market processes. Readings for this course will center on the comparative economic well-being of African Americans, Chicanos, Asian Americans, and Native Americans

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

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

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

ETST 179 Race and the Environment: Nature, Colonialism, and Justice 4 Lecture 3 hours; extra reading 1 hours; term paper 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the interdependent relationships between race and environment through law, policy, culture, geography, (settler) colonialism, and (racial) capitalism, focused on the US. Topics include environmental and climate justice, decolonial and abolitionist thought, urban political ecology, and the social constructions of human, nonhuman, and "nature".

GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives 4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines how pathbreaking scholarship by women of color in the United States and developing countries has been central to rethinking theoretical foundations and developing new ways of knowing, understanding, and practicing politics. Focuses on scholarship that critiques and analyzes issues concerning race, antiracism, human rights, citizenship, empire, globalization, and social justice.

GSST 109 Women, Politics, and Social Movements: Global Perspectives 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or GSST 020 or

GSST 020H; or consent of instructor. Introduction to Third World women's politics. Covers women's politics from a global perspective emphasizing South Asia, subSaharan Africa, and the Caribbean.

GSST 113 Queer Theory 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or LGBS 001. Examines queer theory's origins and relation to gender and sexuality studies. Critically explores queer of color critique and the intersections of race, class, and gender with sexuality. Looks at other interventions into the field of queer theory and key concepts and current debates

GSST 134 Queer Identities and Movements in the United States 4 Lecture, 3 hours; extra reading, 1 hour; individual study, 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines important twentieth- and twenty-first century developments in queer culture and activism in the United States. Focuses on the origins of sexual identity; the relationship between sexuality, race, and gender; queer representation in art and media; and central issues in queer theory. Cross-listed with LGBS 134

GSST 136 Women and Grassroots Organizing 4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S or GSST 020 or GSST 020H or GSST 020S. Examines women's grassroots activism and organizing within the context of political and social structures, culture, and history at the local and global levels. Employs comparative and global perspectives to understand the diversity of women's issues and women's activism.

GSST 176 Gender, Human Rights, and Transnationalism 4 Lecture, 3 hours; individual study, 2 hours; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores dynamics of gender and power in human rights activism. Examines the history and evolution of human rights discourse, discourses of liberation, and critical responses to the strategy of framing women's rights as human rights in a comparative, transnational framework

GSST 181 Feminisms and Environmentalisms 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Explores women's and feminist involvement in environmental movements. Examines how gender shapes our relationships with and approaches to environmental problems in the United States and globally. Investigates intersections between feminist concerns (health, reproduction, mothering, gender equity, and social justice) and environmental issues (conservation, pollution and global warming, and sustainability).

MCS 109 Algorithms and Everyday Life 4 Seminar, 3 hours; individualized study, 3 hours. Prerequisite(s): MCS 005 with a grade C- or better; Examines technologies including artificial intelligence, Tinder, and Uber to examine cultures of algorithms, data, and code. Explores the use of algorithms to shape futures, govern bodies, advance systemic violence, and conceal injustices.

Also addresses the use of data to intervene in these unjust data scapes

**MCS 160 Race, State Violence, and Incarceration in the U.S.** 4 Lecture, 3 hours; individual study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): MCS 010 with a grade of C- or better; or consent of instructor. Course offers a historical, analytical, and theoretical examination of the cultural formation of criminalization and incarceration in the United States. Contextualizes the US carceral regime's roots in the cultural-political structures of racial chattel slavery, land conquest, settler colonization, and the statecraft of anti-Black violence.

**MCS 189 Political Culture of Race and Policing** 4 Lecture, 3 hours; discussion, 1 hour; extra reading, 1 hour. Prerequisite(s): MCS 010; Or the consent of instructor; Offers a critical historical and theoretical approach to the politics and culture of United States police and policing. Course will focus on how racist state violence articulates through discourses of personal/ community safety, peacekeeping, "law and order," and (declared and undeclared) domestic warfare.

**SOC 128(S) Chicano Sociology** 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Analysis of the Mexican experience in U.S. society. Explores the history as a minority; mass immigration in the twentieth century; relationships with American institutions; present socioeconomic status; variations in social status from region to region; political emergence and variations in values; and social relations and integration with non-Mexicans. Cross-listed with ETST 128. Credit is awarded for only one of ETST 128/SOC 128 or ETST 128S/ SOC 128S.

**SOC 161 Immigration and Society** 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): SOC 001 or SOC 001H. Analyzes the origins of immigration and its nature, patterns, and trends in the twentieth century in Western societies, with special emphasis on the United States. Topics include theories of immigration, causes of immigration, sources of immigrants, immigration laws, reactions to immigrants, and the effects of immigration on the host society.

## 2e)

**SEHE 193 Capstone** Prerequisite: SEHE 101. Completion of a capstone project that synthesizes and integrates the knowledge and skills obtained throughout the program. Develops skills in the formulation of research questions on topics in Society, Environment, and Health Equity, the use of primary or secondary data, and theory. Course is repeatable to a maximum of 8 units.

**SEHE 195H Senior Thesis** 1 to 4 Thesis, 3 to 12 hours. Prerequisite(s): senior standing in ENST or GCH; admission to University Honors or consent of instructor. Students complete a substantial research or creative thesis project related to environmental studies or global and



community health under the guidance of a faculty member. Satisfactory (S) or No Credit (NC) grading is not available. Course is repeatable to a maximum of 12 units.

**SEHE 198G/LABR 198G Group Internship in Society, Environment and Health Equity** (1-12) laboratory, 4-36 hours. Prerequisite(s): consent of instructor and upper-division standing. Group internship in a community or professional organization in matters relating to environmental studies and/or global and community health, especially as they relate to working class communities to gain professional experience and skills. Requirements may include a weekly journal, a summary paper, and a resume or application essay draft. Course is repeatable to a maximum of 16 units.

**SEHE 198-I Individual Internship in Society, Environment and Health Equity** (1-12) laboratory, 4-36 hours. Prerequisite(s): consent of instructor and upper-division standing. Individual internship in a community or professional organization in matters relating to environmental studies and/or global and community health to gain professional experience and skills. Requirements may include a weekly journal, a summary paper, and a resume or application essay draft. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 16 units.

**SEHE 190 Special Studies** 1 to 5 Individual Study, 3 to 15 hours. Prerequisite(s): upper division standing; consent of instructor and Department Chair. Individual study, directed by a faculty member, to meet special curricular needs. Course is repeatable to a maximum of 15 units.

## Appendix A: Careers for GCH majors

From [Indeed.com](https://www.indeed.com):

“What is community health?

Community health is a type of health care and health education that focuses on promoting wellness and health for entire groups and the individuals that make up those groups. It addresses public health problems like access to healthy food, the spread of illnesses and public awareness of health risks. The community health field involves identifying the cause of health problems and creating solutions to address them. Examples of issues that community health professionals address include:

Community health experts explore how attitudes within a community, cultural factors, income levels and environmental factors affect a population's health. There are many types of community health professionals that work together to research issues, educate community members and increase access to health resources within a certain area. Community health professionals often work with people of diverse backgrounds and demographics to serve all members within a community.

...Bachelor's degrees are a necessary qualification for many jobs in community health. With a bachelor's degree, you can work in education, government, non-profit services and many other community health fields. Examples of jobs that typically require a bachelor's degree in community health include:

Health educator

Hospital administrator

Environmental health specialist

Community health organizer

Social service manager

Health program coordinator

Occupational health manager

...Here are some examples of skills you may learn as a community health student:

*Communication:* Community health professionals need strong written and verbal communication skills. These skills help them understand the needs of their community members, coordinate care services and educate members of their community about health topics.

*Time management:* Good time management skills help community care professionals plan their days and achieve goals on time. Many degree programs help students gain time management skills by requiring them to submit work by specified due dates.

*Advocacy:* Many community health professionals work in roles related to advocacy, which can involve advocating for the needs of a specific client or advocating for changes in community systems. Earning a degree in community health can help you learn skills related to advocacy, such as how to write persuasively.

*Data analysis:* Working with data helps community health professionals assess the needs of their community. Having skills related to collecting, storing and analyzing data is important for professionals in this field.

*Knowledge of health and community systems:* Professionals in community health apply their specialized knowledge of communities and health care systems to improve health outcomes for individuals. Pursuing a degree in this field can help you gain the knowledge you need to understand health, health care institutions, community attitudes, health education and advocacy.”

## **Appendix B**

### **Letters and memos of support**

Please see below.

## **Appendix C**

### **Chairs’ permissions**

Please see below.



August 28, 2023

TO: Dana Simmons, Acting Chair  
Department of Society, Environment and Health Equity

FROM: John Kim, Chair   
CHASS Executive Committee

RE: Department of Society, Environment and Health Equity- New Major and Minor in  
Global and Community Health (GCH)

---

CHASS Faculty Executive Committee (CHASS FEC) reviewed and approved the proposed new major and minor in Global and Community Health (GCH) by the Department of Society, Environment and Health Equity (SEHE) on August 26, 2023 by a vote of 8 approve, 0 disapprove, 1 unavailable and 1 recusal; 1 member recused themselves as the member of SEHE.

CHASS FEC previously reviewed and implicitly approved the GCH major and minor when SEHE submitted its proposal for departmentalization, which the Division approved in February 2023 by a 77% majority vote in favor. The present review formalizes CHASS FEC's previous, implicit approval of its GCH major and minor.

As outlined in their proposal, the GCH major and minor distinguishes itself from the School of Public Policy's (SPP's) related major and minor track in Health and Population Policy in that GCH is based on artistic, humanistic and social scientific methodologies outside of the policy-driven scope of SPP's program. GCH investigates how political, economic, demographic, cultural, social, and biological factors interact to produce health (in)equities, preparing students for a wide range of careers, including public service in healthcare, public health, social work, policy advocacy, consulting, research, and non-profit organizations focused on health and equity. Nevertheless, several GCH faculty also teach for SPP and otherwise collaborate with other units on campus with foci on issues of healthcare and public health, such as the School of Medicine and the Department of Anthropology, both of which have submitted letters of support.

The overall structure of the GCH major and minor is well balanced and within the normative range of unit counts for majors and minors at UCR. The GCH major consists of 52 units, of which 16 are at the lower division level and 36 at the upper division level. The proposal offers

students considerable flexibility in the range of courses offered by SEHE and other departments that satisfy each area of coverage, such as 15 lower-division courses for its requirement in “Global and/or Local Perspectives in Health and/or Environmental Health,” 33 upper-division courses for its requirement in “Global and Community Health,” and 16 for its requirement in “Gender, Race, and Structural Inequities.” Common to GCH students are two required courses, SEHE 002 and SEHE 101 forming the basis of the major, as well as a capstone requirement that can be satisfied by one of four courses SEHE 193, SEHE 195H, SEHE 198G or SEHE 198-I. CHASS FEC especially lauds the proposal’s interdisciplinary design that engages with disciplines not only across CHASS but also across campus.

The broad range of courses outside of SEHE that are applicable to the GCH major and minor ensures that students will have multiple pathways to meet their course requirements. Students will be able to fulfill their major/minor with designated courses from STAT, SOC, ANTH, BIOL, ENGL, GSST, GEO, MHHS, PHIL, POSC, among others, while receiving their grounding in SEHE courses.

CHASS FEC’s positive assessment of the GCH proposal is shared by the external and internal review letters, all of which are enthusiastically supportive of both GCH and its complementary proposal for a major in Environmental Studies (ENST). Deputy Director of the Sydney Environmental Institute at the University of Sydney, Professor Danielle Celermajer, lauds the GCH proposal for the professional opportunities it offers its students, “GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy.” Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at UC San Diego, Professor Steffanie Stratdee, highlights the urgent need for the GCH major/minor especially with respect to the needs of California’s underserved populations, lauding the GCH major/minor for addressing “the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.” Writing of both the GCH and the ENST proposals, the former Provost of Rachel Carson College at UC Santa Cruz and the current President of Sustainable Systems Research Foundation Professor Ronnie D. Lipschutz lauds both proposals for their interdisciplinary structures, noting “No single discipline is sufficient to deal with such problems, and few academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines” and praising these programs for providing “the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.” Similarly, the Founding Director of the System-wide UC Center for Climate Justice Professor Tracy Osborne of UC Merced writes of the timeliness of both the GCH and ENST proposals, “Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum.” CHASS FEC is especially heartened by the letter of support from the Senior Associate Dean for Research in UCR’s School of Medicine, Distinguished Professor David D. Lo, who writes of his “conviction that health sciences is also necessarily a human(ities) subject, and that the best approaches to health care must also identify with the needs of the human patient.” Professor Lo also lauds the GCH proposal for its potential “to build a pool of students that will be ideal

candidates for the Thomas Haider Program at the UCR School of Medicine.” In turn, CHASS FEC lauds SEHE for its foresight in creating a prospective pathway for our undergraduates who seek graduate degrees in medicine and healthcare-related fields.

In view of CHASS FEC’s review and the letters from external (non-UCR) and internal (UCR) specialists, CHASS FEC enthusiastically endorses this proposal.



Second Round Documents  
College of Humanities, Arts, and  
Social Sciences  
OFFICE OF THE DEAN  
900 University Avenue  
3413 HMNSS Building  
Riverside, CA 92521

August 23, 2022

Based on a preliminary administrative review and counsel of the CHASS Associate Deans, I am pleased to extend an endorsement on the general academic structure of the two proposed degrees. This endorsement includes a recognition of prior College commitments for the Senate recruitments described in the AFD grant; instructional and administrative staffing adequate to demonstrated need and comparable to other units in the College; and space planning.

College-funded compensation for departmental leadership and student success took effect July 1, 2023, in terms equal to other units of comparable size.

In FY24 forward, the SEHE majors will be incorporated into recruitment, admissions, retention, and graduation for current and prospective undergraduate students.

The College encourages and endorses efforts to secure external support for the program, its students and its faculty, and will provide the appropriate grant administration for successful proposals.

For a more thorough endorsement, I await a complete review of the academic integrity of the curriculum conducted consistent with Academic Senate authorities and responsibilities. I extend the availability of the academic advisors to conduct a more detailed analysis of degree requirements and progress-to-degree metrics, upon request from the Academic Senate.

I look forward to welcoming new majors in the arc from matriculation to graduation.

Respectfully,

DocuSigned by:  
*Daryle Williams*  
DF5B1DF553974F3...

Daryle Williams  
Professor and Dean



August 20, 2023

Dear UC-Riverside Academic Senate and Administration,

I am writing with my assessment of the proposal for new undergraduate degrees in Environmental Studies and in Global and Community Health proposed by the department of Society, Environment, and Health Equity. In my view, the two degrees are exceptionally well structured, offer unique opportunities for learning for UCR students, integrate well with offerings at peer institutions, and hold high employment potential for students on the labor market. **I support the two BA degree programs without reservation.**

I am a tenured professor at Vanderbilt University's Department of Medicine, Health, and Society. During more than ten years in the department, I have worked on curricular development and reform in global health humanities and social sciences. During this time, it has become apparent that **integration of health and environment is essential to strengthen critical thinking and community-engaged skillsets for students.** The majors address critical needs of UCR, both within the UC system and in relation to peer institutions nationally.

The design of the two BA degree programs astutely and effectively knits together health and environment within a global context. Students who pursue these degrees will be well positioned for careers or professional study in medicine, nursing, health administration, community service, environmental remediation, epidemiology and more. These careers fill urgent needs in California, in the USA, and across the global for health and environmental workforces addressing minoritized groups, such as Black, Indigenous, and Latinx communities. The proposal demonstrates an exciting and supportive long-term trajectory for students, as well as for the major, as they develop over time.

I am confident that the two new BA degrees with further the curricular goals of UCR, enrich communities, and prepare a much-needed work force. **I fully support** the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**.

Sincerely,

Professor Laura Stark  
(she/her)





DIVISION OF INFECTIOUS DISEASES AND GLOBAL PUBLIC HEALTH  
DEPARTMENT OF MEDICINE

9500 GILMAN DRIVE, MC-0507  
LA JOLLA, CALIFORNIA 92093-0507

August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at the University of California San Diego, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

A handwritten signature in blue ink that reads "Steffanie Strathdee".

Steffanie Strathdee, PhD  
Harold Simon Distinguished Professor  
Associate Dean of Global Health Sciences



Professor Danielle Celermajer  
Discipline of Sociology and Criminology  
Deputy Director, Sydney Environment Institute  
Faculty of Arts and Social Sciences  
University of Sydney  
[danielle.celemajer@sydney.edu.au](mailto:danielle.celemajer@sydney.edu.au)

August 10<sup>th</sup>, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

**Re: Letter of Support for proposed BA degree in Environmental Studies and BA degree in Global and Community Health**

I am writing on behalf of the Sydney Environment Institute at the University of Sydney to express my strong support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health at UC Riverside. As a scholar committed to universities making tangible research and teaching contributions to the critical environment, health and justice issues of our time, the proposed degrees strike me as much needed curricula additions. The two undergraduate programs will bring much needed new curricular opportunities addressing environmental and health disparities through the university, two areas of critical concern.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland

Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Deputy Director of the Sydney Environment Institute, I am eager to see new courses offered in these areas, developments that will strengthen our collective efforts to address the most critical issues of our times. I fully support the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**. Students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely

A handwritten signature in dark ink, appearing to read 'Danielle Celermajer', with a long horizontal flourish extending to the right.

Professor Danielle Celermajer



DIVISION OF MANAGEMENT AND INFORMATION  
E. & J. Gallo Management Program

UNIVERSITY OF CALIFORNIA MERCED  
5200 N. LAKE ROAD | MERCED, CA 95343  
TEL: 209.228.3479

August 22, 2023

Dear members of the UC Riverside Academic Senate,

I write to enthusiastically express my support for the creation of BA and Minor in Environmental Studies and the BA and Minor in Global and Community Health in the UC Riverside College of Humanities, Art, and Social Sciences. Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum. Such programs have been growing at universities nationwide, as well as across the UC system. Further, health equity issues are often interrelated with the forces that shape the distribution of environmental benefits and burdens in places where human communities live, work, and play. As the COVID-19 pandemic demonstrates, health inequities and disparate health outcomes for marginalized communities are pressing national problems in the United States—challenges that are not disconnected from the environmental challenges facing us today. With the creation of this department, UC Riverside is poised to provide an innovative curriculum for its diverse student body as well as to lead the way for other UC campuses. In my view, these proposed majors and minors charts a course that is reinforced by trends showing increases in interdisciplinary environmental and sustainability studies programs.

In my capacity as Director of the UC Center for Climate Justice, I am working to raise awareness and develop curriculum and programming focused on addressing climate change as a social justice and equity issue across the UC campuses. The kinds of pedagogical approaches required to plan for and address holistic solutions to climate change and other environmental problems in California and beyond must address scientific, social, economic, and cultural components. The innovative, forward-thinking approach offered through such programs is exactly what is needed to broaden these offerings for UCR students. I offer my strongest support to this endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Tracey Osborne".

Tracey Osborne, PhD  
Founding Director, UC Center for Climate Justice  
Associate Professor and Presidential Chair  
Department of Management of Complex Systems  
University of California, Merced

August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from \$11.2 billion in 2020 to \$36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.  
Department of Life Sciences, Riverside City College

## UNIVERSITY OF CALIFORNIA, SANTA CRUZ

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SANTA BARBARA • SANTA CRUZ

Ronnie D. Lipschutz, Emeritus Professor of Politics  
 1156 High Street, UCSC, Santa Cruz, CA 95064  
 Phone: 831-588-7625/fax: 831-459-3125/e-mail: [rlipsch@ucsc.edu](mailto:rlipsch@ucsc.edu)  
 Web site: <http://tinyurl.com/zeatctr>

August 15, 2023

Academic Senate & Administration  
 University of California, Riverside

Dear Colleagues,

I write this letter in support of the two proposals for majors in the Department of Society, Environment and Health Equity (SEHE). As I understand the matter, the proposed Environmental Studies major will replace the Sustainability Studies degree that has been administered by the Department of Gender and Sexuality Studies, while the major in Global and Community Health will complement Environmental Studies with its focus on related issues and problems. Before I give three reasons—out of many—for supporting this proposal, I will give some background on my experience and qualifications.

I was a faculty member of the UCSC Politics Department from 1990-2020, teaching among other things international relations and global environmental politics. I have done policy, research and technical work in environmental and policy field since the late 1970s, after receiving a Masters' in Physics at MIT. I came to UCSC with a PhD in Energy Resources from UC Berkeley (1987) and, beginning in 2008, was part of a faculty group trying to establish a Sustainability Studies program at UCSC. In 2012, I was appointed Provost of Rachel Carson College (I was able to obtain the \$5,000,000 endowment required to name a UCSC residential college) and established a minor in Sustainability Studies, the first such minor in a college since the university's founding. I am presently President of the Sustainable Systems Research Foundation in Santa Cruz, a nonprofit green think tank focused on development and deployment of local sustainability projects.

First, at this moment of environmental crisis, and especially with the looming threat of climate change, interdisciplinary education and research are more essential than ever. Both of the proposed majors are explicitly interdisciplinary, focusing on systemic issues and topics, rather than strictly-bounded disciplinary ones. Over the past 40 years, approaches to understanding and addressing these environmental challenges have been constrained by the very disciplinary epistemologies its practitioners apply. Biologists see everything through a biological lens; economists, through and econometrics one; humanists through philosophy, art and literature. But "wicked problems" such as climate change (and all of the social systems that give rise to it) are characterized by complex linkages among technological, political, social and economic systems and institutions. No single discipline is sufficient to deal with such problems, and few

academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines. The SEHE Department and its degree programs will be able to provide the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.

Second, and at the same time, there is a pressing need to acknowledge and incorporate the structural injustices and racism that are foundational to our social institutions and practices and reproduced in the environmental crisis. This is especially the case in terms of the distribution of current and future impacts of climate change and the benefits that will accrue from the coming green economy. UCR's student demographic is well-placed to make important and significant contributions to this transition and the SEHE Department and the two new majors will position them to do so.

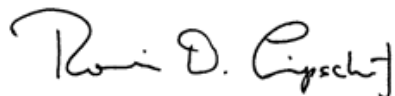
Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take on this burden and putting new programs under the care and feeding of departments whose disciplinary focus is not directly related risks shortchanging the new ones and even obscuring their existence. The SEHE Department and the two new majors will be highly visible, appropriately funded (I hope) and able to provide students with the focused care, advising and training required to succeed in the proposed areas of systems complexity and social change.

There are many other reasons to support these two proposed majors, not the least that similar initiatives exist or are being launched across the country and the world. Judging from the academic and professional job announcements that come across my "desk," graduates of the two programs will have little difficulty in finding relevant employment.

I endorse the two majors in the strongest terms and hope UCR will approve and fund them at the level necessary for them and their students to learn and thrive about these critical issue areas.

Please do not hesitate to contact me with any questions you may have.

Yours sincerely,

A handwritten signature in black ink, reading "Ronnie D. Lipschutz". The signature is written in a cursive, flowing style.

Ronnie D. Lipschutz  
Professor Emeritus of Politics, UCSC  
President, Sustainable Systems Research Foundation





David D. Lo, M.D., Ph.D.  
Distinguished Professor of Biomedical Sciences  
Senior Associate Dean for Research  
david.lo@medsch.ucr.edu

August 9, 2023

Academic Senate  
Campus Administration  
University of California, Riverside

Re: Global and Community Health degree program

Dear Academic Senate,

I am writing to express my enthusiastic support for the Global and Community Health degree program as a new program in the College of Humanities, Arts, and Social Sciences (CHASS). This is a timely initiative that addresses a critically important need among undergraduate programs. While many of the elements of the proposal draw from existing strengths among multiple units across campus, it provides an important opportunity to launch an innovative new integrative program to meet the needs of a new generation of undergraduate students.

My enthusiasm for this program comes from my activities in areas of direct relevance to this program. First, I have always had a long-standing interest in interdisciplinary studies of relevance to medical humanities, starting from my undergraduate liberal arts education, and continuing through my activities since arriving on campus in 2006, including teaching an Ignition Seminar in the Undergraduate Honors program, to participating in a number of programs in the Center for Ideas and Society (including participating on the CIS Advisory Board). These reflect my conviction that health sciences is also necessarily a human(ities) subject, and that the best approaches to health care must also identify with the needs of the human patient.

Second, I am founding Director of the BREATHE Center (that is, Bridging Regional Ecology, Aerosolized Toxins, and Health Effects), which is a broadly interdisciplinary collaborative of researchers across campus studying topics related to air quality and health effects. Faculty recruitments under the original BREATHE cluster hiring from 2015 to 2018 included five hires in the original cluster with two additional hires resulting from the searches. These hires reflect the truly interdisciplinary nature of the research, which includes two hires in CHASS, one in BCOE, two in CNAS, and two in SOM. The research themes among the BREATHE faculty broadly integrate humanities, engineering, environmental sciences, and biomedical research, which I believe illustrates and mirrors quite well the intent of the GCH program.

Third, I am Principal Investigator and co-Director (with Mario Sims) of the NIH-funded U54 Center for Health Disparities Research at UCR, a center entirely funded by extramural (NIH) funds, establishing a new model for research centers on campus. This center aims to train and promote a new generation of researchers in topics related to health disparities, social equity, and community engagement. The NIH and other agencies, including the California Air Resources Board (CARB) have begun to recognize the critical need to promote work in environmental and social justice to address health needs, and the necessary role of community networks as full partners in the research. The growth in attention and funding in this



area provides important opportunities for undergraduate education and future career opportunities, and the GCH programs will be timely in helping to launch UCR students in entirely new types of careers of service to the community. The fact that so many UCR students are first generation and from underserved communities will mean that the GCH programs can promote a pipeline of workers in areas such as medicine and public policy that also draws directly from the communities most in need of this important work.

While this program does not yet include graduate programs, the existing Designated Emphasis in Medical Humanities may yet pave the way for graduate programs in this area. Accordingly, the Center for Health Disparities Research hopes to be instrumental in providing training and research opportunities for graduate and post-graduate researchers in this area as the GCH program grows.

While it is not an exclusive goal of the department and undergraduate programs, I am most excited by the potential of the undergraduate program in health equity to build a pool of students that will be ideal candidates for the Thomas Haider Program at the UCR School of Medicine. This program is a pathway for UCR undergraduates to enter the UCR School of Medicine, and was created by Dr. Thomas Haider, who has long supported the mission of the School of Medicine to train physicians for service to the inland California underserved communities. The goals of the GCH undergraduate programs will clearly imbue the students with an appreciation of the issues of racial and social equity, and a dedication to the mission of the SOM.

Again, I reiterate my strong enthusiasm for the program and its potential to integrate a host of complementary topics in environmental and social justice that will have a major impact on campus intellectual and community life. I look forward to seeing this promise come to fruition, and to working actively with the program as it grows.

Sincerely,

A handwritten signature in dark ink, appearing to read 'D. Lo', with a stylized flourish at the end.

David D. Lo, M.D., Ph.D.

Contact PI, U54 MD013368 RCMI, Center for Health Disparities Research at UCR



Center for Ideas and Society  
College of Humanities, Arts & Social Sciences  
Riverside CA 92521

August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

We are writing on behalf of the Center for Ideas and Society at UCR in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.


The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As co-directors of the Center for Ideas and Society, we are particularly eager to see new courses offered in these areas, which will further our curricular goals. We fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside, and we at the CIS see great potential for collaborations with the new program on various levels.

Sincerely,

DocuSigned by:  
  
665EA988DFE3463...

DocuSigned by:  
  
DAB44F05B7BC460...



900 UNIVERSITY AVENUE, SCHOOL OF MEDICINE EDUCATION BUILDING, RIVERSIDE, CA 92521

8/28/2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Psychiatry and Neurosciences in enthusiastic support of the proposed BA degree in Global and Community Health. This undergraduate program will bring new curricular opportunities addressing health disparities to UCR.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce. This is well aligned with and advances our mission at the UCR School of Medicine. I look forward to future collaborations and the exciting opportunities that can emerge for us across departments.

The GCH undergraduate degree program will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Chair of the Department of Psychiatry and Behavioral Sciences, and as a public health and health equity scholar, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the **Global and Community Health BA**. Students will be well-served by this curriculum as part of their education at UC Riverside.

Sincerely,

A handwritten signature in black ink that reads "Lisa R. Fortuna".

Lisa R. Fortuna, MD, MPH, MDiv  
Professor and Chair of Psychiatry and Neurosciences  
University of California Riverside, School of Medicine



**Department of Gender & Sexuality  
Studies**

900 University Avenue  
Riverside, CA 92521

August 25, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

I am writing on behalf of the Department of Gender and Sexuality Studies (GSST) in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree (GCH) will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

The Environmental Studies BA degree (ENST) will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

GSST currently houses a Sustainability Studies major (SUST), which will sunset as SEHE's Environmental Studies major grows. The two departments, GSST and SEHE, have established an MOU to guide this process. GSST and SEHE will work together to meet the needs of students and faculty in both departments in the transition from the GSST Sustainability Studies major to the SEHE Environmental Studies major.

The GSST SUST major will sunset, with a target date to stop accepting new majors in Fall 2024. GSST submitted a memo in July 2023 to CHASS FEC and the Committee on Educational Policy, requesting a moratorium on the Sustainability Studies major. The Senate granted a pause in admissions to SUST, pending the outcome of the moratorium review. In Fall 2024, all existing SUST majors will be encouraged to transfer to the ENST major in SEHE. In Winter 2024, SEHE and GSST will schedule a joint meeting with Cassee Barba and Holly Easley (SUST advisors) to set out course substitutions that will allow any remaining SUST majors to graduate using SEHE courses if necessary. To ease the transition, GSST and SEHE will submit cross-listing proposals in Fall 23 so that SEHE faculty can continue to cover the required courses for the SUST major. Once all the remaining SUST majors have graduated (est. 2027), SEHE and GSST will consult on which courses to keep cross-listed, and which cross listings should be removed.

As Chair of GSST, I fully support the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**. These two undergraduate degree programs will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

Thank you,

Brandon Andrew Robinson, Ph.D.

A handwritten signature in black ink, appearing to read "Brandon A. Robinson", written in a cursive style.

Chair & Associate Professor  
Department of Gender & Sexuality Studies  
University of California, Riverside



DEPARTMENT OF EARTH AND PLANETARY SCIENCES - 036  
1242 GEOLOGY BUILDING  
RIVERSIDE, CALIFORNIA 92521

24<sup>th</sup> August, 2023

Gordon D. Love, PhD,  
Professor of Geochemistry  
Chair, Department of Earth & Planetary Sciences  
University of California, Riverside

E-mail: [glove@ucr.edu](mailto:glove@ucr.edu)

***Re: SEHE degree programs***

To: Dana Simmons, Acting Chair of SEHE

On behalf of the Department of Earth and Planetary Sciences (EPS), I am writing in support of the undergraduate programs proposal submitted by the new Department of Society, Environment and Health Equity (SEHE).

.EPS teaches several (GEO) lower and upper division undergraduate science classes that are popular across campus and taken by a diverse student body to fulfill degree requirements. Many of these classes provide the scientific understanding of topical issues critical to societal needs and which are obviously pertinent to the scope of the SEHE degree programs. This subject matter includes: natural resources and their sustainability, climatic and environmental change, natural hazards, landscape evolution, and the history of life on Earth.

We encourage SEHE students to take our popular GEO classes as part of their BA degree requirements and we will work with SEHE to provide guidance on the most appropriate classes for their students to take in each quarter.

Yours sincerely,

A handwritten signature in black ink, appearing to read "G. Love".

Gordon Love.



**Media and Cultural Studies**  
900 University Avenue  
Riverside, CA 92521

August 23, 2023

Dear Colleagues and Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Media & Cultural Studies in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring urgently needed curricular address to environmental and health disparities and will enhance teaching and research across our university.

The **Environmental Studies BA** will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. If it is approved, UCR will join five other UC campuses in offering an Environmental Studies BA degree.

The **Global and Community Health BA** offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, and advocacy. The GCH major will prepare students for advanced study and community-based work related to social justice and health disparities. This crucial major will help to address pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce. And they further the research and educational priorities of our faculty.

As Chair of MCS, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

A handwritten signature in black ink, appearing to read "Judith Rodenbeck", written over a light gray rectangular background.

Judith Rodenbeck  
Professor and Chair  
Media & Cultural Studies





Global Studies Program, 900 University Avenue, Riverside, CA 92521

August 10, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

On behalf of the Global Studies Program, I enthusiastically support the proposed BA degrees in Environmental Studies and Global and Community Health. These two undergraduate programs will bring critically important new curricular opportunities for UCR students, including those participating in our Global Health, Sustainability and Resources track.

UCR is positioned to join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. This program will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.

The Global and Community Health BA degree addresses pressing problems of health and healthcare workforce shortages in Inland Southern California, and underrepresentation of Latinx and Black people among California health professions workforce. The proposed curriculum will prepare students for advanced study and community-based work related to social justice and health disparities relevant to careers in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy..

These undergraduate degree programs will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in Inland Southern California and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Director of the Global Studies Program, I fully support the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**.

Sincerely,

A handwritten signature in dark ink, appearing to read "Juliann Emmons Allison".

Juliann Emmons Allison  
Society, Environment & Health Equity  
Global Studies





Department of Anthropology  
900 University Avenue  
1334 Watkins Hall  
Riverside, CA 92521

August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Anthropology in unconditional support of the proposed BA degree in Global and Community Health and BA degree in Environmental Studies. These two undergraduate programs will bring exciting and necessary curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach and organizing, social services, administration and advocacy. The GCH major will help to address the urgent healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California's health professions workforce.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, climate change, social justice, and health equity.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability, and the common good. These programs are designed to serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and Latinx people in health-related professions.

As Chair of the Department of Anthropology, I am eager to see new courses offered in these areas, which will further our curricular goals. Our department plans to cross-list several of our courses in Medical Anthropology to help support the new department and foster a rich, interdisciplinary learning environment for our undergraduates across CHASS.

In sum, I fully support the undergraduate program proposals for the **Global and Community Health BA** and **Environmental Studies BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Please do not hesitate to contact me at [jsyverts@ucr.edu](mailto:jsyverts@ucr.edu) should you have any questions or need further information.

All my best,

A handwritten signature in black ink, appearing to read "Jennifer Syvertsen". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jennifer Syvertsen, PhD, MPH  
Chair and Associate Professor of Anthropology  
Pollitt Endowed Term Chair for Interdisciplinary Teaching & Learning in CHASS



Ellen Reese &lt;ellenr@ucr.edu&gt;

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**Course permission requests for SEHE**

5 messages

**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 18, 2023 at 11:32 AM

To: Brandon Robinson &lt;brandon.robinson@ucr.edu&gt;

Dear Brandon Robinson,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Environmental Studies (B.A. and Minor):

GSST 107
GSST 109
GSST 113
GSST 131
GSST 145
GSST 148
GSST 161
GSST 176
GSST 181

Global &amp; Community Health (B.A. and Minor):

GSST 107
GSST 109
GSST 113
GSST 131
GSST 171
GSST 176

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient. Thank you very much for considering this request.

P.S. I want to inform you that one of your faculty plans to pursue a course amendment request to cross-list the following courses with SEHE next year:

GSST 131
GSST 145
GSST 148
GSST 161
GSST 171
GSST 181

All the best,

Ellen Reese  
 Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](https://laborstudies.ucr.edu))  
 Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)  
 Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](https://ielcc.ucr.edu))  
 UC-Riverside

#### Most recent books

*Unsustainable: Amazon, Warehousing, and the Politics of Exploitation* (with Juliann Emmons Allison, UC Press, 2023)  
<https://www.ucpress.edu/book/9780520388383/unsustainable>

*The Cost of Free Shipping: Amazon in the Global Economy*, co-edited with Jake Alimahomed-Wilson (Pluto Press, 2020;  
 Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)  
<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>

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#### 2 attachments

 **ENST Curriculum Proposal 2023\_Aug10.pdf**  
 327K

 **Health Curriculum Proposal 2023\_Aug8.pdf**  
 344K

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**Ellen Reese** <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>  
 To: Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>

Fri, Aug 18, 2023 at 6:14 PM

fyi-sent this to Brandon today.

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327K

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344K

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**Brandon Robinson** <brandon.robinson@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>

Fri, Aug 18, 2023 at 8:55 PM

Hi Ellen,

Yes, I approve of everything for both environmental studies and for global and community health.

Brandon

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**Brandon Andrew Robinson, Ph.D.**  
*Chair and Associate Professor*  
Department of Gender and Sexuality Studies  
University of California, Riverside  
<https://profiles.ucr.edu/brandon.robinson>

Book: [Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness](#)

Co-Authored Book: [Race & Sexuality](#)

Current \$1 Million NSF-Funded Project: [Family, Housing, and Me Project](#)

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**Ellen Reese** <ellenr@ucr.edu>  
To: Brandon Robinson <brandon.robinson@ucr.edu>

Fri, Aug 18, 2023 at 9:51 PM

Wonderful! Thank you so much Brandon!

P.S. Are you here in Philly too for ASA? -Ellen

[Quoted text hidden]

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[Quoted text hidden]

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**Brandon Robinson** <brandon.robinson@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>

Fri, Aug 18, 2023 at 10:51 PM

Yes, I am! Hope to run into you!!

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**Brandon Andrew Robinson, Ph.D.**  
*Chair and Associate Professor*  
Department of Gender and Sexuality Studies  
University of California, Riverside  
<https://profiles.ucr.edu/brandon.robinson>

Book: [Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness](#)

Co-Authored Book: [Race & Sexuality](#)

Current \$1 Million NSF-Funded Project: [Family, Housing, and Me Project](#)



Ellen Reese &lt;ellenr@ucr.edu&gt;

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**Course permission request for SEHE**

15 messages

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**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 18, 2023 at 3:13 PM

To: Joel Sachs &lt;joel.sachs@ucr.edu&gt;

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

BIO 030

BIO 034

BIO 040

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient. Thank you very much for considering this request.

All the best,

Ellen Reese

Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](http://laborstudies.ucr.edu))  
 Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)  
 Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](http://ielcc.ucr.edu))  
 UC-Riverside

### Most recent books

*Unsustainable: Amazon, Warehousing, and the Politics of Exploitation* (with Juliann Emmons Allison, UC Press, 2023)  
<https://www.ucpress.edu/book/9780520388383/unsustainable>

*The Cost of Free Shipping: Amazon in the Global Economy*, co-edited with Jake Alimahomed-Wilson (Pluto Press, 2020;  
 Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)  
<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>

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### 2 attachments



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 327K



**Health Curriculum Proposal 2023\_Aug8.pdf**  
 344K

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**Joel Sachs** <[joels@ucr.edu](mailto:joels@ucr.edu)>  
 To: Ellen Reese <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>, eeobchair <[eeobchair@ucr.edu](mailto:eeobchair@ucr.edu)>  
 Cc: Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>

Mon, Aug 21, 2023 at 5:00 PM

Dear Ellen,

Will do. I set the vote out today.

One challenge is that two of these courses, Biol34 and Biol40, are not being taught every year.

Please let me know if that is a concern, Joel

[Quoted text hidden]

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**Joel L. Sachs**

**Professor & Chair,** Evolution Ecology & Organismal Biology

University of California, Riverside

Chair's Office 2745 Life Sciences Building

Office (951) 827-6357 / Fax (951) 827-4286 / <http://www.sachslab.com>

Zoom: <http://ucr.zoom.us/my/Sachsevolution>

**Post address:** Sachs Lab - UC Riverside

[3401 Watkins Dr.](#), 1229 Spieth Hall, Riverside, CA 92521

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**Ellen Reese** <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>  
 To: Joel Sachs <[joels@ucr.edu](mailto:joels@ucr.edu)>  
 Cc: eeobchair <[eeobchair@ucr.edu](mailto:eeobchair@ucr.edu)>, Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>

Mon, Aug 21, 2023 at 5:06 PM

Thanks so much Joel. We are still interested in requesting permission to use these courses as options for this new major, but thanks for bringing this to our attention.

All the best,  
 Ellen Reese

[Quoted text hidden]

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[Quoted text hidden]

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**Ellen Reese** <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>

Wed, Aug 23, 2023 at 7:06 PM

To: Joel Sachs <joels@ucr.edu>

Cc: eeobchair <eeobchair@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Hi Joel,

So sorry! I just realized I left out one of our course permission requests: BIO 003 for ENST. Below is the updated request, including that course as well:

Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Environmental Studies

BIO 003

Global & Community Health (B.A. and Minor):

BIO 030

BIO 034

BIO 040

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient. Thank you very much for considering this request.

All the best,

Ellen Reese

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327K **Health Curriculum Proposal 2023\_Aug8.pdf**  
344K

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**Ellen Reese** <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 9:40 AM

Hi Joel-- Just wondering if your department voted in favor or against providing permission to include the following courses in these 2 curriculum? I believe you sent out a vote and just wondering if faculty will be finished voting later today or do you need additional time? I realize we added one more course to the list so if you only had votes on the last 3 courses listed below, let me know. We are happy to know of any voting outcomes you might have and if you need additional time, that's understandable and we can list the matter as pending review. We are just trying to update our curriculum proposal before submitting them for review by the relevant Academic Senate committees. Thanks! -Ellen

Environmental Studies

BIO 003

Global & Community Health (B.A. and Minor):

BIO 030

BIO 034

BIO 040

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344K

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**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 9:43 AM

Hi Ellen, I'm trying to get more votes. Here's what we have so far:  
10 responses total

7 - yes

2 - no

1- abstain

[Quoted text hidden]

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**Ellen Reese** <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 10:04 AM

## Second Round Documents

Wonderful! Looks like the permission was approved. If that changes though before the end of the day if you receive more votes, let us know.

Sounds like the vote in favor of these course permissions is for all 4 courses (including 3 Global & Community Health and 1 for Environmental Studies, but if I misunderstood, let me know.

Best,  
Ellen

[Quoted text hidden]

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**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 10:05 AM

No, sorry, that is not correct. This vote has not reached a quorum.

[Quoted text hidden]

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**Ellen Reese** <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 10:15 AM

Got it. Thanks! If you receive a sufficient number of votes for a quorum later today, let us know. Otherwise, perhaps you can revisit this issue later (e.g., in the fall when the quarter starts at a regular faculty meeting) before your faculty reach a decision, let me know. I know it is often difficult to obtain faculty votes in the summer and we can simply say this is "pending review by faculty" for now (as we are doing for some other departments). Thanks for your help with this and at least beginning this conversation with your faculty! We really appreciate it!

Best,  
Ellen

[Quoted text hidden]

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**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 3:17 PM

The updated vote tally is as follows:

15 total votes

12 - yes

2 - no

1- abstain

On Fri, Aug 25, 2023 at 9:41AM Ellen Reese <ellenr@ucr.edu> wrote:

[Quoted text hidden]

[Quoted text hidden]

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**Dana Simmons** <dana.simmons@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 4:50 PM

Thank you very much, Joel! I wish you all the best in the last weeks of summer.

Dana

[Quoted text hidden]

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**Ellen Reese** <ellenr@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>  
Cc: Joel Sachs <joels@ucr.edu>

Fri, Aug 25, 2023 at 5:31 PM

## Second Round Documents

Terrific! Sounds like the vote reached quorum and is in favor of all the course permissions requested, is that correct?

Best,  
Ellen

[Quoted text hidden]

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**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 5:37 PM

Yes, correct.

[Quoted text hidden]

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**Ellen Reese** <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 5:40 PM

Awesome!! Thanks Joel and hope you both have a great weekend! -ellen

[Quoted text hidden]

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**Ellen Reese** <ellenr@ucr.edu>  
Draft To: Joel Sachs <joel.sachs@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Sun, Aug 27, 2023 at 11:10 AM

On Fri, Aug 18, 2023 at 3:13 PM Ellen Reese <ellenr@ucr.edu> wrote:

[Quoted text hidden]

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[Quoted text hidden]



Ellen Reese &lt;ellenr@ucr.edu&gt;

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**Course permission request for SEHE**

8 messages

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**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 18, 2023 at 3:35 PM

To: gordon.love@ucr.edu

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Dear Gordon Love,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal in case you wish to review these.

If you need additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

**GEO 007**

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Thank you very much for considering this request.

All the best,

--

Ellen Reese

Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](https://laborstudies.ucr.edu))  
Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)  
Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](https://ielcc.ucr.edu))  
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Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)  
<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>

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 **Health Curriculum Proposal 2023\_Aug8.pdf**  
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**Gordon Love** <[glove@ucr.edu](mailto:glove@ucr.edu)>

Mon, Aug 21, 2023 at 5:43 PM

To: Ellen Reese <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>Cc: Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>, Sandra Kirtland Turner <[sandrakt@ucr.edu](mailto:sandrakt@ucr.edu)>

Dear Ellen,

GEO 007 isn't a class that is going to be regularly taught in the future as the instructor has recently retired. It is still offered probably as a summer session class.

EPS teach a wide range of other lower division classes that are popular with undergrad students from all colleges.

Sandy, do you have anything to add here?

Sincerely,  
Gordon

Prof. Gordon Love  
Chair of EPS

[Quoted text hidden]

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**Gordon Love** <[glove@ucr.edu](mailto:glove@ucr.edu)>

Tue, Aug 22, 2023 at 11:59 AM

To: Ellen Reese <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>Cc: Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>, Sandra Kirtland Turner <[sandrakt@ucr.edu](mailto:sandrakt@ucr.edu)>

Hi Ellen,

We will give you a list of GEO classes that we think you will be interested in and which quarter these are taught in.

For example, GEO 010 Earth Resources and Sustainability

Best,  
Gordon

[Quoted text hidden]

---

**Ellen Reese** <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>

Tue, Aug 22, 2023 at 12:08 PM

To: Gordon Love <[glove@ucr.edu](mailto:glove@ucr.edu)>Cc: Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>, Sandra Kirtland Turner <[sandrakt@ucr.edu](mailto:sandrakt@ucr.edu)>

Wonderful! Thanks so much. I forgot to mention in my previous email that the following GEO courses were previously approved by your Department in 2021 for inclusion in our environmental studies curriculum (see the list below), but if you

approve of GEO 007, let us know. And, if you identify any other lower division GEO courses beyond those previously approved that you think we might have overlooked, please do let us know.

GEO 002
GEO 003
GEO 004
GEO 005
GEO 007
GEO 008
GEO 009/9H
GEO 010
GEO 011/011H
GEO 012

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**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 10:11 AM

To: Gordon Love <glove@ucr.edu>

Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Hi Gordon,

Just checking to see if there is a decision from your department on if you approve (or not) the inclusion of GEO 007 to the Global & Community Health (B.A. and Minor) curriculum today or if you or your faculty need additional time to review this before making a decision. Either way is fine. We are just trying to update our curriculum proposals before submitting them to the relevant Academic Senate Committees for review. Thanks for your help and considering this request.

Best,  
Ellen Reese

[Quoted text hidden]

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**Gordon Love** <glove@ucr.edu>

Fri, Aug 25, 2023 at 11:25 AM

To: Ellen Reese <ellenr@ucr.edu>

Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Hi Ellen,

I sent a letter to Dana last evening.

We are happy for SEHE studentd to take any of our GEO classes. As indicated on the letter.

GEO 007 is not a good choice as we caa add n't guarantee it will be taught during Fall to Spring quarters. The instructor recently retired but teaches it ad a summer session class.

Best,  
Gordon

[Quoted text hidden]

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**Dana Simmons** <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 11:26 AM

To: Gordon Love <glove@ucr.edu>

Cc: Ellen Reese <ellenr@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

My apologies for not sharing the letter with you, Ellen! Thank you again for writing it, Gordon.

Thanks to all,  
Dana

[Quoted text hidden]

--

Dana Simmons  
Acting Chair, Department of Society, Environment and Health Equity  
Department of History  
University of California, Riverside

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**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 5:34 PM

To: Dana Simmons <dana.simmons@ucr.edu>

Cc: Gordon Love <glove@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Thanks so much Gordon and for the heads up on GEO 007 too. This is wonderful news!

Best,  
Ellen

[Quoted text hidden]



Ellen Reese &lt;ellenr@ucr.edu&gt;

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**One more course permissions request for SEHE**

6 messages

**Ellen Reese** <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 7:02 PM

To: Bruce Babcock &lt;bruce.babcock@ucr.edu&gt;

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Global &amp; Community Health (B.A. and Minor):

**PBPL 167/SOC 167**

Thank you very much for considering this request.

P.S. The Sociology Department already approved of the inclusion of Soc 167 in 2021.

All the best,

Ellen Reese

Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](http://laborstudies.ucr.edu))Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](http://ielcc.ucr.edu))

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 Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)  
<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>

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 **Health Curriculum Proposal 2023\_Aug8.pdf**  
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**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 9:33 AM

To: Bruce Babcock <bruce.babcock@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Hi Bruce--Any chance you could send us your department vote on permission to include **PBPL 167/SOC 167 in the Global & Community Health** curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

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 **Health Curriculum Proposal 2023\_Aug8.pdf**  
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**Bruce Babcock** <babcockb@ucr.edu>

Fri, Aug 25, 2023 at 9:55 AM

To: Ellen Reese <ellenr@ucr.edu>

Ellen

I need to check if we ever teach this course or if it is a zombie course.

Bruce Babcock  
 Professor and Associate Dean  
 School of Public Policy  
 4123 INTS  
 University of California, Riverside  
[babcockb@ucr.edu](mailto:babcockb@ucr.edu)

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<Health Curriculum Proposal 2023\_Aug8.pdf>

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**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 10:17 AM

To: Bruce Babcock <babcockb@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

That makes sense. Let me know if you find out more today. If not, we can just put "pending review by department" for now & I can circle back to you in the fall.

Best,  
 Ellen

[Quoted text hidden]

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**Bruce Babcock** <babcockb@ucr.edu>

Fri, Aug 25, 2023 at 4:16 PM

To: Ellen Reese <ellenr@ucr.edu>

Cc: Dana Simmons <dana.simmons@ucr.edu>

**Second Round Documents**

Ellen

This course (SOC/PBPL 167) is analogous to the ENGR course cross-listed with PBPL. SOC is the lead department on this course and if it is taught in the future it will be taught by them. So yes you can use the course.

Bruce Babcock  
Professor and Associate Dean  
School of Public Policy  
4123 INTS  
University of California, Riverside  
[babcockb@ucr.edu](mailto:babcockb@ucr.edu)

[Quoted text hidden]

---

**Ellen Reese** <ellenr@ucr.edu>  
To: Bruce Babcock <babcockb@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 5:32 PM

Wonderful! Thanks so much! -ellen

[Quoted text hidden]



Ellen Reese &lt;ellenr@ucr.edu&gt;

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**Course permission request for SEHE**

3 messages

**Ellen Reese** <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 9:00 PM

To: bruce.babcock@ucr.edu

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Environmental Studies (ENST) curriculum proposal at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Environmental Studies (B.A. and Minor):

**ENGR 171/PBPL 171**

Thank you very much for considering this request.

All the best,

Ellen Reese

Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](https://laborstudies.ucr.edu))Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](https://ielcc.ucr.edu))

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## Second Round Documents

*The Cost of Free Shipping: Amazon in the Global Economy*, co-edited with Jake Alimahomed-Wilson (Pluto Press, 2020; Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)

<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>



**ENST Curriculum Proposal 2023\_Aug10.pdf**

327K

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**Bruce Babcock** <babcockb@ucr.edu>

Mon, Aug 21, 2023 at 9:06 PM

To: Ellen Reese <ellenr@ucr.edu>

Cc: "bruce.babcock@ucr.edu" <bruce.babcock@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Ellen

Yes you can use ENGR 171/PBPL 171 as part of your curriculum. ENGR is the lead on this course so I do not know their plans regarding frequency of offering the course.

Bruce Babcock  
Professor and Associate Dean  
School of Public Policy  
4123 INTS  
University of California, Riverside  
[babcockb@ucr.edu](mailto:babcockb@ucr.edu)

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<ENST Curriculum Proposal 2023\_Aug10.pdf>

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**Ellen Reese** <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 9:26 PM

To: Bruce Babcock <babcockb@ucr.edu>

Cc: "bruce.babcock@ucr.edu" <bruce.babcock@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Wonderful! Thanks so much for your quick and positive response! We have reached out to Engineering as well & thanks for the additional information.

Best,  
Ellen Reese

[Quoted text hidden]

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[Quoted text hidden]



Ellen Reese &lt;ellenr@ucr.edu&gt;

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**Course permission requests for SEHE**

3 messages

**Ellen Reese** <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 5:19 PM

To: Judith Rodenbeck &lt;judith.rodenbeck@ucr.edu&gt;

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Dear Judith Rodenbeck,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

I can send you the current drafts of the GCH and ENST curriculum proposals if you wish to review these or if you need additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Environmental Studies (B.A. and Minor):

MCS 108  
MCS 109  
MCS 117  
MCS 122  
MCS 146F/ENG 146F  
MCS 159  
MCS 160  
MCS 170  
MCS 175/SPN 175  
MCS 189

Global &amp; Community Health (B.A. and Minor):

MCS 106  
MCS 109

MCS 117  
MCS 189

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Thank you very much for considering this request.

P.S. In 2021, MCS approved the request to include MCS 160 in the health curriculum.

All the best,

Ellen Reese

Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](http://laborstudies.ucr.edu))

Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)

Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](http://ielcc.ucr.edu))

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<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>

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**Judith Rodenbeck** <[judithr@ucr.edu](mailto:judithr@ucr.edu)>

Wed, Aug 23, 2023 at 12:18 PM

To: Ellen Reese <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>

Cc: Judith Rodenbeck <[judith.rodenbeck@ucr.edu](mailto:judith.rodenbeck@ucr.edu)>, Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>

Dear Ellen:

I approve listing the MCS courses listed below in the curriculum proposals for SEHE. We are 100% in support of SEHE and the two majors to be offered and look forward to many rich collaborations in the future.

All best,

Judith

Judith Rodenbeck  
Chair, Media & Cultural Studies  
University of California, Riverside

*Mind is primarily a verb.* - John Dewey

[Quoted text hidden]

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**Ellen Reese** <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>

Fri, Aug 25, 2023 at 10:05 AM

To: Judith Rodenbeck <[judithr@ucr.edu](mailto:judithr@ucr.edu)>

Cc: Judith Rodenbeck <[judith.rodenbeck@ucr.edu](mailto:judith.rodenbeck@ucr.edu)>, Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>

Wonderful!!! Thanks so much Judith! Looking forward to our future collaborations too! -Ellen Reese

[Quoted text hidden]

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[Quoted text hidden]



Ellen Reese &lt;ellenr@ucr.edu&gt;

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**Course permission request for SEHE**

7 messages

**Ellen Reese** <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 7:15 PM

To: Juliann Allison &lt;juliann@ucr.edu&gt;

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Dear Juliann Emmons Allison,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Global &amp; Community Health (B.A. and Minor):

**GBST 103**

Thank you very much for considering this request.

All the best,

Ellen Reese

Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](http://laborstudies.ucr.edu))Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](http://ielcc.ucr.edu))

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*The Cost of Free Shipping: Amazon in the Global Economy*, co-edited with Jake Alimahomed-Wilson (Pluto Press, 2020; Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)

<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>

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 **Health Curriculum Proposal 2023\_Aug8.pdf**  
344K

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**Ellen Reese** <ellenr@ucr.edu>  
To: Juliann Allison <juliann@ucr.edu>

Fri, Aug 25, 2023 at 9:35 AM

Hi Juliann--Any chance you could send us the Global Studies program vote on permission to include **GBST 103 in the GCH** curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

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 **Health Curriculum Proposal 2023\_Aug8.pdf**  
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**Ellen Reese** <ellenr@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 9:35 AM

fyi

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 **Health Curriculum Proposal 2023\_Aug8.pdf**  
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**Juliann Allison** <juliann@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 10:13 AM

Ok

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--

**Juliann Emmons Allison**

(she/her/hers)

(she/her/hers)

Associate Professor, Society, Environment & Health Equity

Director, Global Studies Program

Faculty Chair, Campus Sustainability Committee

Most Recent Publications:

**Unsustainable: Amazon, Warehousing, & the Politics of Exploitation**, co-authored with Ellen Reese. University of California Press. "What Happens when Amazon Comes to Town: Environmental Impacts, Local Economies, and Resistance in Inland Southern California." **The Cost of Free Shipping: Amazon in the Global Economy**, pp. 176-193. Ed. by Jake Alimahomed-Wilson and Ellen Reese Pluto Press, 2020. "The Energy Politics of the United States." **Handbook of Energy Politics**, co-edited with Kathleen J. Hancock. Oxford University Press, 2020.

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**Ellen Reese** <ellenr@ucr.edu>  
To: Juliann Allison <juliann@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 10:20 AM

Hi Juliann-- Just making sure I understood that last email correctly (since we include them in our curriculum proposal). Does Global Studies program approve of giving permission to include **GBST 103 in the GCH** curriculum? Yes it does or



no it does not?

All the best,  
Ellen Reese

[Quoted text hidden]

---

**Juliann Allison** <juliann@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 11:12 AM

That is fine.

~ jea

**Juliann Emmons Allison**

(she/her/hers)

(she/her/hers)

Associate Professor, Society, Environment & Health Equity

Director, Global Studies Program

Faculty Chair, Campus Sustainability Committee

Most Recent Publications:

**Unsustainable: Amazon, Warehousing, & the Politics of Exploitation**, co-authored with Ellen Reese. University of California Press. "What Happens when Amazon Comes to Town: Environmental Impacts, Local Economies, and Resistance in Inland Southern California." **The Cost of Free Shipping: Amazon in the Global Economy**, pp. 176-193. Ed. by Jake Alimahomed-Wilson and Ellen Reese Pluto Press, 2020. "The Energy Politics of the United States." **Handbook of Energy Politics**, co-edited with Kathleen J. Hancock. Oxford University Press, 2020.

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**Ellen Reese** <ellenr@ucr.edu>  
To: Juliann Allison <juliann@ucr.edu>

Fri, Aug 25, 2023 at 5:42 PM

Wonderful! Thank you! -ellen

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## Request for Permission to include Courses in new curriculum proposals

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**Patricia S Springer** <patricia.springer@ucr.edu>

Mon, Apr 5, 2021 at 11:00 AM

To: Chikako Takeshita <chikakot@ucr.edu>

Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Hi Chikako

I have no objections to these courses being listed, with a caveat that BPSC11 and 21 are both heavily impacted courses that typically have much more demand than we can accommodate.

BPSC166 is offered every other year, but provided the students have the prerequisites and there are a small number of them, this course could accommodate them.

I have other concerns about the proposal however (the proposed department name for example), but I can discuss that with you separately.

Patty

Patricia Springer  
Professor and Chair, Department of Botany and Plant Sciences  
University of California  
Riverside, CA 92521

[pspringer@ucr.edu](mailto:pspringer@ucr.edu)

[bpschair@ucr.edu](mailto:bpschair@ucr.edu)

951-827-4413 (Chair's office)

951-827-5785 (Faculty office)

<http://plantbiology.ucr.edu>

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

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## Request for Permission to include Courses in new curriculum proposals

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David Lloyd <dcloyd@ucr.edu>

Thu, Apr 1, 2021 at 2:08 PM

To: Chikako Takeshita <chikakot@ucr.edu>

Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako,

The English courses you list can be added to this new major's list of electives. However, 096 appears to be a typo. Can you clarify what course you intend here? It is not a number we have.

Thank you,

David

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

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## Request for Permission to include Courses in new curriculum proposals

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David Volz <dvolz@ucr.edu>

Tue, Apr 6, 2021 at 8:34 AM

To: Chikako Takeshita <chikakot@ucr.edu>

Cc: Roya bahreini <bahreini@ucr.edu>, Hoori Ajami <hooria@ucr.edu>

Hi Chikako,

As discussed during our 3/2 meeting, our department is willing to approve inclusion of ENSC 001, 002, 003, and 006 to your proposed BA and BS programs. However, as all four courses fill up each academic year (and usually have long wait lists), we cannot guarantee that students within your programs will be able to enroll in our courses since we are currently unable to expand enrollment due to limitations in TA allocations from the CNAS Dean's office.

In addition, our approval to include these courses in the proposed curricula does not imply that the department will be supportive of the proposed programs as currently written. We look forward to providing more extensive written feedback on the proposed programs after submission to the Committee on Educational Policy within the Academic Senate.

Dave

-----  
David C. Volz, Ph.D.  
Professor & Chair  
University of California, Riverside  
Department of Environmental Sciences  
Riverside, CA 92521

Office: (951) 827-4450  
E-mail: [david.volz@ucr.edu](mailto:david.volz@ucr.edu)  
<http://envisci.ucr.edu/faculty/volz.html>

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

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## Request for Permission to include Courses in new curriculum proposals

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**Michael A McKibben** <michael.mckibben@ucr.edu>

Fri, Apr 2, 2021 at 4:35 PM

To: Chikako Takeshita <chikakot@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dcloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben

Chair, Dept. of Earth and Planetary Sciences

407 Geology Building

University of California, Riverside 92521

(951) 581-5459 (cell)

<https://epsci.ucr.edu/>

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**From:** Chikako Takeshita <chikakot@ucr.edu>

**Sent:** Thursday, April 1, 2021 9:26 AM

**To:** Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia S Springer <patricia.springer@ucr.edu>; Jeffrey Sacks <jeffsack@ucr.edu>; Steven M Helfand <steven.helfand@ucr.edu>; David Lloyd <dcloyd@ucr.edu>; David Volz <dvolz@ucr.edu>; Richard Redak <richard.redak@ucr.edu>; Jennifer R Najera <jennifer.najera@ucr.edu>; Juliann Allison <juliann@ucr.edu>; Michael A McKibben <michael.mckibben@ucr.edu>; Sherine Hafez <sherine.hafez@ucr.edu>; Michele Salzman <msalzman@ucr.edu>; Anne McKnight <amcknigh@ucr.edu>; James Borneman <borneman@ucr.edu>; Judith Rodenbeck <judithr@ucr.edu>; Guillermo Aguilar <gaguilar@ucr.edu>; Fuson Wang <fuson.wang@ucr.edu>; Kurt Schwabe <schwabe@ucr.edu>; Andrews Reath <reath@ucr.edu>; Kenneth Barish <barish@ucr.edu>; John Medearis <medearis@ucr.edu>; Daniel Ozer <daniel.ozer@ucr.edu>; Melissa Wilcox <mwilcox@ucr.edu>; Ellen Reese <ellenr@ucr.edu>; Xinping Cui <xpcui@ucr.edu>; Patricia Morton <patm@ucr.edu>

**Subject:** Request for Permission to include Courses in new curriculum proposals

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## Request for Permission to include Courses in new curriculum proposals

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Sherine Hafez <sherine.hafez@ucr.edu>

Tue, Apr 6, 2021 at 8:18 AM

To: Chikako Takeshita <chikakot@ucr.edu>, John Medearis <medearis@ucr.edu>

Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Hi Chikako,

I am happy to give GSST's permission for these courses and look forward to working with your exciting new major!

Best,  
Sherine

Sherine Hafez

Chair and Professor,  
Department of Gender and Sexuality Studies, University of California, Riverside  
<https://profiles.ucr.edu/app/home/profile/sherineh>

Co-Editor, *Journal of Middle East Women's Studies (JMEWS)*  
<https://jmeaws.org/current-editorial-team/sherine-hafez-co-editor/>

*An Islam of Her Own* <https://nyupress.org/books/9780814773048/>

*Women of the Midan* [http://www.iupress.indiana.edu/product\\_info.php?products\\_id=809570](http://www.iupress.indiana.edu/product_info.php?products_id=809570)

Pronouns: She | Her | Hers

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**From:** Chikako Takeshita <chikakot@ucr.edu>

**Sent:** Monday, April 5, 2021 1:57:00 PM

**To:** John Medearis <medearis@ucr.edu>

**Cc:** Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia S Springer <patricia.springer@ucr.edu>; Jeffrey Sacks <jeffsack@ucr.edu>; Steven M Helfand <steven.helfand@ucr.edu>; David Lloyd <dclloyd@ucr.edu>; David Volz <dvolz@ucr.edu>; Richard Redak <richard.redak@ucr.edu>; Jennifer R Najera <jennifer.najera@ucr.edu>; Juliann Allison <juliann@ucr.edu>; Michael A McKibben <michael.mckibben@ucr.edu>; Sherine Hafez <sherine.hafez@ucr.edu>; Michele Salzman <msalzman@ucr.edu>; Anne McKnight <amcknigh@ucr.edu>; James Borneman <borneman@ucr.edu>; Judith Rodenbeck <judithr@ucr.edu>; Guillermo Aguilar <gaguilar@ucr.edu>; Fuson Wang <fuson.wang@ucr.edu>; Kurt Schwabe <schwabe@ucr.edu>; Andrews Reath

<[reath@ucr.edu](mailto:reath@ucr.edu)>; Kenneth Barish <[barish@ucr.edu](mailto:barish@ucr.edu)>; Daniel Ozer <[daniel.ozer@ucr.edu](mailto:daniel.ozer@ucr.edu)>; Melissa Wilcox  
<[mwilcox@ucr.edu](mailto:mwilcox@ucr.edu)>; Ellen Reese <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>; Xinpeng Cui <[xpcui@ucr.edu](mailto:xpcui@ucr.edu)>; Patricia Morton  
<[patm@ucr.edu](mailto:patm@ucr.edu)>

**Subject:** Re: Request for Permission to include Courses in new curriculum proposals

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## Request for Permission to include Courses in new curriculum proposals

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**Michele Salzman** <michele.salzman@ucr.edu>

Thu, Apr 8, 2021 at 8:24 PM

To: Sherine Hafez <sherine.hafez@ucr.edu>

Cc: Chikako Takeshita <chikakot@ucr.edu>, John Medearis <medearis@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dcloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako:

The History Department met today and approved these courses from History for your new major. There was much support for this initiative.

I will email you tomorrow with some suggested additional courses from History.

Best,

Michele

On Tue, Apr 6, 2021 at 8:18 AM Sherine Hafez <sherine.hafez@ucr.edu> wrote:

[Quoted text hidden]

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Professor Michele Renee Salzman  
Chair, Department of History  
Associate Editor, Studies in Late Antiquity  
University of California at Riverside  
Riverside CA 92521



From: Anne McKnight <amcknigh@ucr.edu>  
Subject: Re: Request for Permission to include Courses in new curriculum proposals  
Date: April 2, 2021 at 4:41:12 PM PDT  
To: Michael A McKibben <michael.mckibben@ucr.edu>  
Cc: Chikako Takeshita <chikakot@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dcloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinpeng Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako~

JPN 180/Japanese Doc Film is a great fit for the new redesigned program. I do units on both Minamata (health disparities are a big part of this unit) and Fukushima (health disparities are a big part of the topic, but would require independent research to bring in to the class, given existing doc films) in that class. Looking forward to working with everyone.

With best wishes,

Anne McKnight

~~~~~

Associate Professor, Dept of Comparative Literature and Languages  
Mailing: 2401 HMNSS Building, UC Riverside, Riverside CA, 92521 USA  
Office: 2508 HMNSS Building  
Office hours 2020~1: M 1-2; Th 2-3:20 and 5:30-6-30

On Apr 2, 2021, at 16:35, Michael A McKibben <[michael.mckibben@ucr.edu](mailto:michael.mckibben@ucr.edu)> wrote:

Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben  
Chair, Dept. of Earth and Planetary Sciences  
407 Geology Building  
University of California, Riverside 92521  
(951) 581-5459 (cell)  
<https://epsci.ucr.edu/>

**From:** Chikako Takeshita <[chikakot@ucr.edu](mailto:chikakot@ucr.edu)>

**Sent:** Thursday, April 1, 2021 9:26 AM

**To:** Derick Fay <[derickf@ucr.edu](mailto:derickf@ucr.edu)>; Matthew King <[mking@ucr.edu](mailto:mking@ucr.edu)>; Jingsong Zhang <[jszhang@ucr.edu](mailto:jszhang@ucr.edu)>; Leonard Nunney <[nunney@ucr.edu](mailto:nunney@ucr.edu)>; Patricia S Springer <[patricia.springer@ucr.edu](mailto:patricia.springer@ucr.edu)>; Jeffrey Sacks <[jeffsack@ucr.edu](mailto:jeffsack@ucr.edu)>; Steven M Helfand <[steven.helfand@ucr.edu](mailto:steven.helfand@ucr.edu)>; David Lloyd <[dcloyd@ucr.edu](mailto:dcloyd@ucr.edu)>; David Volz <[dvolz@ucr.edu](mailto:dvolz@ucr.edu)>; Richard Redak <[richard.redak@ucr.edu](mailto:richard.redak@ucr.edu)>; Jennifer R Najera <[jennifer.najera@ucr.edu](mailto:jennifer.najera@ucr.edu)>; Juliann Allison <[juliann@ucr.edu](mailto:juliann@ucr.edu)>; Michael A McKibben <[michael.mckibben@ucr.edu](mailto:michael.mckibben@ucr.edu)>; Sherine Hafez <[sherine.hafez@ucr.edu](mailto:sherine.hafez@ucr.edu)>; Michele Salzman <[msalzman@ucr.edu](mailto:msalzman@ucr.edu)>; Anne McKnight <[amcknigh@ucr.edu](mailto:amcknigh@ucr.edu)>; James Borneman <[borneman@ucr.edu](mailto:borneman@ucr.edu)>; Judith Rodenbeck <[judithr@ucr.edu](mailto:judithr@ucr.edu)>; Guillermo Aguilar <[gaguilar@ucr.edu](mailto:gaguilar@ucr.edu)>; Fuson Wang <[fuson.wang@ucr.edu](mailto:fuson.wang@ucr.edu)>; Kurt Schwabe <[schwabe@ucr.edu](mailto:schwabe@ucr.edu)>; Andrews Reath <[reath@ucr.edu](mailto:reath@ucr.edu)>; Kenneth Barish <[barish@ucr.edu](mailto:barish@ucr.edu)>; John Medearis <[medearis@ucr.edu](mailto:medearis@ucr.edu)>;

Daniel Ozer <[daniel.ozier@ucr.edu](mailto:daniel.ozier@ucr.edu)>; Melissa Wilcox <[mwilcox@ucr.edu](mailto:mwilcox@ucr.edu)>; Ellen Reese <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>; Xinping Cui <[xpcui@ucr.edu](mailto:xpcui@ucr.edu)>; Patricia Morton <[patm@ucr.edu](mailto:patm@ucr.edu)>

**Subject:** Request for Permission to include Courses in new curriculum proposals

Dear Department Chairs and Program Directors,

I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals before the proposals can be reviewed.

To give a little background, a group of faculty in CHASS, SPP, and CNAS are working on a proposal for a new Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS. The proposed department will offer two majors: Health Equity Studies (B.A. & Minor) and Environmental and Sustainability Studies (B.A., B.S., and Minor), which is a renewal of the Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies.

As interdisciplinary programs, both majors allow students to take courses outside of the ESHQ department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

I am attaching a table of courses that we wish to include in our proposal with catalog descriptions of the proposed two curriculums. Most of your courses are included in the Environmental and Sustainability Studies (ESST) curriculum. Courses that are included in the Health Equity Studies (HQST) curriculum are listed in **Red. Bold Red** courses are included in both curriculums.

If you need additional information, please let me know. If everything looks good, please send me your approval to include

your department's or program's course(s) in the proposals at your earliest convenience before April 9th. A short email message will be sufficient.

Thank you very much for considering this request.

Best regards,  
Chikako

--

Chikako Takeshita  
Associate Professor  
Gender & Sexuality Studies Department  
University of California, Riverside

<https://profile.ucr.edu/chikako.takeshita>

*The Global Biopolitics of the IUD: How Science Constructs  
Contraceptive Users and Women's Bodies*

<https://mitpress.mit.edu/authors/chikako-takeshita>

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## Request for Permission to include Courses in new curriculum proposals

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Judith Rodenbeck <judithr@ucr.edu>

Wed, Apr 7, 2021 at 12:45 PM

To: Chikako Takeshita <chikakot@ucr.edu>

Cc: Sherine Hafez <sherine.hafez@ucr.edu>, John Medearis <medearis@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dcloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fusion.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

MCS faculty yesterday voted unanimously and enthusiastically to support this effort.

Judith Rodenbeck  
Chair, Media & Cultural Studies  
University of California, Riverside

*Mind is primarily a verb.* - John Dewey

[Quoted text hidden]



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## Request for Permission to include Courses in new curriculum proposals

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**Kenneth N. Barish** <Kenneth.Barish@ucr.edu>

Mon, Apr 5, 2021 at 1:07 PM

To: Chikako Takeshita <chikakot@ucr.edu>

Dear Chikako,

The department of Phys & Astro approves of the inclusion of Phys 18. We can't guarantee how often it will be offered, but I don't think that is being asked.

I also wanted to mention that Phys 168 is also relevant, and could be added as an option. It will likely only happen in rare cases (since requires a year of physics), but maybe that possibility should be left open (e.g. for students who transfer from another major). I also mentioned this to Brian Sianna.

Thanks for developing this proposal, it looks quite compelling to me.

Best Regards,  
Ken

[Quoted text hidden]

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## Request for Permission to include Courses in new curriculum proposals

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John Medearis <medearis@ucr.edu>

Mon, Apr 5, 2021 at 1:46 PM

To: Chikako Takeshita <chikakot@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako,

Thanks, I have no objection to these Political Science courses being included in the proposal.

To be clear, I'm really not addressing the merits of the proposal itself. If the department has to reach some determination on the proposal's merits, that will require a meeting and discussion. But it seems premature for that discussion, at least as I understand the process.

So my approval really just means: based on my knowledge as chair, I see no reason why these courses shouldn't be included in your proposal. In fact, they seem like sensible courses to include.

Best,

John

---

**From:** Chikako Takeshita <chikakot@ucr.edu>

**Sent:** Thursday, April 1, 2021 9:26 AM

**To:** Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia Springer <patricia.springer@ucr.edu>; Jeffrey Sacks <jeffsack@ucr.edu>; Steven Helfand <shelfand@ucr.edu>; David Lloyd <dclloyd@ucr.edu>; David Volz <dvolz@ucr.edu>; Richard Redak <richard.redak@ucr.edu>; Jennifer Najera <jnajera@ucr.edu>; Juliann Allison <juliann@ucr.edu>; Michael A McKibben <michael.mckibben@ucr.edu>; Sherine Hafez <sherineh@ucr.edu>; Michele Salzman <msalzman@ucr.edu>; Anne McKnight <amcknigh@ucr.edu>; James Borneman <borneman@ucr.edu>; Judith Rodenbeck <judithr@ucr.edu>; Guillermo Aguilar <gaguilar@ucr.edu>; Fuson Wang <fuson.wang@ucr.edu>; Kurt Schwabe <schwabe@ucr.edu>; Andrews Reath <reath@ucr.edu>; Kenneth Barish <barish@ucr.edu>; John Medearis <medearis@ucr.edu>; Daniel Ozer <dozer@ucr.edu>; Melissa Wilcox <mwilcox@ucr.edu>; Ellen Reese <ellenr@ucr.edu>; Xinping Cui <xpcui@ucr.edu>; Patricia Morton <patm@ucr.edu>

**Subject:** Request for Permission to include Courses in new curriculum proposals

Dear Department Chairs and Program Directors,

[Quoted text hidden]



Chikako Takeshita <chikakot@ucr.edu>

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## Request for Permission to include Courses in new curriculum proposals

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**Ellen Reese** <ellenr@ucr.edu>

Thu, Apr 1, 2021 at 9:50 PM

To: Chikako Takeshita <chikakot@ucr.edu>

Cc: B Glenn Stanley <stanley@ucr.edu>

Yes, we can report on the faculty vote on this after our meeting on 4/13. Thanks Chikako. -Ellen

[Quoted text hidden]





Dana Simmons <djsimmons@gmail.com>

---

## Use of Statistics courses in new Environmental Studies degree program?

---

**Yehua Li** <yehuali@ucr.edu>

Mon, Jan 8, 2024 at 1:11 PM

To: Dana Simmons <dana.simmons@ucr.edu>

Cc: Ellen Reese <ellenr@ucr.edu>

Dear Dana,

Happy new year!

The proposal of including STAT004 and 005 in the proposed new major in Environmental Studies certainly has my blessing. Does this require a vote from the Statistics faculty, or do you need a supporting letter from me?

Cheers!

Yehua

Yehua Li  
Professor & Chair of Statistics  
University of California at Riverside

[Quoted text hidden]



Dana Simmons &lt;djsimmons@gmail.com&gt;

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## Permission to use ETST courses in SEHE curriculum

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**Deborah Wong** <dwong@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>

Tue, Jan 9, 2024 at 10:44 AM

Dear Dana and Ellen,

The ETST faculty met yesterday and approved the SEHE request to include the courses you listed in your major's requirements. Thanks for including ETST in the design of your major!

Do you need anything else from me, e.g., a memo to this effect? If so, let me know and I can get it to you today.

Warmly,

Deborah

DEBORAH WONG | UNIVERSITY OF CALIFORNIA, RIVERSIDE  
DEPT OF MUSIC | Professor

DEPT OF ETHNIC STUDIES | Interim Chair, AY 2023-2024

PERSONAL ZOOM ROOM [HTTPS://UCR.ZOOM.US/MY/DEBORAHAWONG](https://ucr.zoom.us/my/deborahawong)

[Quoted text hidden]



Dana Simmons &lt;djsimmons@gmail.com&gt;

---

**Fwd: ENGR**

1 message

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**Juliann Allison** <juliann@ucr.edu>  
To: Dana Simmons <danasim@ucr.edu>

Thu, Dec 28, 2023 at 12:52 PM

Note that course was generated at systemwide. Matt is the UCR rep on the relevant committee. These courses are nominally "college/school" level but may be taught by any department.

~ Juliann

----- Forwarded message -----

From: **Matthew Barth** <barth@ece.ucr.edu>  
Date: Thu, Dec 28, 2023 at 11:03AM  
Subject: RE: ENGR  
To: Juliann Allison <juliann@ucr.edu>

Hi Juliann:

I think you should list this as NAHS171/ENGR171/PBPL171, so they are all linked together now. From the ENGR perspective, you have my approval. I'm not sure who else I need to notify.

Thanks,

-Matt

---

**From:** Juliann Allison <juliann@ucr.edu>  
**Sent:** Wednesday, December 27, 2023 9:53 AM  
**To:** Matthew Barth <barth@ece.ucr.edu>  
**Subject:** ENGR

Hello,

I trust you enjoyed the holiday and can take a few minutes to respond.

My colleagues in SEHE would like to include ENGR/(PBPL) 171 (Bending the Curve) as an upper division elective in our Environmental Studies BA program. We need either Bourns or SPP to agree. We don't expect support from SPP. My understanding is that no one from Bourns FEC has responded. I thought that one of you might be able to prompt the appropriate faculty to action.

Thank you!

Juliann

**Juliann Emmons Allison**

(she/her/hers)

*Associate Professor, Society, Environment & Health Equity*

*Director, Global Studies Program*

*Faculty Chair, Campus Sustainability Committee*

*Most Recent Publications:*

***Unsustainable: Amazon, Warehousing, & the Politics of Exploitation***, co-authored with Ellen Reese. University of California Press. "What Happens when Amazon Comes to Town: Environmental Impacts, Local Economies, and Resistance in Inland Southern California." ***The Cost of Free Shipping: Amazon in the Global Economy***, pp. 176-193. Ed. by Jake Alimahomed-Wilson and Ellen Reese Pluto Press, 2020. "The Energy Politics of the United States." ***Handbook of Energy Politics***, co-edited with Kathleen J. Hancock. Oxford University Press, 2020.



Ellen Reese <ellenr@ucr.edu>

---

## GSST 185 course permission request

---

**Brandon Robinson** <brandon.robinson@ucr.edu>

Tue, Sep 26, 2023 at 8:37 AM

To: Ellen Reese <ellenr@ucr.edu>

Cc: Dana Simmons <dana.simmons@ucr.edu>, Jennifer Syvertsen <jsyverts@ucr.edu>

Yes, you have my approval.

Brandon

Sent from Gmail Mobile

[Quoted text hidden]



Ellen Reese <ellenr@ucr.edu>

---

## Seeking one more course permission for SEHE

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**Judith Rodenbeck** <judithr@ucr.edu>

Wed, Aug 30, 2023 at 8:19 AM

To: Ellen Reese <ellenr@ucr.edu>

Cc: Judith Rodenbeck <judith.rodbeck@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

You have my permission as chair of MCS.

Judith

Sent from my iPhone

On Aug 30, 2023, at 8:01 AM, Ellen Reese <ellenr@ucr.edu> wrote:

[Quoted text hidden]



Ellen Reese <ellenr@ucr.edu>

---

## Course permission request for SEHE

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**Alessandro Fornazzari** <afora@ucr.edu>

Wed, Sep 27, 2023 at 4:54 PM

To: Ellen Reese <ellenr@ucr.edu>

Cc: Alessandro Fornazzari <alessandro.fornazzari@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen,

The Hispanic Studies department enthusiastically voted yes on 09/27/2023 to include SPN 175/MCS 175 in the two curriculum proposals you describe below.

warm regards,

Alessandro

[Quoted text hidden]

[Quoted text hidden]

99+

✉

Mail

UT RIVERSIDE

PDF

GCH UG Program .

UT RIVERSIDE

PDF

ENST UG Progra...

Chat

Spaces

M

Matthew King

<mking@ucr.edu>

to me, Dana

Meet

I approve!

Matthew

Sent from my iPhone

On Sep 21, 2023, at 11:02 AM, Ellen Reese <ellenr@ucr.edu> wrote:

<GCH UG Program Proposal 9-1-2023 (5) (1).pdf>  
<ENST UG Program Proposal 9-1-2023 (2).pdf>

Reply

Reply all

Forward





Ellen Reese &lt;ellenr@ucr.edu&gt;

## Anthro approval for SEHE electives

2 messages

Jennifer Syvertsen &lt;jsyverts@ucr.edu&gt;

Fri, Oct 6, 2023 at 7:56 PM

To: Ellen Reese &lt;ellenr@ucr.edu&gt;, Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Dear Dana and Ellen:

I hope you are both well. The Dept of Anthropology on 10/4 voted unanimously to allow SEHE to list the requested courses in our dept as part of the elective options in the SEHE curriculum.

I believe the cross-listings are due next month - I will submit for 3 med anth courses. Is there a curriculum party day or any lunch involved to help with that, lol. but it will get done either way!

Take care,  
Jennifer

--

Jennifer L Syvertsen, PhD, MPH  
Associate Professor & Chair  
Department of Anthropology  
University of California, Riverside  
900 University Ave, 1320B Watkins Hall  
Riverside, CA 92521  
Email: [jsyverts@ucr.edu](mailto:jsyverts@ucr.edu)

Ellen Reese &lt;ellenr@ucr.edu&gt;

Sat, Oct 7, 2023 at 6:53 AM

To: Jennifer Syvertsen &lt;jsyverts@ucr.edu&gt;

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Wonderful! Thanks Jennifer. Yes, Dana is organizing a curriculum party. I cannot recall if the date has been set for that but I think its sometime in November? -ellen

[Quoted text hidden]

--

Ellen Reese  
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)  
Chair of Labor Studies ([laborstudies.ucr.edu](http://laborstudies.ucr.edu))  
Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](http://ielcc.ucr.edu))  
UC-Riverside

### Most recent books

*Unsustainable: Amazon, Warehousing, and the Politics of Exploitation* (with Juliann Emmons Allison, UC Press, 2023)  
<https://www.ucpress.edu/book/9780520388383/unsustainable>

*The Cost of Free Shipping: Amazon in the Global Economy*, co-edited with Jake Alimahomed-Wilson (Pluto Press, 2020;  
Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)  
<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>



course permission request for sehe



99+



Mail

Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department has a moratorium on the Sustainability Studies major.

Chat

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. In our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate that we will be using your resources.

Spaces

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Meet

Attached is the current draft of the **ENST** curriculum proposal if you wish to review these. If you need any additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Environmental Studies curriculum proposal at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Global and Community Health (B.A. and Minor):

**AST 180/MCS 180/JPN 180/**

Environmental Studies (B.A. and Minor):

**AST 180/MCS 180/JPN 180/**

Thank you very much for considering this request.

P.S. Anne McKnight previously approved the inclusion of this course in the Environmental Studies curriculum proposal, but we need permission from all departments it includes to include the course in our curriculum.

All the best,

--

Ellen Reese

Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)

99+

✉

Mail

Chat

Spaces

Meet

A

**Alessandro Fornazzari**

to me, Alessandro, Dana

Dear Ellen,

The Hispanic Studies department enthusiastically voted yes on 09/27/2023 to include SPN 175/MCS 175 in the two curriculum proposals you describe below.

warm regards,

Alessandro

We

D

**Dana Simmons**

to Alessandro, me, Alessandro

Hooray, thank you, Alessandro!

Dana

--

Dana Simmons

Acting Chair and Associate Professor, Department of Society, Environment and Health Equity

University of California, Riverside

We

Reply

Reply all

Forward

99+


✉

Mail

Chat

Spaces

Meet



**Jay Gan**


to Dana, me

Hi Dana and Ellen,

Our faculty supports your request to include in the new GCH curriculum the few ENSC courses: ENSC 1, ENSC 2 and ENSC 103.

Good luck on your new program!

Wt




**Dana Simmons**

to Jay, me

Dear Jay,  
Wonderful, Thank you very much!  
Dana

Th



**Ellen Reese** <ellenr@ucr.edu>

to Dana, Jay

Thanks Jay and glad to hear it! Looking forward to continuing collaborations.

Best,  
Ellen

Th



Ellen Reese &lt;ellenr@ucr.edu&gt;

**BLKS 001**

2 messages

**Sage Whitson** <nija.whitson@ucr.edu>  
 To: Ellen Reese <ellenr@ucr.edu>  
 Cc: Dana J Simmons <Dana.Simmons@ucr.edu>

Mon, Oct 9, 2023 at 8:55 PM

Hello, Ellen,

Forgive the long delay in getting this vote to you. Black Study has voted unanimously to give permission for SEHE to crosslist BLKS 001. We are grateful for the synergies between us; this vote came easily and enthusiastically.

To Our Futures,  
 Sage

**Sage Ni'Ja Whitson****MFA, MFAW****they/them/theirs**

Associate Professor

Chair, Department of Black Study

Faculty, Department of Dance

University of California, Riverside

Schedule with me [HERE](#)

Please honor your email capacity. I primarily respond to emails between 10 a.m. and 6 p.m. Monday through Friday, but may, for my own needs, respond outside of those times.

[Herb Alpert/MacDowell Fellow](#)[United States Artist Fellow](#)[Creative Capital Awardee](#)

**Ellen Reese** <ellenr@ucr.edu>  
 To: Sage Whitson <nija.whitson@ucr.edu>  
 Cc: Dana J Simmons <Dana.Simmons@ucr.edu>

Mon, Oct 9, 2023 at 9:01 PM

Wonderful! Thanks so much! Looking forward to continuing our collaborations as we grow new majors at UCR! -ellen

[Quoted text hidden]

--

Ellen Reese

Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)Chair of Labor Studies ([laborstudies.ucr.edu](http://laborstudies.ucr.edu))Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](http://ielcc.ucr.edu))

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<https://www.ucpress.edu/book/9780520388383/unsustainable>

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<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>

99+

✉

Mail

D

Dana Simmons

That's perfect, Jennifer, thank you so much! Dana

Chat

J

Jennifer Merolla

to Dana, me

Spaces

Hi Dana and Ellen,

Apologies for the delay. The beginning of the quarter has been hectic.

The vote from political science was 22 in favor, 1 opposed, 2 abstentions, 4 unavailable.

Let me know if you need anything else.

Best,

Jenn

Meet

D

Dana Simmons

Thank you, Jenn, we really appreciate it!

E

Ellen Reese <ellenr@ucr.edu>

to Jennifer, Dana

Thanks so much Jennifer! We really appreciate your follow-up on this amid a busy fall!

Best



Ellen Reese &lt;ellenr@ucr.edu&gt;

---

**Cross-listed courses**

2 messages

**Jennifer Syvertsen** <jsyverts@ucr.edu>

Sat, Nov 4, 2023 at 10:10 AM

To: Dana Simmons &lt;dana.simmons@ucr.edu&gt;, Ellen Reese &lt;ellenr@ucr.edu&gt;

Good morning -

We voted unanimously to approve cross-listing the 3 med anth courses! Anth 144 I, K, and N.

Take care,

Jennifer

Sent from my iPhone

---

**Ellen Reese** <ellenr@ucr.edu>

Sat, Nov 4, 2023 at 4:15 PM

To: Jennifer Syvertsen &lt;jsyverts@ucr.edu&gt;

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Thanks so much Jennifer! Much appreciated.

Best,

Ellen

[Quoted text hidden]

--

Ellen Reese

Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)Chair of Labor Studies ([laborstudies.ucr.edu](https://laborstudies.ucr.edu))Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](https://ielcc.ucr.edu))

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Proposal for a  
**Bachelor of Arts Degree Program in  
Global and Community Health**



August 28, 2023

Updated: September 28, 2023

Submitted by the Department of Society, Environment, and Health Equity



1. Name of the academic program and the department(s) or unit(s) that will administer the program.

Name of the academic program: **B.A. in Global and Community Health**

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

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

The Bachelor of Arts program in Global and Community Health (GCH) is one of two undergraduate majors to be offered by the Department of Society, Environment, and Health Equity, which was approved by a 77% majority of the Academic Senate in February 2023.<sup>1</sup> The Global and Community Health BA proposes a curriculum grounded in the tools and concepts of the *arts, humanities and social sciences*. The major is designed to prepare students for advanced study and community-based work related to social justice and health disparities.

The field of Global and Community Health addresses “social, interpersonal, community, and cultural influences on health, development, and well-being across the life span” ([SCIL | NIH Center for Scientific Review](#)). GCH courses will offer students the opportunity to study social inequities and health -- issues that deeply matter to them -- in theoretically grounded scholarly literature that transcends disciplinary and geographical boundaries. Majors will be exposed to innovative and community-engaged approaches that prepare them to create and communicate evidence-based ideas and solutions to overcome these inequities. Majors will come to understand how to read statistical data and how to communicate it to broader audiences, how to analyze relationships between the local, national and global scales, and how to identify structural causes of individual outcomes. Topics include reproductive health, occupational health, environmental health, mental health, aging, interpersonal violence, food and nourishment, drugs and addiction, global health and legacies of colonialism, and the impacts of racism, ableism, and gender discrimination. The GCH major will provide an academic space in which students can understand their own and others’ lived experiences of health disparities, using arts, humanities and social sciences methodologies, while building knowledge and skills that empower them to promote change.

---

<sup>1</sup> The second major to be offered by SEHE is Environmental Studies; a separate proposal for that major is being submitted to the Academic Senate alongside this proposal.

GCH distinguishes itself from related majors by its emphasis on combining critical ethnographic, historical and sociological methods, and practical, hands-on work building career skills in community service and advocacy. We anticipate growing existing partnerships with community organizations, free clinics, the COPE Health Scholars program, Humanities Action Lab and others. Our major will be grounded in critical thinking, awareness of inequities and disparities, and ready to apply useful skills obtained through a liberal arts education to serve their communities.

GCH majors will benefit from the SEHE Department's focus on intersections of health and the environment. The two SEHE majors are innovative in joining environmental studies with health through the arts, humanities and social sciences. The SEHE Department's two majors are interwoven; they share a research methods course and capstone course, as well as common Lower Division and Upper Division courses that address the environment, climate change and health. This intersection is rapidly gaining attention at the global, national and local levels. The U.S. federal government's Department of Health and Human Services recently established an Office of Climate and Health Equity to "address the impact of climate change on the health of the American people." Training and education are central to the Office's mission. UC recently established a multicampus Center for Climate, Health and Equity; a SEHE faculty affiliate, Jade Sasser, is among the Center's leadership. Many universities in the U.S. offer Baccalaureate programs in health humanities and social sciences, with a variety of degree titles; a few new programs are emerging, such as American University's highly successful degree in Environmental Sustainability and Global Health, that merge environmental studies and health.

Demand from students for academic programs in health is growing as this issue has increasingly moved into the center of our daily concerns as well as onto the national political stage. The pool of potential majors in GCH is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. There are currently few humanities and social science options for pre-health undergraduates, relative to their number. The GCH major would offer a humanities and social-science informed track toward a future career in medicine and allied professions such as public health and health administration.

### **Learning Objectives**

The GCH program offers students an opportunity to focus their learning on health inequities -- an issue that deeply matters to them -- in theoretically grounded scholarly literature that transcends disciplinary boundaries, includes innovative global, and

community-engaged approaches, and prepares students to create and communicate evidence-based ideas and solutions to overcome these inequities. Our majors will gain methodological tools to grasp dynamic interactions of social, economic and political inequities, health, disability and disease. Majors will understand how to read statistical data and how to communicate it to broader audiences. They will be able to analyze relationships between the local, national and global scales, and to identify structural causes of individual phenomena. They will gain experience with community-based research and engagement. They will have training in ethnographic methods, global perspectives, sociological analysis, ethical reasoning and historical research. Majors will bring a humanist, social-scientific toolkit and a critical consciousness to work in health-related fields.

Learning objectives for the GCH major were developed in consultation with community partners, students and faculty.

Key learning objectives include:

- A. **Identify connections between climate change, environment, and health inequities, globally and locally.**
- B. **Employ critical approaches to recognize the multiple dimensions of power, violence and inequities.**
- C. **Recognize and use different disciplinary methods:** sociology, ethnography, history, literary analysis/critical reading, Science and Technology Studies, ethical reasoning, statistical analysis, feminist and critical race theories, creative arts, communication and storytelling.
- D. **Gain locally grounded knowledge and global perspectives; analyze relationships between the local, national and global scales.**
- E. **Apply multi-dimensional analyses and ethical reasoning to health issues relevant to specific communities.**
- F. **Gain relevant qualifications and skills for employment and postgraduate study in community-oriented health.**

### **Potential student demand**

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

- 94% reported that they thought UCR should have an undergraduate major in Health Equity Studies in CHASS.
- 55% reported that they would consider majoring in Healthy Equity Studies.

## Employment and postgraduate opportunities for GCH majors

Demand from students for academic programs in health and the environment is growing as these issues have been increasingly moved into the center of our daily concerns as well as on the national political stage. The pool of potential majors in GCH is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. The range of study options for pre-health undergraduates is narrow, relative to their number. The GCH major would offer a humanities and social-science infused track toward a future career in medicine and allied professions such as public health, health advocacy and health administration.

Health and health care occupations are among the **fastest growing occupational sectors**. According to the US Bureau of Labor Statistics, healthcare occupations are expected to “grow 15 percent from 2019 to 2029, much faster than the average for all occupations, adding about 2.4 million new jobs” (<https://www.bls.gov/ooh/healthcare/home.htm>). The course work our major provides will prepare students for health and health care related careers including health administration & management, health education, social work and health advocacy & policy in non-profits or government health organizations, hospitals, health or senior care centers, and educational settings or pursuing higher education in health sciences. With the GCH major, UCR will offer undergraduates an innovative and timely degree, which prepares students for healthcare-related careers focusing on human, social, and environmental sustainability.

The Global and Community Health major offers an excellent foundation for students entering professional schools of medicine, nursing, pharmacy or public health. For students who choose not to pursue postgraduate study, Global and Community Health provides training and skills for work in community relations, community outreach, social services, administration and advocacy. Please see Appendix B below, “Careers for GCH Majors.” For example, Kaiser Permanente provides its members (including one in four Inland Empire residents) a “Thrive Local” program linking health and community social services; this is a staff-intensive program that also requires a robust network of community service providers, each with their own staff. In 2013, the California State Legislature established an Office of Health Equity within the California Department of Health. The OHE vision is that “everyone in California has equal opportunities for optimal health, mental health and well-being.”<sup>2</sup> The Center for Disease Control and Prevention’s Office of Minority Health and Health Equity (OMHHE) “supports internship opportunities for eligible undergraduate and graduate students to gain meaningful experiences in public health settings.” Such programs are currently

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<sup>2</sup> [About\\_OHE](#)

expanding rapidly under the pressure of pandemic needs and increased state funding for community health research and interventions.

Furthermore, our major will address the pressing problems of a) health and **healthcare workforce shortage within the Inland Empire**<sup>3</sup> and b) **underrepresentation of Latinx and Black people among California health professions** workforce.<sup>4</sup> The Inland Empire has one of the lowest per capita ratios of behavioral health professionals.<sup>5</sup> Compared with other California regions, the Inland Empire has fewer primary care and specialty physicians per person, yet Inland Empire residents report poorer health than other Californians. Health disparities in the Inland Empire are particularly pronounced in areas related to social inequities: metabolic disease (diabetes and obesity), asthma, mental distress, and suicide.<sup>6</sup>

While the UCR School of Medicine is working hard to address the severe doctor shortage, the deficit of workforce in other health and health care professions in the Inland Empire is still significant. Instituting a Global and Community Health major in a Hispanic Serving Institution in the Inland Empire will help to address the current demand for healthcare services workforce and contribute to the goal of diversifying health and health care workforce.

Many of us teaching health-related courses have observed that demand for these courses is very high; our courses fill quickly and students ask us for more. In particular, the GCH major is an excellent option for students transitioning from CNAS or BCOE to CHASS, and who wish to build on prior data science, health or biomedical knowledge.

GCH will also well-prepare our undergraduate students with a strong foundation to transition right into health-related graduate, medical and clinical programs at UCR, including in the UCR School of Medicine, the proposed Masters of Public Health program currently under development, and other graduate and medical coursework that includes a Designated Emphasis in Medical and Health Humanities.

Mounting disparities of health across racial, ethnic, socio-economic status and sexuality among other social characteristics are very well documented. The U.S. Department of Health and Human Services defines health equity as “the attainment of the highest level

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<sup>3</sup> Fox, Diana. “Inland Empire Regional Collaborative Health Industry Workforce Report Slingshot 2017” SlingShot Initiative in Riverside and San Bernardino Counties. (2017)

<sup>4</sup> Coffman, J., T. Bates, I. Geyn, and J. Spetz. "California's current and future behavioral health workforce." *San Francisco: The Healthforce Center at UCSF* (2018).

<sup>5</sup> *ibid.*

<sup>6</sup> Newman, Matthew. “Inland Empire: Increasing Medi-Cal Coverage Spurs Safety-Net Growth” *California Health Care Almanac*, California Health Care Foundation. (2020)

of health for all people.” This shift in emphasizing just and fair ways of attaining the highest level of health for all people, are also evident in the recent federal efforts such as the U.S. Dept. of Health and Human Services’ Healthy People 2020 initiative (<https://health.gov/healthypeople>). This new research agenda for Global and Community Health requires a multi-dimensional and multi-level approach that integrates social and humanistic approaches to be able to address complex and intersectional inequalities of health and health care.

### 3. Relationship of the new program to existing programs.

#### **Existing programs at the University of California and across the US**

The proposed GCH major is part of a national trend, as witnessed by similar programs recently established at peer institutions.

In 2022, UC Santa Cruz launched a **Global and Community Health B.A.** program analogous to the proposed UCR GCH major. UCSC describes its major “at the intersection of diverse traditional disciplines ranging from art, literature, and history, to anthropology, sociology, psychology, politics, economics, and the natural and environmental sciences.” The UCSC GCH B.A. “trains students to address social determinants of health, fostering skills that will enable them to serve as future leaders in health care, health policy, public health, and community organizing” ([UCSC Global and Community Health BA](#)). According to program faculty, the UCSC GCH BA degree has 80 majors as of the close of its first year of operation. The UCR SEHE Department chose to name our major Global and Community Health, in part, to build a network of similar programs across UC and to improve legibility for potential students applying to UCs.

Tufts University offers a [Community Health BA](#) that covers “analyses of the major health issues of today and of the institutions that plan and deliver services; the variety of social, psychological, environmental, cultural and political factors that influence decision-making about health and health care as well as the ways people maintain health and cope with illness.” Tufts suggests that “Community Health is an ideal major for students interested in pursuing careers in health-related fields including but not limited to: public health, health policy, health economics, social work, health care or medicine” Graduates of the major in Community Health “pursue careers and further graduate studies. Some choose to work in research/policy/direct care organizations, and succeed in securing employment soon after graduation. Many students pursue graduate studies in a wide range of fields, including public health, law, medicine, or allied health fields.”

Lehigh University offers a [B.A. degree in Community and Global Health](#), whose majors

“study determinants of health including social, biological, environmental, political, and economic and learn to intervene to improve health based on these determinants.” The University of Oklahoma offers a similarly structured B.A. in Community Health. In addition, several universities (including Arizona State University, Clarkson College, and the University of Florida) offer B.S. degrees in Community Health. These degrees appear quite different than the B.A.; most appear to provide practical training in health promotion and education. (One exception is UCSC’s Global and Community Health BS degree, which is similar to the BA but contains many more natural scientific requirements.)

Global health and community health are frequently taught as components of Masters in Public Health (MPH) programs. The UCLA [MPH in Community Health Sciences](#), for example, covers “topics that include health equity/disparities, health education and promotion, reproductive and population health, global health, and health across the lifespan.” UC Berkeley offers an [MPH in Global Health and the Environment](#).

American University School of International Studies offers an undergraduate program in [Environmental Sustainability and Global Health](#). American University’s program is less than seven years old and is growing rapidly, with faculty in fields from anthropology, geography, political science to public health and economics, and 65 undergraduate majors.

Vanderbilt University’s [Medicine, Health and Society Department](#) houses 18 FTE (including two Writers in Residence) organized in four research groups: Culture, Power and Science; Health Disparities and Policy; Critical Global Health and Health Humanities and Public Practice. The department offers an undergraduate BA and minor, a combined BA+MA, and an MA degree in Medicine, Health and Society.

The University of Arizona School of Sociology offers an undergraduate BS in [Care, Health and Society](#), designed to complement training for health care professions. The curriculum trains students “to understand the social dimensions of health and health care to inform public health initiatives and the provision of individual health care.” All majors fulfill an internship requirement in a community or health care organization as part of their degree program. The internship requirement is an intriguing model, toward which the GCH major may build.

Several universities offer undergraduate degrees in Public Health as part of a school of medicine or public health. Johns Hopkins University, UC Berkeley, UC Irvine and UC Merced, among others, offer a Public Health undergraduate major; UCLA has a Public Health minor. UC Berkeley also hosts the California Initiative for Health Equity and

Action, which provides grants to undergraduate Health Equity Scholars from across California. While UC Merced and CSUs are highly represented among the 2020 Health Equity Scholar cohort, UC Riverside did not send a single student to this program. (This should change.) Mills College offers B.A. and B.S. degrees in Public Health and Health Equity. Cal State San Bernardino offers an undergraduate Certificate in Health Equity and Health Disparities.

Once established we expect the new major in Global and Community Health to be in high demand as interest among young adults in health disparities are surging and demand for trained individuals in various segments of healthcare is growing. Establishing the Global and Community Health major now will put UCR to be ahead of the game in capturing talented undergraduates from underrepresented communities who will play a significant role in fulfilling the healthcare needs of the state of California.

### **Existing programs at UCR**

This program responds to undergraduate interest and demand for coursework in pre-medicine, global and community health without duplicating existing programs. GCH is distinct in that our degree programs provide students competency in **arts, humanities and social science methodologies**. No existing degree programs at UCR offer a curriculum focused on health across the arts, humanities and social sciences.

The School of Public Policy (SPP) offers an undergraduate degree with a track in Health and Population Policy, which focuses on issues related to policy and public health. The GCH major provides a very different experience than an SPP degree, in line with the arts, humanities and social scientific orientation of SEHE faculty. SEHE faculty do already teach courses that we share with SPP students; our courses currently represent approximately one-third of the course options listed on the SPP Health and Population Policy track. These are courses that SEHE faculty have developed and taught, in most cases prior to the formation of the School of Public Policy. When SPP requested to include our courses in its health track, we happily agreed. Should the curricular overlap between GCH and SPP become an issue, we are willing to discuss removing our CHASS courses from the SPP curriculum (though this would be an unfortunate outcome in our opinion). That said, GCH's expanded offerings in health humanities and social sciences could support SPP students in this track by providing many more options to fulfill their major. We believe that GCH will strengthen the attractiveness of SPP's health curricula at the undergraduate and Masters level and we look forward to continuing to teach and mentor SPP students in the future.

The Department of Anthropology offers a concentration for its majors in Medical Anthropology; some of these courses will overlap with GCH because of shared faculty,



but the anthropology degree has another set of unique requirements that go beyond the scope of health. (Anthropology has agreed to cross-list several medical anthropology courses with SEHE.) In addition, there is an undergraduate minor in Medical and Health Humanities (MHH), which draws from diverse courses in the humanities, social sciences, literature, English, and related areas. Students pursue the MHH minor in conjunction with another degree program. Whereas MHH engages with a broad humanities field concerned with representations of the body, health and disability, GCH offers a broader set of requirements specifically around global health, community-based methods, health disparities and health inequities. That said, GCH classes would also support the MHH program and the GCH major is entirely compatible with an MHH minor.

A major advantage of the proposed major is that it will complement and enhance available offerings for students who pursue the global health and sustainability track through the Global Studies major. Three faculty members who are affiliated with SEHE played leadership roles in developing the health and sustainability track for GBST majors, including former GBST chair, Bronwyn Leebaw, current GBST chair, Juliann Allison, and POSC professor, Kim Yi Dionne. As faculty members gathered informally to discuss the best way to develop the GBST tracks, it became very clear to us that there is a significant demand for broader offerings and opportunities for a deeper level of engagement on these themes—well beyond what could be accommodated under the umbrella of Global Studies. The proposed department will extend course offerings available to the subset of GBST majors who wish to concentrate on health and sustainability (one of four recommended concentrations within the global studies major) while expanding opportunities for faculty collaboration on grants that will enable us to expand other avenues of opportunity to students at every level. It will provide an alternative pathway for the many UCR undergraduates who wish to pursue a concentration in health, yet do not wish to major in global studies. This is particularly important, given that we are in touch with many UCR alumni that have taken available courses on these themes in order to pursue career paths with a local or regional focus. These, and many other students could have benefited from the opportunity to pursue a major in the proposed department. However, they would not have been well served by the global studies curriculum.

The School of Medicine's Department of Social Medicine, Population and Public Health is instituting a Masters in Public Health, currently under review at the UC systemwide level. We are collaborating with SMPPH faculty to develop a strong pipeline of GCH undergraduates ready to enter the SOM's MPH program. SMPPH is adding two additional faculty, and our colleagues in that department are excellent potential mentors for GCH students.

All faculty to whom we have spoken agree that the fields of environment, sustainability

and health require cross-disciplinary work across departments, schools and colleges. We recognize the urgent need for cross-college, cross-disciplinary collaboration in these fields and we are committed to contributing toward it. We have held initial conversations about possible cross-departmental programs.

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

## Curriculum

The **B.A. degree in Global and Community Health** consists of 52 units and focuses primarily on humanities and social science studies of health. The lower-division requirements (4 courses, 16~17 units) consist of (1-a) a course taught by SEHE core faculty that introduces theories and methodologies for the study of community health, global and local health inequities, and (1-b) a course in health data analysis and its social and cultural implications. In addition students must take two Lower Division CNAS and CHASS courses relevant to health inequities and global perspectives.

The upper-division requirements (9 courses, 36 units) are designed to cover a breadth of social sciences and humanities approaches and topics in health and medicine. Students are required to take a methods course (2-a) on community research design, ethics, data collection and public engagement; a second core required course (2-b) covers intersections between health and environmental issues. In addition, students will take a series of specialized topical courses in global and community health (2-c). An emphasis is placed on understanding social structures that create health inequities and the needs of disadvantaged communities (2-d). (Courses are subject to approval by the SEHE curriculum advisor. Students are responsible for fulfilling the prerequisites). Students are given a few options to complete the 4 unit capstone requirement (2-e).

**Lower-division requirements** include 4 courses (16 units):

- a) SEHE 002 Health Equity and Health Justice
- b) One course in Data Analysis
  - ☐ SEHE 040 Health Data, Uses and Misuses
  - ☐ STAT 004 Elements of Data Science
  - ☐ or equivalent

- c) Two Lower Division courses in health, inequities and global perspectives
- ☐ ANTH 020 Culture, Health, and Healing
  - ☐ BIOL 030 Human Reproduction and Sexual Behavior
  - ☐ BIOL 034 Human Heredity and Evolution
  - ☐ BIOL 040 Disease and History: From the Bubonic Plague to Aids
  - ☐ BLKS 001 Black Study
  - ☐ ENGL 022 Writing Red
  - ☐ ENSC 002 Introduction to Environmental Science: Environmental Quality
  - ☐ GEO 007 Minerals and Human Health
  - ☐ GSST013/GSST 013S Gender and Disability
  - ☐ MHHS 001 Introduction to Medical and Health Humanities
  - ☐ PHIL 009/PHIL 009H Biomedical Ethics
  - ☐ POSC 017 Politics of the Underdeveloped World

**Upper-division requirements** include 9 courses (36 units):

- a) SEHE 101(S) Community Research and Anti-Oppressive Methods
- b) One of the following two options:
- ☐ SEHE 105(S) Environmental Health and Social Justice
  - ☐ SEHE 106(S) Movements & Advocacy in Environment & Health
- c) Four Upper Division courses in Global and Community Health (must include at least two SEHE courses)
- ☐ ANTH 144F Gender, Race, and Medicine
  - ☐ AST 180/JPN 180/MCS 180 Japanese Documentary
  - ☐ ECON 129 Health Economics
  - ☐ ETST 116 Medicine Ways of Native Americans
  - ☐ GBST 103 Food and Globalization
  - ☐ MCS 106 Disability Culture and Media
  - ☐ MCS 117 Posthuman Bodies in Science, Media, and Culture
  - ☐ PHIL 167 Biomedical Ethics
  - ☐ RLST 110 Yoga: Ancient and Modern
  - ☐ RLST 122 Medicine and Asian Religions in Global Circulation
  - ☐ SEHE 110 Environmental Health in Southern California
  - ☐ SEHE 111/HIST 111 Public History and Community Voices
  - ☐ SEHE 115 Intersectionality, Climate Emotions, and Mental Health
  - ☐ SEHE 120 Food Justice
  - ☐ SEHE 123(S)/ GSST 161(S) Gender and Science

- ☐ SEHE 160 Health and Social Science Analysis
- ☐ SEHE 161 Reproductive Justice
- ☐ SEHE 162 Giving Birth
- ☐ SEHE 170/ SOC 183H Aging, Society, and Health
- ☐ SEHE 173/ HIST 107 Disease and Society
- ☐ SEHE 174 Eugenics, Disability and Social Justice
- ☐ SEHE 175 Transforming Toxic Jobs: Health and Work in the United States
- ☐ SEHE 178/ SOC 144 Interpersonal Relationship Violence
- ☐ SEHE 180(S)/ POSC 180(S) The Politics of Public Health
- ☐ SEHE 181/ ANTH 144I Anthropology of Human Immunodeficiency Virus (HIV)
- ☐ SEHE 182/ ANTH 144K Drugs and Culture
- ☐ SEHE 183/ ANTH 144N Anthropology of Global Health
- ☐ SEHE 185ABC Spanish for the Health Professions
- ☐ SEHE 189 Special Topics in Global and Community Health
- ☐ SOC 120 Society and Mental Health
- ☐ SOC 127 Sociological Determinants of Health
- ☐ SOC 167 Medical Sociology
- ☐ SOC 183H Aging in America

d) One course in gender, race, and structural inequities

- ☐ ANTH 127 Political Anthropology
- ☐ ANTH 142 (E-Z) Black and Black Diaspora Studies
- ☐ ETST 102 The Political Economy of Race and Class
- ☐ ETST 111 Ethnic Politics: Practicum in Political Change
- ☐ ETST 113 Black Feminist Theory and Activism
- ☐ ETST 163E Introduction to Queer Studies
- ☐ ETST 179 Race and the Environment: Nature, Colonialism, and Justice
- ☐ GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives
- ☐ GSST 109 Women, Politics, and Social Movements: Global Perspectives
- ☐ GSST 113 Queer Theory
- ☐ GSST 134 Queer Identities and Movements in the United States
- ☐ GSST 136 Women and Grassroots Organizing
- ☐ GSST 176 Gender, Human Rights, and Transnationalism
- ☐ GSST 181 Feminisms and Environmentalisms
- ☐ MCS 109 Algorithms and Everyday Life
- ☐ MCS 160 Race, State Violence, and Incarceration in the U.S.

- ☐ MCS 189 Political Culture of Race and Policing
- ☐ SOC 161 Immigration and Society

- e) One Capstone course
- ☐ SEHE 193 Capstone in Society, Environment and Health Equity
  - ☐ SEHE 195H Senior Thesis
  - ☐ SEHE 198G/LABR 198G or SEHE 198-I Internships (minimum of 4 units)
5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

### **SEHE faculty**

Teaching will be distributed among core and affiliated faculty. Affiliated faculty will teach elective courses from their home departments. The Department is currently in the process of recruiting a fifth tenured faculty member whose research focuses on Black Diaspora and Health. Administration of the major will be conducted by FTE faculty who will be the first to transfer their full lines to the new department. Advising will be done in coordination with CHASS undergraduate advisors.

### SEHE faculty

Juliann Allison, Associate Professor, SEHE 123

Ellen Reese, Professor and Acting Vice-Chair, SEHE 002, SEHE 106, SEHE 175

Dana Simmons, Associate Professor and Acting Chair, SEHE 002, SEHE 120, SEHE 173/HIST 107, SEHE 174

Chikako Takeshita, Associate Professor, SEHE 105, SEHE 110, SEHE 123, SEHE 162

Cassia Roth, Associate Professor (to join UCR on July 1, 2024)

### Affiliated faculty

Cecilia Ayón, Professor, School of Public Policy

Ann Cheney, Associate Professor, Department of Social Medicine, Population, and Public Health

Allison Hedge Coke, Professor, Creative Writing

Kim Yi Dionne, Associate Professor, Political Science, SEHE 172

Gloria Kim, Assistant Professor, Media and Cultural Studies, MCS 117

Esra Kurum, Associate Professor, Statistics, STAT 004

Covadonga Lamar Prieto, Associate Professor, Hispanic Studies, SEHE 185A/B/C

Chioun Lee, Associate Professor, Sociology, SEHE 040, SEHE 160, SEHE 170, SOC 127, SOC 167, SOC 183H

Bronwyn Leebaw, Associate Professor, Political Science

Bruce Link, Distinguished Professor of Sociology and Public Policy, SOC 127, SOC 120

Antoine Lentacker, Assistant Professor, History, SEHE 173/HIST 107

Tanya Nieri, Associate Professor, Sociology, SEHE 178, SOC 127, SOC 167

Jade Sasser, Associate Professor, Gender & Sexuality Studies, SEHE 115, SEHE 161

Jennifer Syvertsen, Associate Professor, Anthropology, ANTH 020/ANTH 020S, ANTH 144I, ANTH 144K, ANTH 144N, SEHE 180, SEHE 181, SEHE 182

Mark Wolfson, Professor, Department of Social Medicine, Population, and Public Health

6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

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

7. Projected enrollment in the program.

We anticipate that enrollment in the program will be about 140 undergraduate students in six years in our conservative estimate and 220 in our rapid growth estimate.

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

## **Bachelor of Arts in Global and Community Health**

Anticipated number of degrees to be granted when the program reaches steady state: 40 in the conservative estimate and 80 per year in the rapid growth estimate.

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

GCH is anticipated to relieve pressure on impacted departments, particularly in the social sciences. Concerning the many departments in which GCH students will take courses, no one of them is likely to be significantly impacted. Students have a wide range of choices in fulfilling the degree requirements, and no one course taught outside of the SEHE department is likely to enroll more than a handful. The core and elective courses in GCH offered by the SEHE department, conversely, are likely to attract students from across campus. Approvals from the departments listed under item #12 are included in a separate file.

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

### **A. Faculty**

SEHE currently has four 100% FTE faculty, with one more contracted to begin on July 1, 2024. Other faculty have committed to transferring FTE in the coming two years. It is expected that by Fall 2024, SEHE will have a total of 7.5 FTE. One affiliated faculty member is in the School of Medicine, one is in the School of Public Policy and one is in CNAS. Many of the proposed courses for the GCH major will be cross-listed with faculty's home departments and therefore can be taught without any additional cost.

### **B Teaching Assistants**

Two TA positions are desirable in order to support the new gateway course, SEHE 002:

Health Justice and Health Equity. We anticipate that the gateway courses will easily attract 75 students or more, including non-majors. We plan to offer the gateway course at least once a year.

C. Staff

Staff needs for the GCH major correspond to requirements for the SEHE department. The CHASS Office of the Dean is currently allocating administrative staff (including enrollment managers and student advisors) to support the new SEHE department and its two new degree programs.

D. Computer facilities

No additional computer facilities are required for the new curriculum

E. Library

Tiffany Moxham, Associate University Librarian has been consulted. The UCR library maintains an extensive database, e-journal, and textbook collection that will support the GCH major. UCR is home to a medical school and thus supports Health Equity topics through access to fulltext via PubMed, an extensive number of journals including those covered by the new Elsevier contract and specialty databases such as Access Medicine. All subject areas also have options to choose monographs that reflect their specific topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing majors needs i.e. supplementing current collections.

F. Space

We anticipate that the new department will require one additional faculty office space. The CHASS Office of the Dean has identified an office in INTN for that purpose. All other SEHE core faculty are current faculty members, who can use existing office facilities. However, it would be preferable to move faculty offices over time in order to consolidate SEHE faculty in the same building and floor. SEHE faculty currently meets in the Center for Ideas and Society, which has generously offered access to conference rooms.

GCH student events would be held in UCR classrooms or other rooms reserved through the facilities reservation system. This use of classrooms in off-hours for student-facing events is already standard for many CHASS departments.

G. Plans for obtaining resources



We will maximize our capacity through collaboration among all the faculty involved in the departmentalization process. Foundation funding is expanding rapidly in this area, as the pandemic laid bare the power of structural inequities to drive unequal health outcomes. We are working with the UCR Foundation Development and CHASS Development officers to identify grant opportunities to fund course development, undergraduate community engagement, a teaching postdoctoral fellowship and research within the major.

We will work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of the program as well as by other donors interested in supporting the department, its students, and faculty.

As demand for SEHE 002 grows, we plan to teach it during the summer, which will bring in 52% of the revenue to the department.

SEHE is currently supported by a National Endowment for the Humanities (NEH) Humanities Connections Planning grant (\$35,000). We are applying for the NEH Implementation Grant for 2024-2027 (\$150,000) to support new course and internship development. Department faculty will continue to pursue internal and external funding to support their research. They will also encourage students to avail themselves of internal and external funding opportunities (e.g., Chancellor's Research Fellowship, National Institutes of Health Undergraduate Research Grant) to support their academic work.

#### 11. Letters of support are included below.

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

External letters: Laura Stark (Vanderbilt University Department of Medicine, Health, and Society), Steffanie Strathdee (UC San Diego, Harold Simon Distinguished Professor and Associate Dean of Global Health Sciences), Tracey Osbourne (UC Merced, Associate Professor and Presidential Chair, Department of Management of Complex Systems; Founding Director, UC Center for Climate Justice), Tonya M. Huff (Riverside City College, Department of Life

Sciences), Ronnie D. Lipschutz (UCSC, Professor Emeritus of Politics and President, Sustainable Systems Research Foundation), Danielle Celermajer (Deputy Director of the Sydney Environment Institute)

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

Approvals:

a. Program faculty

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

Juliann Emmons Allison, Associate Professor, SEHE  
Ann Cheney, Associate Professor, Department of Social Medicine, Population and Public Health  
Allison Hedge Coke, Professor, Creative Writing  
Kim Yi Dionne, Associate Professor, Political Science  
Gloria Kim, Assistant Professor, Media and Cultural Studies  
Chioun Lee, Associate Professor, Sociology  
Bronwyn Leebaw, Associate Professor, Political Science  
Antoine Lentacker, Assistant Professor, History  
Tanya Nieri, Associate Professor, Sociology  
Ellen Reese, Professor and Acting Vice Chair, SEHE  
Jade Sasser, Associate Professor, Gender and Sexuality Studies  
Dana Simmons, Associate Professor and Acting Chair, SEHE  
Jennifer Syvertsen, Associate Professor, Anthropology  
Chikako Takeshita, Associate Professor, SEHE

b. Chairs associated with the courses included in the new curriculum

List of chairs from whom approvals were obtained (in 2023, unless otherwise noted)

**CHASS**

Steven Helfand, Chair, Economics [2021]  
John Medearis, Chair, Political Science [2021]  
Andrews Reath, Chair, Philosophy [2021]  
Ellen Reese and Glen Stanley, Co-Chairs, Sociology [2021]

Judith Rodenbeck, Chair, Media and Cultural Studies [2021 & 2023]  
Michele Salzman, Chair, History  
Melissa Wilcox, Chair, Religious Studies  
Fuson Wang, Program Director, Medical and Health Humanities [2021]  
Sherine Hafez, Chair, Gender and Sexuality Studies [2021]  
Brandon Robinson, Chair, Gender and Sexuality Studies  
Sherryl Vint, Chair, English [2021]

**CNAS**

Xinping Cui, Chair, Statistics  
Joel Sachs, Chair, Biology  
Gordon Love, Chair, Earth and Planetary Sciences

**SPP**

Bruce Babcock, Chair, School of Public Policy

List of chairs whose approvals are pending a faculty vote in Fall 2023:

Adalberto Aguirre, Chair, Sociology  
Jay Gan, Chair, Environmental Science  
Jennifer Syvertsen, Chair, Anthropology  
Jennifer Merolla, Chair, Political Science  
Deborah Wang, Chair, Ethnic Studies  
Sage Whitson, Chair, Black Study

- |                                      |                   |
|--------------------------------------|-------------------|
| c. Dean of CHASS                     | Approved, 8/23/23 |
| d. CHASS Faculty Executive Committee | Approved, 8/28/23 |

Please see memos of approval from Dean Williams, CHASS FEC and chairs associated with courses in the new curriculum, attached to this proposal.

### 13. Proposed Curriculum

#### **EXECUTIVE COMMITTEE**

#### **COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES**

#### **REPORT TO THE RIVERSIDE DIVISION**

**(insert date)**

To be adopted:

Proposed Changes to Global and Community Health

#### **PRESENT:**

#### **PROPOSED:**

##### **Program Description**

The goal of the Global and Community Health curriculum is to equip students with the knowledge, theory, and skills necessary to understand health disparities and promote the goal of health equity. Drawing on courses primarily in the humanities and social sciences with the explicit framework of delivering health justice—fair and just health opportunities to everyone—this interdisciplinary field transcends traditional biomedical approaches to provide a historically-grounded, multi-level understanding of health and illness, systems of healing, and evidence-based solutions to global health inequities. Global and Community Health students learn to think critically about complex issues that affect health, healthcare, and health policy. The major investigates how political, economic, demographic, cultural, social, and biological factors interact to produce health (in)equities. It prepares students for a wide range of careers, including public service in healthcare, public health, social work, policy advocacy, consulting, research, and non-profit organizations focused on health and equity. Through in-depth, engaged learning experiences, this major nurtures community leaders and global citizens who can meet the global and community health challenges of the 21st century.

The B.A. degree consists of 52 units and focuses primarily on humanities and social science studies of health inequity.

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

### **Major Requirements**

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

a) SEHE 002 Health Equity and Health Justice (4 units)

b) One course in statistical analysis: SEHE 040, STAT 004 or equivalent (at least 4 units)

c) Two courses (8 units) in global and/or local perspectives in health and/or environmental health, from the following: ANTH 20 or ANTH 20S, BIOL 030, BIOL 034, BIOL 040, BLKS 001, ENGL 022, ENSC 002, GSST013 or GSST013S, GEO 007, MHHS 001, PHIL 009 or PHIL 009H, POSC 017

Comparable lower-division courses taken elsewhere may be counted toward the lower-division requirements (1a-c); up to four advanced placement units earned in high school may count toward fulfillment as well. Please consult with the academic advisors for further details.

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

a) SEHE 101

b) One of the following core courses: SEHE

105/GSST 171 or SEHE 106

c) Four courses in global and community health from among the following. Must include at least two SEHE courses. ANTH 144F, AST 180/JPN 180/MCS 180, ECON 129, ETST116/HISA 147, GBST 103, MCS 106, MCS 117, PHIL 167, RLST 110, RLST 122, SEHE 110, SEHE 111/HIST 111, SEHE 115/GSST XXX, SEHE 120, SEHE 123/GSST 161, SEHE 160, SEHE 161/GSST XXX, SEHE 162, SEHE 170, SEHE 173/HIST 107, SEHE 174, SEHE 175, SEHE 178/SOC 144, SEHE 180/POSC 180, SEHE 181/ANTH 144I, SEHE 182/ANTH 144K, SEHE 183/ANTH 144N, SEHE 185ABC/SPN XXXABC, SEHE 189, SOC 127, SOC 120, SOC 167, SOC 183H

d) One course in gender, race, and structural inequities from among the following: ANTH 127 or ANTH 127S, ANTH 142(E-Z), ETST 102, ETST 111, ETST 113, ETST 163E, GSST 107, GSST 109, GSST 113, GSST 131, GSST 176, MCS 109, MCS 160, MCS 189, SOC 161

e) One additional Upper Division course in SEHE

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

Justification:

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

**Approvals:**

Approved by the faculty and faculty affiliates of the Department of Society, Environment and Health Equity: August 4, 2023

Approved by the Dean of CHASS: August 23, 2023

Approved by the Executive Committee of the College of Humanities, Arts and Sciences: August 28, 2023

Approved by the Committee on Educational Policy: (insert date)

## Course Descriptions for GCH B.A. Curriculum

### 1a)

**SEHE 002 Health Equity and Health Justice** 4 Lecture, 3 hours; Discussion, 1 hour. Introduces theories and methodologies for the study of community health, global and local health inequities. Identifies health disparities trends, patterns and causes in the U.S. and globally, including historical, social and structural factors. Considers policies and interventions addressing health disparities, including community-engaged research.

### 1b)

**SEHE 040 Health Data, Uses and Misuses** 4 Lecture, 3 hours. Discussion, 1 hour, Prerequisite(s): none. Introduces statistical concepts and methods, and evaluates their social and cultural implications. Covers statistical research design, sampling, and measurement, descriptive statistics and statistical inference, sampling distribution and types of error in significance tests. Considers ethical and cultural issues in health data collection and the social impacts of big data on health.

**STAT 004 Elements of Data Science** 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. With simulation and data visualization, exploring basic concepts, algorithms and techniques of data science. Topics include summarizing and visualizing data using R or Python; causality, randomness, decision making in the presence of uncertainty, prediction and classification .

### 1c)

**ANTH 020 Culture, Health, and Healing** 4 Lecture, 3 hours; consultation, 1 hour. Surveys health, disease, curing, and nutrition in a cross-cultural perspective. Covers how different cultural groups consider disease, health maintenance, and healing; how traditional beliefs about health and nutrition arise; and what one can and cannot learn from traditional health seeking practices. Credit is awarded for one of the following ANTH 020 or ANTH 020S.

**BIOL 030 Human Reproduction and Sexual Behavior** 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. A consideration of human anatomy, physiology and behavior as related to sexual reproduction, including discussion of fertility, pregnancy, childbirth and birth control. Consideration will also be given to homosexuality, venereal diseases, sex education, sexual intercourse and response.

**BIOL 034 Human Heredity and Evolution** 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Designed for both nonscience and science majors. Covers basic human genetics and

evolution, and explores their relationship to physical and mental health. An exploration of the political, societal, and ethical implications of human heredity and evolution.

BIOL 040 Disease and History: From the Bubonic Plague to Aids 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. This lecture course for non-science majors will deal with the natural history of infectious diseases and how plagues have influenced the course of human history. It will cover the biology, pathology, epidemiology, and immunology of viruses, bacteria, and protozoan parasites causing smallpox, yellow fever, influenza, AIDS, syphilis, bubonic plague, tuberculosis, leprosy, malaria, and African sleeping sickness. The role of scientific inquiry in the conquest of human disease will be emphasized.

BLKS 001

[Catalog description to be inserted here]

ENGL 022 Writing Red 4 Lecture, 3 hours; extra reading, 3 hours. Indigenous perspectives on the more-than-human world that focuses on Traditional Ecological Knowledge (TEK), animal studies, Indigenous sustainability practices and epistemologies, health disparities, and climate change through the lens of literary and visual culture studies and theories.

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

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

GSST013/GSST 013S Gender and Disability 5 Lecture, 3 hours; discussion, 1 hour; written work, 1 hour; extra reading, 2 hours. Examines gender and disability from a feminist perspective. Explores how gender and disability shape all aspects of social life: institutions, identities, bodies, discourses. Introduces feminist and queer theories of disability. Critically engages with societal responses to disability such as eugenics, exclusion, and institutionalization. Considers possibilities for feminist disability justice. Credit is awarded for one of the following GSST 013S or GSST 013.



MHHS 001 Introduction to Medical and Health Humanities 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): none. Introduces medical and health humanities. Explores the importance of humanities and arts to medicine, the diverse understandings of health and illness, and the complex social and economic forces that inform how people are cared for during times of illness. Mandatory course in the Medical and Health Humanities minor.

PHIL 009/PHIL 009H Biomedical Ethics 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): none. Introduces the major camps in ethical theory - utilitarianism, deontology, virtue ethics, and feminist ethics. Applies these theories to critically examine contemporary issues in bioethics. Includes stem-cell research, assisted reproductive technologies, contract gestation, maternal-fetal conflicts, genetic and pharmacological enhancements, access to health care, and physician-assisted suicide. Credit is awarded for only one of PHIL 009 or PHIL 009H.

POSC 017 Politics of the Underdeveloped World 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 3 hours. Prerequisite(s); none. An introduction to the political processes and problems confronting third-world states. Topics include poverty, violence, dictatorship, civil-military relations, regime transitions, and democracy.

## 2a)

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

**SEHE 101S Community Research and Anti-Oppressive Methods** 5 Lecture, 3 hours; Discussion, 1 hour; Individual work, 2 hours. Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, data collection and management, and public engagement. Reviews and practices disciplinary methods (social science, ethnography, history, critical reading, Science and Technology Studies, statistical analysis, feminist and critical race theories, creative arts, storytelling, community-based and community-engaged research). Employs intersectional approaches to analyze power and inequities.

## 2b)

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

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

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

**SEHE 106S Movements & Advocacy in Environmental Justice & Health Equity** 5 Lecture 3 hours; Discussion, 1 hour; Individual work, 2 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

## 2c)

**ANTH 144F Gender, Race, and Medicine** 4 Lecture, 3 hours; written work, 1 hour; extra reading, 1 hour; individual study, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores the relationship between Western medicine and women, racial minorities, and non-Western citizens. Investigates how gender ideology, racial inequity, and colonialism shape the medical representation of bodies, sexuality, and pathology. Examines how patients have renegotiated their relationships with medicine through health movements and alternative healing practices. Cross-listed with GSST 185.

**AST 180 Japanese Documentary** 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies the history of Japanese documentary

cinema. Teaches strategies for reading nonfiction visual narrative. Explores other forms of documentation controversial in modern Japanese history including oral testimony, photography, and internet activism. Topics may include war, war protest, peace activism, environmental activism, nuclear politics, and green energy. Course is repeatable as topics and instructor change to a maximum of 8 units. Cross-listed with JPN 180, and MCS 180.

ECON 129 Health Economics 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): ECON 102 or ECON 104A. Analyzes the demand and supply of health care. Uses economic models to analyze health care choices of individuals. Covers the market for health insurance and the behavior of for-profit and not-for-profit health care providers regarding price, quantity, and service quality under various market structures.

ETST 116 Medicine Ways of Native Americans 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the medical history of Native Americans. Focuses on traditional Native American medicine and how Western diseases, medical practices, health care, and policies influenced American Indian health. Topics include medicine people, rituals, ceremonies, smallpox, measles, influenza, anomie, accidents, diabetes, suicides, mental illness, and murders. Cross-listed with HIST 147.

GBST 103 Food and Globalization 4 Seminar, 3 hours; extra reading, 3 hours; research, 3 hours; written work, 3 hours. Prerequisite(s): GBST 001; GBST 002. Investigates globalization through the lens of food. Topics include world hunger, food security, agribusiness and health, genetically modified foods, sustainability, labor, migration, fast food, and “slow food.” Introduces various research methods including analysis of statistics, semiotics, and the study of social interaction.

MCS 106 Disability Culture and Media 4 Lecture, 3 hours; extra reading, 1 hours; written work, 1 hours; activity, 1 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines disability rights politics and activism through cultural production. Explores access to art production, aesthetics and disability, and the role of art in social change. Surveys several genres of art production including dance, theatre, language and visual arts, and film and video.

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

PHIL 167 Biomedical Ethics 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. A philosophical discussion of newly emerging

issues, both ethical and social, in biology and medicine, such as genetic engineering, euthanasia, experimentation with human subjects, abortion, behavior control, and patient's right to know.

**RLST 110 Yoga: Ancient and Modern** 4 Lecture, 3 hours; individual study, 1 hour; research, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Investigates yoga in its transition from an ancient Indic system of contemplative practice to its modern postural forms. Engages the history of yoga in India and its primary texts and current cultural and religious debates activated through the globalization of modern postural yoga.

**RLST 122 Medicine and Asian Religions in Global Circulation** 4 Lecture, 3 hours; individualized study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): Restricted to class level standing of Sophomore, Junior, or Senior. Considers the relationship between religious cosmologies, the organization of knowledge, and the practices for managing bodily and natural order that underpin three major medical traditions of Asia in premodern and modern periods: Ayurveda, Traditional Chinese Medicine, and Tibet's Four Tantra Tradition.

**SEHE 110 Environmental Health in Southern California** 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour Interdisciplinary cross-examination of environmental challenges, social inequities, and human health consequences in the Southern California region. Topics include logistics industry and air pollution, toxic dust and groundwater contamination from agriculture and military bases, history of oil refineries and waste facilities around marginalized communities, and disparate impacts of extreme heat.

**SEHE 111 Public History and Community Voices** 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduction to the study of public history and the use of oral history, narratives, written sources, photographs, material culture, and other documentary evidence important to presenting historical information and interpretation to a large audience. Analysis of archives, museums, government agencies, familial sources, and other historical repositories that hold community voices. Students present public history by producing an exhibit, published work, or community project. Cross listed with HIST 111.

**SEHE 115 Intersectionality, Climate Emotions, and Mental Health** 4 Lecture, 3 hours; extra reading, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces emotional responses to climate change. Identifies the relationships between emotions and mental health outcomes. Explores the roles of race, gender, age, and social marginalization. Cross listed with GSST XXX.

**SEHE 120 Food Justice** 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour

Explores relations of power, love, desire, hunger and taste through food and food systems. Considers how food is found, grown, made, bought, sold, shared and consumed. Covers food apartheid and carceral food systems; metabolic disease; nutrition and nourishment; the right to food; and movements to decolonize food systems.

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

**SEHE 160 Health and Social Science Analysis** 4 Lecture, 3 hours. Discussion, 1 hour. Prerequisite(s): SEHE 020, SOC 005, STAT 004 or equivalent. Introduces the logic and application of multivariate statistical analyses, expanding on the knowledge of hypothesis testing developed in the introduction to statistics class. Involves computer analysis of social and health data using multiple regression and statistical controls. Discusses the use of statistics in population health studies.

**SEHE 161 Reproductive Justice** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces reproductive justice concepts of intersectionality, systemic oppression, the triple pillar approach, and human rights. Analyzes inequality and power in shaping the reproductive contexts of people's lives, behaviors, and outcomes. Cross listed with GSST XXX

**SEHE 162 Giving Birth** 4 Lecture 3 hours; extra reading 1 hours; activity 1 hours; term paper 1 hours. Examines the history of childbirth methods from the medieval period to the present. Compares obstetrics to alternative models of maternity care including midwifery care, homebirth, and traditional birth attendants in the global South. Considers health equity in the context of maternal care and childbirth.

**SEHE 170 Aging, Society, and Health** 4 Lecture, 3 hours; Research 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Examines theories and methods across disciplines for life-course or lifespan approaches to investigate health and aging. Covers substantive topics on aging and health, including minority aging, early origins of adult health, linked lives and intergenerational influences, historical impact, structural constraints, and the role of human agency on health and wellbeing. Cross listed with SOC 183H.

**SEHE 173 Disease and Society** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Covers a world history of disease and how it relates to cultural shocks, environmental change, and survival. Evaluates the complex and reciprocal relationship between illness and society, and the historical dynamics around power, race, gender, and class which define disease and shape life chances, medicine and health. Cross listed with HIST 107.

**SEHE 174 Eugenics, Disability and Social Justice** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Analyzes social movement activism around medicine, health and disability. Topics include Black Panther Party survival programs, medicine and civil rights, occupational safety, HIV/ AIDS, environmental justice, genetic testing, food systems, disability rights and healthcare access.

**SEHE 175 Transforming Toxic Jobs: Health and Work in the United States** 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Examines research on health and work, including occupational health, how work and employment impact health outcomes and health care, the work experiences of health care providers, the role of policies, and organized efforts by workers and/or their allies and clients to improve health and well-being at work and in the community.

**SEHE 178 Interpersonal Relationship Violence** 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): SOC 001 with a grade of C- or better or SOC 001H with a grade of C- or better; SOC 004 with a grade of C- or better; SOC 005 with a grade of C- or better; or consent of instructor. Addresses causes, identification, and prevention of and responses to interpersonal relationship violence, such as family violence and partner violence. Examines theories and research findings for practical field application. Promotes better understanding of this common social problem and prepares for careers involving contact with victims and/or perpetrators of relationship violence. Cross listed with SOC 144.

**SEHE 180/ SEHE 180S The Politics of Public Health** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Focuses on the social, environmental, and political factors that shape population health. Utilizes public health topics to illustrate the fundamental problems of the politics of regulation and social policy. Credit is awarded for only one of SEHE 180 or SEHE 180S. Cross listed with POSC 180/POSC 180S,

**SEHE 181 Anthropology of Human Immunodeficiency Virus (HIV)** 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. Cross-cultural examination of the global Human Immunodeficiency Virus (HIV) epidemic from an anthropological perspective. Cross listed with ANTH 144I.

**SEHE 182 Drugs and Culture** 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. A cross-cultural examination of drug use and its relation to race, class, gender, morality, laws, and health policy. Cross listed with ANTH 144K.

**SEHE 183 Anthropology of Global Health** 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the overlaps, debates, and potential of medical anthropology to address contemporary issues in global health. Focuses on how the historical development, theoretical frameworks, methodological approaches, and ethical debates within medical anthropology can contribute to a just and inclusive version of “global health.” Cross listed with ANTH 144N.

**SEHE 185ABC Spanish for the Health Professions**

[Catalog description to be inserted here]

Cross listed with SPN XXXABC

**SEHE 189 Special Topics in Global and Community Health** 4 Units, Lecture, 3 hours; discussion, 1 hour. Selected topics addressing global and community health. Includes reading, research, and discussion.

**SOC 120 Society and Mental Health** 4 Units, Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Covers the social causes and patterns of mental health and disorder in the United States. Examines scientific research on the social determinants of mental health and disorder, inequalities of mental health and access to mental health care and US mental health care policies.

**SOC 127 Sociological Determinants of Health** 4 Units, Lecture, 3 hours; discussion, 1 hour; extra reading, 5 hours; research, 3 hours. Prerequisite(s): SOC 001 with a grade of C- or better or SOC 001H with a grade of C- or better; or consent of instructor. Introduces the role that social factors play in shaping the occurrence and distribution of disease and death in populations with an emphasis on socioeconomic status, racism, social relationships and social stress. A particular emphasis is placed on sociological origins of health inequalities.

**SOC 167 Medical Sociology** 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Introduces key concepts and theories in medical sociology and their application to a variety of health issues. Exemplar topics include social construction of health and illness, medicalization, stigma and labeling, patient provider interaction, sociology of medical professionals, social determinants of health, and political economy of health. Cross-listed with PBPL 167.

SOC 183H Aging in America 4 Units, Lecture 3 hours; research 3 hours. Explores special topics in sociology. This course will introduce topics typically covered in social gerontology, which is the study of the social aspects of aging, including perspectives on aging across disciplines, core topics on the social aspects of aging, health-related issues in later life, and aging and society.

**2d)**

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

ANTH 142 (E-Z) Black and Black Diaspora Studies 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): see individual segments for assigned prerequisites. Segments offer critical anthropological perspectives on anti-blackness including historical political economic perspectives, colonial legacies, institutional and individual racism, racialized health disparities, and social movements.

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

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

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

ETST 163E Introduction to Queer Studies 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduces the intersections between the social construction of sexuality and the political economy of capitalism. Focuses on



the United States. Includes the legacies of queer social movement and coalition building as well as the role of the contemporary United States where capital circulates and sexual identities are produced, contested, and negotiated.

ETST 179 Race and the Environment: Nature, Colonialism, and Justice 4 Lecture 3 hours; extra reading 1 hours; term paper 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the interdependent relationships between race and environment through law, policy, culture, geography, (settler) colonialism, and (racial) capitalism, focused on the US. Topics include environmental and climate justice, decolonial and abolitionist thought, urban political ecology, and the social constructions of human, nonhuman, and "nature".

GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives 4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines how pathbreaking scholarship by women of color in the United States and developing countries has been central to rethinking theoretical foundations and developing new ways of knowing, understanding, and practicing politics. Focuses on scholarship that critiques and analyzes issues concerning race, antiracism, human rights, citizenship, empire, globalization, and social justice.

GSST 109 Women, Politics, and Social Movements: Global Perspectives 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or GSST 020 or GSST 020H; or consent of instructor. Introduction to Third World women's politics. Covers women's politics from a global perspective emphasizing South Asia, subSaharan Africa, and the Caribbean.

GSST 113 Queer Theory 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or LGBS 001. Examines queer theory's origins and relation to gender and sexuality studies. Critically explores queer of color critique and the intersections of race, class, and gender with sexuality. Looks at other interventions into the field of queer theory and key concepts and current debates

GSST 134 Queer Identities and Movements in the United States 4 Lecture, 3 hours; extra reading, 1 hour; individual study, 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines important twentieth- and twenty-first century developments in queer culture and activism in the United States. Focuses on the origins of sexual identity; the relationship between sexuality, race, and gender; queer representation in art and media; and central issues in queer theory. Cross-listed with LGBS 134

GSST 136 Women and Grassroots Organizing 4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S or GSST 020 or GSST 020H or GSST 020S. Examines women's grassroots activism and organizing within the context of political and social structures, culture, and history at the

local and global levels. Employs comparative and global perspectives to understand the diversity of women's issues and women's activism.

GSST 176 Gender, Human Rights, and Transnationalism 4 Lecture, 3 hours; individual study, 2 hours; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores dynamics of gender and power in human rights activism. Examines the history and evolution of human rights discourse, discourses of liberation, and critical responses to the strategy of framing women's rights as human rights in a comparative, transnational framework

GSST 181 Feminisms and Environmentalisms 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Explores women's and feminist involvement in environmental movements. Examines how gender shapes our relationships with and approaches to environmental problems in the United States and globally. Investigates intersections between feminist concerns (health, reproduction, mothering, gender equity, and social justice) and environmental issues (conservation, pollution and global warming, and sustainability).

MCS 109 Algorithms and Everyday Life 4 Seminar, 3 hours; individualized study, 3 hours. Prerequisite(s): MCS 005 with a grade C- or better; Examines technologies including artificial intelligence, Tinder, and Uber to examine cultures of algorithms, data, and code. Explores the use of algorithms to shape futures, govern bodies, advance systemic violence, and conceal injustices. Also addresses the use of data to intervene in these unjust data scapes

MCS 160 Race, State Violence, and Incarceration in the U.S. 4 Lecture, 3 hours; individual study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): MCS 010 with a grade of C- or better; or consent of instructor. Course offers a historical, analytical, and theoretical examination of the cultural formation of criminalization and incarceration in the United States. Contextualizes the US carceral regime's roots in the cultural-political structures of racial chattel slavery, land conquest, settler colonization, and the statecraft of anti-Black violence.

MCS 189 Political Culture of Race and Policing 4 Lecture, 3 hours; discussion, 1 hour; extra reading, 1 hour. Prerequisite(s): MCS 010; Or the consent of instructor; Offers a critical historical and theoretical approach to the politics and culture of United States police and policing. Course will focus on how racist state violence articulates through discourses of personal/ community safety, peacekeeping, "law and order," and (declared and undeclared) domestic warfare.

SOC 161 Immigration and Society 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): SOC 001 or SOC 001H. Analyzes the origins of immigration and its nature, patterns, and trends in the twentieth century in Western societies, with special emphasis on the United States. Topics include theories of immigration, causes of immigration, sources of immigrants, immigration

laws, reactions to immigrants, and the effects of immigration on the host society.

**2e)**

**SEHE 193 Capstone** Prerequisite: SEHE 101. Completion of a capstone project that synthesizes and integrates the knowledge and skills obtained throughout the program. Develops skills in the formulation of research questions on topics in Society, Environment, and Health Equity, the use of primary or secondary data, and theory. Course is repeatable to a maximum of 8 units.

**SEHE 195H Senior Thesis** 1 to 4 Thesis, 3 to 12 hours. Prerequisite(s): senior standing in ENST or GCH; admission to University Honors or consent of instructor. Students complete a substantial research or creative thesis project related to environmental studies or global and community health under the guidance of a faculty member. Satisfactory (S) or No Credit (NC) grading is not available. Course is repeatable to a maximum of 12 units.

**SEHE 198G/LABR 198G Group Internship in Society, Environment and Health Equity** (1-12) laboratory, 4-36 hours. Prerequisite(s): consent of instructor and upper-division standing. Group internship in a community or professional organization in matters relating to environmental studies and/or global and community health, especially as they relate to working class communities to gain professional experience and skills. Requirements may include a weekly journal, a summary paper, and a resume or application essay draft. Course is repeatable to a maximum of 16 units.

**SEHE 198-I Individual Internship in Society, Environment and Health Equity** (1-12) laboratory, 4-36 hours. Prerequisite(s): consent of instructor and upper-division standing. Individual internship in a community or professional organization in matters relating to environmental studies and/or global and community health to gain professional experience and skills. Requirements may include a weekly journal, a summary paper, and a resume or application essay draft. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 16 units.

**SEHE 190 Special Studies** 1 to 5 Individual Study, 3 to 15 hours. Prerequisite(s): upper division standing; consent of instructor and Department Chair. Individual study, directed by a faculty member, to meet special curricular needs. Course is repeatable to a maximum of 15 units.

## Appendix A: Careers for GCH majors

From [Indeed.com](https://www.indeed.com):

“What is community health?

Community health is a type of health care and health education that focuses on promoting wellness and health for entire groups and the individuals that make up those groups. It addresses public health problems like access to healthy food, the spread of illnesses and public awareness of health risks. The community health field involves identifying the cause of health problems and creating solutions to address them. Examples of issues that community health professionals address include:

Community health experts explore how attitudes within a community, cultural factors, income levels and environmental factors affect a population's health. There are many types of community health professionals that work together to research issues, educate community members and increase access to health resources within a certain area. Community health professionals often work with people of diverse backgrounds and demographics to serve all members within a community.

...Bachelor's degrees are a necessary qualification for many jobs in community health. With a bachelor's degree, you can work in education, government, non-profit services and many other community health fields. Examples of jobs that typically require a bachelor's degree in community health include:

Health educator

Hospital administrator

Environmental health specialist

Community health organizer

Social service manager

Health program coordinator

Occupational health manager

...Here are some examples of skills you may learn as a community health student:

*Communication:* Community health professionals need strong written and verbal communication skills. These skills help them understand the needs of their community members, coordinate care services and educate members of their community about health topics.

*Time management:* Good time management skills help community care professionals plan their days and achieve goals on time. Many degree programs help students gain time management skills by requiring them to submit work by specified due dates.

*Advocacy:* Many community health professionals work in roles related to advocacy, which can involve advocating for the needs of a specific client or advocating for changes in community systems. Earning a degree in community health can help you learn skills related to advocacy, such as how to write persuasively.

*Data analysis:* Working with data helps community health professionals assess the needs of their community. Having skills related to collecting, storing and analyzing data is important for professionals in this field.

*Knowledge of health and community systems:* Professionals in community health apply their specialized knowledge of communities and health care systems to improve health outcomes for individuals. Pursuing a degree in this field can help you gain the knowledge you need to understand health, health care institutions, community attitudes, health education and advocacy.”

## **Appendix B**

### **Letters and memos of support**

Please see below.

## **Appendix C**

### **Chairs' permissions**

Please see below.



College of Humanities, Arts, and  
Social Sciences  
EXECUTIVE COMMITTEE

August 28, 2023

TO: Dana Simmons, Acting Chair  
Department of Society, Environment and Health Equity

FROM: John Kim, Chair   
CHASS Executive Committee

RE: Department of Society, Environment and Health Equity- New Major and Minor in  
Global and Community Health (GCH)

---

CHASS Faculty Executive Committee (CHASS FEC) reviewed and approved the proposed new major and minor in Global and Community Health (GCH) by the Department of Society, Environment and Health Equity (SEHE) on August 26, 2023 by a vote of 8 approve, 0 disapprove, 1 unavailable and 1 recusal; 1 member recused themselves as the member of SEHE.

CHASS FEC previously reviewed and implicitly approved the GCH major and minor when SEHE submitted its proposal for departmentalization, which the Division approved in February 2023 by a 77% majority vote in favor. The present review formalizes CHASS FEC's previous, implicit approval of its GCH major and minor.

As outlined in their proposal, the GCH major and minor distinguishes itself from the School of Public Policy's (SPP's) related major and minor track in Health and Population Policy in that GCH is based on artistic, humanistic and social scientific methodologies outside of the policy-driven scope of SPP's program. GCH investigates how political, economic, demographic, cultural, social, and biological factors interact to produce health (in)equities, preparing students for a wide range of careers, including public service in healthcare, public health, social work, policy advocacy, consulting, research, and non-profit organizations focused on health and equity. Nevertheless, several GCH faculty also teach for SPP and otherwise collaborate with other units on campus with foci on issues of healthcare and public health, such as the School of Medicine and the Department of Anthropology, both of which have submitted letters of support.

The overall structure of the GCH major and minor is well balanced and within the normative range of unit counts for majors and minors at UCR. The GCH major consists of 52 units, of which 16 are at the lower division level and 36 at the upper division level. The proposal offers

students considerable flexibility in the range of courses offered by SEHE and other departments that satisfy each area of coverage, such as 15 lower-division courses for its requirement in “Global and/or Local Perspectives in Health and/or Environmental Health,” 33 upper-division courses for its requirement in “Global and Community Health,” and 16 for its requirement in “Gender, Race, and Structural Inequities.” Common to GCH students are two required courses, SEHE 002 and SEHE 101 forming the basis of the major, as well as a capstone requirement that can be satisfied by one of four courses SEHE 193, SEHE 195H, SEHE 198G or SEHE 198-I. CHASS FEC especially lauds the proposal’s interdisciplinary design that engages with disciplines not only across CHASS but also across campus.

The broad range of courses outside of SEHE that are applicable to the GCH major and minor ensures that students will have multiple pathways to meet their course requirements. Students will be able to fulfill their major/minor with designated courses from STAT, SOC, ANTH, BIOL, ENGL, GSST, GEO, MHHS, PHIL, POSC, among others, while receiving their grounding in SEHE courses.

CHASS FEC’s positive assessment of the GCH proposal is shared by the external and internal review letters, all of which are enthusiastically supportive of both GCH and its complementary proposal for a major in Environmental Studies (ENST). Deputy Director of the Sydney Environmental Institute at the University of Sydney, Professor Danielle Celermajer, lauds the GCH proposal for the professional opportunities it offers its students, “GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy.” Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at UC San Diego, Professor Steffanie Stratdee, highlights the urgent need for the GCH major/minor especially with respect to the needs of California’s underserved populations, lauding the GCH major/minor for addressing “the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.” Writing of both the GCH and the ENST proposals, the former Provost of Rachel Carson College at UC Santa Cruz and the current President of Sustainable Systems Research Foundation Professor Ronnie D. Lipschutz lauds both proposals for their interdisciplinary structures, noting “No single discipline is sufficient to deal with such problems, and few academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines” and praising these programs for providing “the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.” Similarly, the Founding Director of the System-wide UC Center for Climate Justice Professor Tracy Osborne of UC Merced writes of the timeliness of both the GCH and ENST proposals, “Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum.” CHASS FEC is especially heartened by the letter of support from the Senior Associate Dean for Research in UCR’s School of Medicine, Distinguished Professor David D. Lo, who writes of his “conviction that health sciences is also necessarily a human(ities) subject, and that the best approaches to health care must also identify with the needs of the human patient.” Professor Lo also lauds the GCH proposal for its potential “to build a pool of students that will be ideal

candidates for the Thomas Haider Program at the UCR School of Medicine.” In turn, CHASS FEC lauds SEHE for its foresight in creating a prospective pathway for our undergraduates who seek graduate degrees in medicine and healthcare-related fields.

In view of CHASS FEC’s review and the letters from external (non-UCR) and internal (UCR) specialists, CHASS FEC enthusiastically endorses this proposal.





First Round Documents  
College of Humanities, Arts, and  
Social Sciences  
OFFICE OF THE DEAN  
900 University Avenue  
3413 HMNSS Building  
Riverside, CA 92521

August 23, 2022

Based on a preliminary administrative review and counsel of the CHASS Associate Deans, I am pleased to extend an endorsement on the general academic structure of the two proposed degrees. This endorsement includes a recognition of prior College commitments for the Senate recruitments described in the AFD grant; instructional and administrative staffing adequate to demonstrated need and comparable to other units in the College; and space planning.

College-funded compensation for departmental leadership and student success took effect July 1, 2023, in terms equal to other units of comparable size.

In FY24 forward, the SEHE majors will be incorporated into recruitment, admissions, retention, and graduation for current and prospective undergraduate students.

The College encourages and endorses efforts to secure external support for the program, its students and its faculty, and will provide the appropriate grant administration for successful proposals.

For a more thorough endorsement, I await a complete review of the academic integrity of the curriculum conducted consistent with Academic Senate authorities and responsibilities. I extend the availability of the academic advisors to conduct a more detailed analysis of degree requirements and progress-to-degree metrics, upon request from the Academic Senate.

I look forward to welcoming new majors in the arc from matriculation to graduation.

Respectfully,

DocuSigned by:

*Daryle Williams*

DF5B1DF553974F3...

Daryle Williams  
Professor and Dean



August 20, 2023

Dear UC-Riverside Academic Senate and Administration,

I am writing with my assessment of the proposal for new undergraduate degrees in Environmental Studies and in Global and Community Health proposed by the department of Society, Environment, and Health Equity. In my view, the two degrees are exceptionally well structured, offer unique opportunities for learning for UCR students, integrate well with offerings at peer institutions, and hold high employment potential for students on the labor market. **I support the two BA degree programs without reservation.**

I am a tenured professor at Vanderbilt University's Department of Medicine, Health, and Society. During more than ten years in the department, I have worked on curricular development and reform in global health humanities and social sciences. During this time, it has become apparent that **integration of health and environment is essential to strengthen critical thinking and community-engaged skillsets for students.** The majors address critical needs of UCR, both within the UC system and in relation to peer institutions nationally.

The design of the two BA degree programs astutely and effectively knits together health and environment within a global context. Students who pursue these degrees will be well positioned for careers or professional study in medicine, nursing, health administration, community service, environmental remediation, epidemiology and more. These careers fill urgent needs in California, in the USA, and across the global for health and environmental workforces addressing minoritized groups, such as Black, Indigenous, and Latinx communities. The proposal demonstrates an exciting and supportive long-term trajectory for students, as well as for the major, as they develop over time.

I am confident that the two new BA degrees with further the curricular goals of UCR, enrich communities, and prepare a much-needed work force. **I fully support** the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**.

Sincerely,

Professor Laura Stark  
(she/her)

DIVISION OF INFECTIOUS DISEASES AND GLOBAL PUBLIC HEALTH  
DEPARTMENT OF MEDICINE9500 GILMAN DRIVE, MC-0507  
LA JOLLA, CALIFORNIA 92093-0507

August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at the University of California San Diego, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

A handwritten signature in cursive script, reading "Steffanie Strathdee".

Steffanie Strathdee, PhD  
Harold Simon Distinguished Professor  
Associate Dean of Global Health Sciences



Professor Danielle Celermajer  
Discipline of Sociology and Criminology  
Deputy Director, Sydney Environment Institute  
Faculty of Arts and Social Sciences  
University of Sydney  
[danielle.celemajer@sydney.edu.au](mailto:danielle.celemajer@sydney.edu.au)

August 10<sup>th</sup>, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

**Re: Letter of Support for proposed BA degree in Environmental Studies and BA degree in Global and Community Health**

I am writing on behalf of the Sydney Environment Institute at the University of Sydney to express my strong support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health at UC Riverside. As a scholar committed to universities making tangible research and teaching contributions to the critical environment, health and justice issues of our time, the proposed degrees strike me as much needed curricula additions. The two undergraduate programs will bring much needed new curricular opportunities addressing environmental and health disparities through the university, two areas of critical concern.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland

Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Deputy Director of the Sydney Environment Institute, I am eager to see new courses offered in these areas, developments that will strengthen our collective efforts to address the most critical issues of our times. I fully support the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**. Students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely

A handwritten signature in dark ink, appearing to read 'Danielle Celermajer', with a long horizontal flourish extending to the right.

Professor Danielle Celermajer



DIVISION OF MANAGEMENT AND INFORMATION  
E. & J. Gallo Management Program

UNIVERSITY OF CALIFORNIA MERCED  
5200 N. LAKE ROAD | MERCED, CA 95343  
TEL: 209.228.3479

August 22, 2023

Dear members of the UC Riverside Academic Senate,

I write to enthusiastically express my support for the creation of BA and Minor in Environmental Studies and the BA and Minor in Global and Community Health in the UC Riverside College of Humanities, Art, and Social Sciences. Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum. Such programs have been growing at universities nationwide, as well as across the UC system. Further, health equity issues are often interrelated with the forces that shape the distribution of environmental benefits and burdens in places where human communities live, work, and play. As the COVID-19 pandemic demonstrates, health inequities and disparate health outcomes for marginalized communities are pressing national problems in the United States—challenges that are not disconnected from the environmental challenges facing us today. With the creation of this department, UC Riverside is poised to provide an innovative curriculum for its diverse student body as well as to lead the way for other UC campuses. In my view, these proposed majors and minors charts a course that is reinforced by trends showing increases in interdisciplinary environmental and sustainability studies programs.

In my capacity as Director of the UC Center for Climate Justice, I am working to raise awareness and develop curriculum and programming focused on addressing climate change as a social justice and equity issue across the UC campuses. The kinds of pedagogical approaches required to plan for and address holistic solutions to climate change and other environmental problems in California and beyond must address scientific, social, economic, and cultural components. The innovative, forward-thinking approach offered through such programs is exactly what is needed to broaden these offerings for UCR students. I offer my strongest support to this endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Tracey Osborne".

Tracey Osborne, PhD  
Founding Director, UC Center for Climate Justice  
Associate Professor and Presidential Chair  
Department of Management of Complex Systems  
University of California, Merced

August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from \$11.2 billion in 2020 to \$36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.  
Department of Life Sciences, Riverside City College



## UNIVERSITY OF CALIFORNIA, SANTA CRUZ

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SANTA BARBARA • SANTA CRUZ

Ronnie D. Lipschutz, Emeritus Professor of Politics  
 1156 High Street, UCSC, Santa Cruz, CA 95064  
 Phone: 831-588-7625/fax: 831-459-3125/e-mail: [rlipsch@ucsc.edu](mailto:rlipsch@ucsc.edu)  
 Web site: <http://tinyurl.com/zeatctr>

August 15, 2023

Academic Senate & Administration  
 University of California, Riverside

Dear Colleagues,

I write this letter in support of the two proposals for majors in the Department of Society, Environment and Health Equity (SEHE). As I understand the matter, the proposed Environmental Studies major will replace the Sustainability Studies degree that has been administered by the Department of Gender and Sexuality Studies, while the major in Global and Community Health will complement Environmental Studies with its focus on related issues and problems. Before I give three reasons—out of many—for supporting this proposal, I will give some background on my experience and qualifications.

I was a faculty member of the UCSC Politics Department from 1990-2020, teaching among other things international relations and global environmental politics. I have done policy, research and technical work in environmental and policy field since the late 1970s, after receiving a Masters' in Physics at MIT. I came to UCSC with a PhD in Energy Resources from UC Berkeley (1987) and, beginning in 2008, was part of a faculty group trying to establish a Sustainability Studies program at UCSC. In 2012, I was appointed Provost of Rachel Carson College (I was able to obtain the \$5,000,000 endowment required to name a UCSC residential college) and established a minor in Sustainability Studies, the first such minor in a college since the university's founding. I am presently President of the Sustainable Systems Research Foundation in Santa Cruz, a nonprofit green think tank focused on development and deployment of local sustainability projects.

First, at this moment of environmental crisis, and especially with the looming threat of climate change, interdisciplinary education and research are more essential than ever. Both of the proposed majors are explicitly interdisciplinary, focusing on systemic issues and topics, rather than strictly-bounded disciplinary ones. Over the past 40 years, approaches to understanding and addressing these environmental challenges have been constrained by the very disciplinary epistemologies its practitioners apply. Biologists see everything through a biological lens; economists, through and econometrics one; humanists through philosophy, art and literature. But “wicked problems” such as climate change (and all of the social systems that give rise to it) are characterized by complex linkages among technological, political, social and economic systems and institutions. No single discipline is sufficient to deal with such problems, and few



academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines. The SEHE Department and its degree programs will be able to provide the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.

Second, and at the same time, there is a pressing need to acknowledge and incorporate the structural injustices and racism that are foundational to our social institutions and practices and reproduced in the environmental crisis. This is especially the case in terms of the distribution of current and future impacts of climate change and the benefits that will accrue from the coming green economy. UCR's student demographic is well-placed to make important and significant contributions to this transition and the SEHE Department and the two new majors will position them to do so.

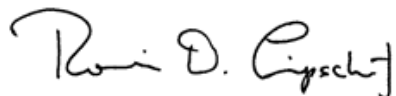
Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take on this burden and putting new programs under the care and feeding of departments whose disciplinary focus is not directly related risks shortchanging the new ones and even obscuring their existence. The SEHE Department and the two new majors will be highly visible, appropriately funded (I hope) and able to provide students with the focused care, advising and training required to succeed in the proposed areas of systems complexity and social change.

There are many other reasons to support these two proposed majors, not the least that similar initiatives exist or are being launched across the country and the world. Judging from the academic and professional job announcements that come across my "desk," graduates of the two programs will have little difficulty in finding relevant employment.

I endorse the two majors in the strongest terms and hope UCR will approve and fund them at the level necessary for them and their students to learn and thrive about these critical issue areas.

Please do not hesitate to contact me with any questions you may have.

Yours sincerely,

A handwritten signature in black ink, reading "Ronnie D. Lipschutz". The signature is written in a cursive, flowing style.

Ronnie D. Lipschutz  
Professor Emeritus of Politics, UCSC  
President, Sustainable Systems Research Foundation



David D. Lo, M.D., Ph.D.  
Distinguished Professor of Biomedical Sciences  
Senior Associate Dean for Research  
david.lo@medsch.ucr.edu

August 9, 2023

Academic Senate  
Campus Administration  
University of California, Riverside

Re: Global and Community Health degree program

Dear Academic Senate,

I am writing to express my enthusiastic support for the Global and Community Health degree program as a new program in the College of Humanities, Arts, and Social Sciences (CHASS). This is a timely initiative that addresses a critically important need among undergraduate programs. While many of the elements of the proposal draw from existing strengths among multiple units across campus, it provides an important opportunity to launch an innovative new integrative program to meet the needs of a new generation of undergraduate students.

My enthusiasm for this program comes from my activities in areas of direct relevance to this program. First, I have always had a long-standing interest in interdisciplinary studies of relevance to medical humanities, starting from my undergraduate liberal arts education, and continuing through my activities since arriving on campus in 2006, including teaching an Ignition Seminar in the Undergraduate Honors program, to participating in a number of programs in the Center for Ideas and Society (including participating on the CIS Advisory Board). These reflect my conviction that health sciences is also necessarily a human(ities) subject, and that the best approaches to health care must also identify with the needs of the human patient.

Second, I am founding Director of the BREATHE Center (that is, Bridging Regional Ecology, Aerosolized Toxins, and Health Effects), which is a broadly interdisciplinary collaborative of researchers across campus studying topics related to air quality and health effects. Faculty recruitments under the original BREATHE cluster hiring from 2015 to 2018 included five hires in the original cluster with two additional hires resulting from the searches. These hires reflect the truly interdisciplinary nature of the research, which includes two hires in CHASS, one in BCOE, two in CNAS, and two in SOM. The research themes among the BREATHE faculty broadly integrate humanities, engineering, environmental sciences, and biomedical research, which I believe illustrates and mirrors quite well the intent of the GCH program.

Third, I am Principal Investigator and co-Director (with Mario Sims) of the NIH-funded U54 Center for Health Disparities Research at UCR, a center entirely funded by extramural (NIH) funds, establishing a new model for research centers on campus. This center aims to train and promote a new generation of researchers in topics related to health disparities, social equity, and community engagement. The NIH and other agencies, including the California Air Resources Board (CARB) have begun to recognize the critical need to promote work in environmental and social justice to address health needs, and the necessary role of community networks as full partners in the research. The growth in attention and funding in this

area provides important opportunities for undergraduate education and future career opportunities, and the GCH programs will be timely in helping to launch UCR students in entirely new types of careers of service to the community. The fact that so many UCR students are first generation and from underserved communities will mean that the GCH programs can promote a pipeline of workers in areas such as medicine and public policy that also draws directly from the communities most in need of this important work.

While this program does not yet include graduate programs, the existing Designated Emphasis in Medical Humanities may yet pave the way for graduate programs in this area. Accordingly, the Center for Health Disparities Research hopes to be instrumental in providing training and research opportunities for graduate and post-graduate researchers in this area as the GCH program grows.

While it is not an exclusive goal of the department and undergraduate programs, I am most excited by the potential of the undergraduate program in health equity to build a pool of students that will be ideal candidates for the Thomas Haider Program at the UCR School of Medicine. This program is a pathway for UCR undergraduates to enter the UCR School of Medicine, and was created by Dr. Thomas Haider, who has long supported the mission of the School of Medicine to train physicians for service to the inland California underserved communities. The goals of the GCH undergraduate programs will clearly imbue the students with an appreciation of the issues of racial and social equity, and a dedication to the mission of the SOM.

Again, I reiterate my strong enthusiasm for the program and its potential to integrate a host of complementary topics in environmental and social justice that will have a major impact on campus intellectual and community life. I look forward to seeing this promise come to fruition, and to working actively with the program as it grows.

Sincerely,

A handwritten signature in dark ink, appearing to read 'D. Lo', with a stylized flourish at the end.

David D. Lo, M.D., Ph.D.

Contact PI, U54 MD013368 RCMI, Center for Health Disparities Research at UCR



Center for Ideas and Society  
College of Humanities, Arts & Social Sciences  
Riverside CA 92521

August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

We are writing on behalf of the Center for Ideas and Society at UCR in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.


The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As co-directors of the Center for Ideas and Society, we are particularly eager to see new courses offered in these areas, which will further our curricular goals. We fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside, and we at the CIS see great potential for collaborations with the new program on various levels.

Sincerely,

DocuSigned by:  
  
665EA988DFE3463...

DocuSigned by:  
  
DAB44F05B7BC460...



900 UNIVERSITY AVENUE, SCHOOL OF MEDICINE EDUCATION BUILDING, RIVERSIDE, CA 92521

8/28/2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Psychiatry and Neurosciences in enthusiastic support of the proposed BA degree in Global and Community Health. This undergraduate program will bring new curricular opportunities addressing health disparities to UCR.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce. This is well aligned with and advances our mission at the UCR School of Medicine. I look forward to future collaborations and the exciting opportunities that can emerge for us across departments.

The GCH undergraduate degree program will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Chair of the Department of Psychiatry and Behavioral Sciences, and as a public health and health equity scholar, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the **Global and Community Health BA**. Students will be well-served by this curriculum as part of their education at UC Riverside.

Sincerely,

A handwritten signature in black ink that reads 'Lisa R. Fortuna'.

Lisa R. Fortuna, MD, MPH, MDiv  
Professor and Chair of Psychiatry and Neurosciences  
University of California Riverside, School of Medicine



**Department of Gender & Sexuality  
Studies**

900 University Avenue  
Riverside, CA 92521

August 25, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

I am writing on behalf of the Department of Gender and Sexuality Studies (GSST) in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree (GCH) will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

The Environmental Studies BA degree (ENST) will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

GSST currently houses a Sustainability Studies major (SUST), which will sunset as SEHE's Environmental Studies major grows. The two departments, GSST and SEHE, have established an MOU to guide this process. GSST and SEHE will work together to meet the needs of students and faculty in both departments in the transition from the GSST Sustainability Studies major to the SEHE Environmental Studies major.

The GSST SUST major will sunset, with a target date to stop accepting new majors in Fall 2024. GSST submitted a memo in July 2023 to CHASS FEC and the Committee on Educational Policy, requesting a moratorium on the Sustainability Studies major. The Senate granted a pause in admissions to SUST, pending the outcome of the moratorium review. In Fall 2024, all existing SUST majors will be encouraged to transfer to the ENST major in SEHE. In Winter 2024, SEHE and GSST will schedule a joint meeting with Cassee Barba and Holly Easley (SUST advisors) to set out course substitutions that will allow any remaining SUST majors to graduate using SEHE courses if necessary. To ease the transition, GSST and SEHE will submit cross-listing proposals in Fall 23 so that SEHE faculty can continue to cover the required courses for the SUST major. Once all the remaining SUST majors have graduated (est. 2027), SEHE and GSST will consult on which courses to keep cross-listed, and which cross listings should be removed.

As Chair of GSST, I fully support the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**. These two undergraduate degree programs will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

Thank you,

Brandon Andrew Robinson, Ph.D.

A handwritten signature in black ink, appearing to read 'Brandon A. Robinson', written in a cursive style.

Chair & Associate Professor  
Department of Gender & Sexuality Studies  
University of California, Riverside





DEPARTMENT OF EARTH AND PLANETARY SCIENCES - 036  
1242 GEOLOGY BUILDING  
RIVERSIDE, CALIFORNIA 92521

24<sup>th</sup> August, 2023

Gordon D. Love, PhD,  
Professor of Geochemistry  
Chair, Department of Earth & Planetary Sciences  
University of California, Riverside

E-mail: [glove@ucr.edu](mailto:glove@ucr.edu)

***Re: SEHE degree programs***

To: Dana Simmons, Acting Chair of SEHE

On behalf of the Department of Earth and Planetary Sciences (EPS), I am writing in support of the undergraduate programs proposal submitted by the new Department of Society, Environment and Health Equity (SEHE).

.EPS teaches several (GEO) lower and upper division undergraduate science classes that are popular across campus and taken by a diverse student body to fulfill degree requirements. Many of these classes provide the scientific understanding of topical issues critical to societal needs and which are obviously pertinent to the scope of the SEHE degree programs. This subject matter includes: natural resources and their sustainability, climatic and environmental change, natural hazards, landscape evolution, and the history of life on Earth.

We encourage SEHE students to take our popular GEO classes as part of their BA degree requirements and we will work with SEHE to provide guidance on the most appropriate classes for their students to take in each quarter.

Yours sincerely,

A handwritten signature in black ink, appearing to read "G. Love".

Gordon Love.





**Media and Cultural Studies**  
900 University Avenue  
Riverside, CA 92521

August 23, 2023

Dear Colleagues and Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Media & Cultural Studies in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring urgently needed curricular address to environmental and health disparities and will enhance teaching and research across our university.

The **Environmental Studies BA** will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. If it is approved, UCR will join five other UC campuses in offering an Environmental Studies BA degree.

The **Global and Community Health BA** offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, and advocacy. The GCH major will prepare students for advanced study and community-based work related to social justice and health disparities. This crucial major will help to address pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce. And they further the research and educational priorities of our faculty.

As Chair of MCS, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

A handwritten signature in black ink, appearing to read "Judith Rodenbeck", written over a light gray rectangular background.

Judith Rodenbeck  
Professor and Chair  
Media & Cultural Studies



Global Studies Program, 900 University Avenue, Riverside, CA 92521

August 10, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

On behalf of the Global Studies Program, I enthusiastically support the proposed BA degrees in Environmental Studies and Global and Community Health. These two undergraduate programs will bring critically important new curricular opportunities for UCR students, including those participating in our Global Health, Sustainability and Resources track.

UCR is positioned to join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. This program will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.

The Global and Community Health BA degree addresses pressing problems of health and healthcare workforce shortages in Inland Southern California, and underrepresentation of Latinx and Black people among California health professions workforce. The proposed curriculum will prepare students for advanced study and community-based work related to social justice and health disparities relevant to careers in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy..

These undergraduate degree programs will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability and the common good. They will serve the community and student needs in Inland Southern California and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Director of the Global Studies Program, I fully support the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**.

Sincerely,

A handwritten signature in dark ink, appearing to read "Juliann Emmons Allison".

Juliann Emmons Allison  
Society, Environment & Health Equity  
Global Studies



Department of Anthropology  
900 University Avenue  
1334 Watkins Hall  
Riverside, CA 92521

August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Anthropology in unconditional support of the proposed BA degree in Global and Community Health and BA degree in Environmental Studies. These two undergraduate programs will bring exciting and necessary curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach and organizing, social services, administration and advocacy. The GCH major will help to address the urgent healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California's health professions workforce.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, climate change, social justice, and health equity.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability, and the common good. These programs are designed to serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and Latinx people in health-related professions.

As Chair of the Department of Anthropology, I am eager to see new courses offered in these areas, which will further our curricular goals. Our department plans to cross-list several of our courses in Medical Anthropology to help support the new department and foster a rich, interdisciplinary learning environment for our undergraduates across CHASS.

In sum, I fully support the undergraduate program proposals for the **Global and Community Health BA** and **Environmental Studies BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Please do not hesitate to contact me at [jsyverts@ucr.edu](mailto:jsyverts@ucr.edu) should you have any questions or need further information.

All my best,

A handwritten signature in black ink, appearing to read "Jennifer Syvertsen". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jennifer Syvertsen, PhD, MPH  
Chair and Associate Professor of Anthropology  
Pollitt Endowed Term Chair for Interdisciplinary Teaching & Learning in CHASS



Ellen Reese &lt;ellenr@ucr.edu&gt;

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**Course permission requests for SEHE**

5 messages

**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 18, 2023 at 11:32 AM

To: Brandon Robinson &lt;brandon.robinson@ucr.edu&gt;

Dear Brandon Robinson,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Environmental Studies (B.A. and Minor):

|          |
|----------|
| GSST 107 |
| GSST 109 |
| GSST 113 |
| GSST 131 |
| GSST 145 |
| GSST 148 |
| GSST 161 |
| GSST 176 |
| GSST 181 |

Global &amp; Community Health (B.A. and Minor):

|          |
|----------|
| GSST 107 |
| GSST 109 |
| GSST 113 |
| GSST 131 |
| GSST 171 |
| GSST 176 |

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient. Thank you very much for considering this request.

P.S. I want to inform you that one of your faculty plans to pursue a course amendment request to cross-list the following courses with SEHE next year:

|          |
|----------|
| GSST 131 |
| GSST 145 |
| GSST 148 |
| GSST 161 |
| GSST 171 |
| GSST 181 |

All the best,

Ellen Reese  
 Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](https://laborstudies.ucr.edu))  
 Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)  
 Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](https://ielcc.ucr.edu))  
 UC-Riverside

#### Most recent books

*Unsustainable: Amazon, Warehousing, and the Politics of Exploitation* (with Juliann Emmons Allison, UC Press, 2023)  
<https://www.ucpress.edu/book/9780520388383/unsustainable>

*The Cost of Free Shipping: Amazon in the Global Economy*, co-edited with Jake Alimahomed-Wilson (Pluto Press, 2020;  
 Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)  
<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>

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#### 2 attachments

 **ENST Curriculum Proposal 2023\_Aug10.pdf**  
 327K

 **Health Curriculum Proposal 2023\_Aug8.pdf**  
 344K

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**Ellen Reese** <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>  
 To: Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>

Fri, Aug 18, 2023 at 6:14 PM

fyi-sent this to Brandon today.

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[Quoted text hidden]

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#### 2 attachments

 **ENST Curriculum Proposal 2023\_Aug10.pdf**  
327K

 **Health Curriculum Proposal 2023\_Aug8.pdf**  
344K

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**Brandon Robinson** <brandon.robinson@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>

Fri, Aug 18, 2023 at 8:55 PM

Hi Ellen,

Yes, I approve of everything for both environmental studies and for global and community health.

Brandon

---

**Brandon Andrew Robinson, Ph.D.**  
*Chair and Associate Professor*  
Department of Gender and Sexuality Studies  
University of California, Riverside  
<https://profiles.ucr.edu/brandon.robinson>

Book: [Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness](#)

Co-Authored Book: [Race & Sexuality](#)

Current \$1 Million NSF-Funded Project: [Family, Housing, and Me Project](#)

[Quoted text hidden]

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**Ellen Reese** <ellenr@ucr.edu>  
To: Brandon Robinson <brandon.robinson@ucr.edu>

Fri, Aug 18, 2023 at 9:51 PM

Wonderful! Thank you so much Brandon!

P.S. Are you here in Philly too for ASA? -Ellen

[Quoted text hidden]

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[Quoted text hidden]

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**Brandon Robinson** <brandon.robinson@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>

Fri, Aug 18, 2023 at 10:51 PM

Yes, I am! Hope to run into you!!

---

**Brandon Andrew Robinson, Ph.D.**  
*Chair and Associate Professor*  
Department of Gender and Sexuality Studies  
University of California, Riverside  
<https://profiles.ucr.edu/brandon.robinson>

Book: [Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness](#)

Co-Authored Book: [Race & Sexuality](#)

Current \$1 Million NSF-Funded Project: [Family, Housing, and Me Project](#)



Ellen Reese &lt;ellenr@ucr.edu&gt;

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**Course permission request for SEHE**15 messages

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**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 18, 2023 at 3:13 PM

To: Joel Sachs &lt;joel.sachs@ucr.edu&gt;

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

BIO 030

BIO 034

BIO 040

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient. Thank you very much for considering this request.

All the best,

Ellen Reese



Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](http://laborstudies.ucr.edu))  
 Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)  
 Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](http://ielcc.ucr.edu))  
 UC-Riverside

### Most recent books

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<https://www.ucpress.edu/book/9780520388383/unsustainable>

*The Cost of Free Shipping: Amazon in the Global Economy*, co-edited with Jake Alimahomed-Wilson (Pluto Press, 2020;  
 Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)  
<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>

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### 2 attachments



**ENST Curriculum Proposal 2023\_Aug10.pdf**  
 327K



**Health Curriculum Proposal 2023\_Aug8.pdf**  
 344K

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**Joel Sachs** <[joels@ucr.edu](mailto:joels@ucr.edu)>  
 To: Ellen Reese <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>, eeobchair <[eeobchair@ucr.edu](mailto:eeobchair@ucr.edu)>  
 Cc: Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>

Mon, Aug 21, 2023 at 5:00 PM

Dear Ellen,

Will do. I set the vote out today.

One challenge is that two of these courses, Biol34 and Biol40, are not being taught every year.

Please let me know if that is a concern, Joel

[Quoted text hidden]

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**Joel L. Sachs**

**Professor & Chair,** Evolution Ecology & Organismal Biology

University of California, Riverside

Chair's Office 2745 Life Sciences Building

Office (951) 827-6357 / Fax (951) 827-4286 / <http://www.sachslab.com>

Zoom: <http://ucr.zoom.us/my/Sachsevolution>

**Post address:** Sachs Lab - UC Riverside

[3401 Watkins Dr.](#), 1229 Spieth Hall, Riverside, CA 92521

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**Ellen Reese** <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>  
 To: Joel Sachs <[joels@ucr.edu](mailto:joels@ucr.edu)>  
 Cc: eeobchair <[eeobchair@ucr.edu](mailto:eeobchair@ucr.edu)>, Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>

Mon, Aug 21, 2023 at 5:06 PM

Thanks so much Joel. We are still interested in requesting permission to use these courses as options for this new major, but thanks for bringing this to our attention.

All the best,  
 Ellen Reese

[Quoted text hidden]

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[Quoted text hidden]

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**Ellen Reese** <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>

Wed, Aug 23, 2023 at 7:06 PM

To: Joel Sachs <joels@ucr.edu>

Cc: eeobchair <eeobchair@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Hi Joel,

So sorry! I just realized I left out one of our course permission requests: BIO 003 for ENST. Below is the updated request, including that course as well:

Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Environmental Studies

BIO 003

Global & Community Health (B.A. and Minor):

BIO 030

BIO 034

BIO 040

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient. Thank you very much for considering this request.

All the best,

Ellen Reese

[Quoted text hidden]

**2 attachments** **ENST Curriculum Proposal 2023\_Aug10.pdf**  
327K **Health Curriculum Proposal 2023\_Aug8.pdf**  
344K

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**Ellen Reese** <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 9:40 AM

Hi Joel-- Just wondering if your department voted in favor or against providing permission to include the following courses in these 2 curriculum? I believe you sent out a vote and just wondering if faculty will be finished voting later today or do you need additional time? I realize we added one more course to the list so if you only had votes on the last 3 courses listed below, let me know. We are happy to know of any voting outcomes you might have and if you need additional time, that's understandable and we can list the matter as pending review. We are just trying to update our curriculum proposal before submitting them for review by the relevant Academic Senate committees. Thanks! -Ellen

Environmental Studies

BIO 003

Global & Community Health (B.A. and Minor):

BIO 030

BIO 034

BIO 040

[Quoted text hidden]

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**2 attachments** **ENST Curriculum Proposal 2023\_Aug10.pdf**  
327K **Health Curriculum Proposal 2023\_Aug8.pdf**  
344K

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**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 9:43 AM

Hi Ellen, I'm trying to get more votes. Here's what we have so far:  
10 responses total

7 - yes

2 - no

1- abstain

[Quoted text hidden]

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**Ellen Reese** <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 10:04 AM

## First Round Documents

Wonderful! Looks like the permission was approved. If that changes though before the end of the day if you receive more votes, let us know.

Sounds like the vote in favor of these course permissions is for all 4 courses (including 3 Global & Community Health and 1 for Environmental Studies, but if I misunderstood, let me know.

Best,  
Ellen

[Quoted text hidden]

---

**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 10:05 AM

No, sorry, that is not correct. This vote has not reached a quorum.

[Quoted text hidden]

---

**Ellen Reese** <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 10:15 AM

Got it. Thanks! If you receive a sufficient number of votes for a quorum later today, let us know. Otherwise, perhaps you can revisit this issue later (e.g., in the fall when the quarter starts at a regular faculty meeting) before your faculty reach a decision, let me know. I know it is often difficult to obtain faculty votes in the summer and we can simply say this is "pending review by faculty" for now (as we are doing for some other departments). Thanks for your help with this and at least beginning this conversation with your faculty! We really appreciate it!

Best,  
Ellen

[Quoted text hidden]

---

**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 3:17 PM

The updated vote tally is as follows:

15 total votes

12 - yes

2 - no

1- abstain

On Fri, Aug 25, 2023 at 9:41AM Ellen Reese <ellenr@ucr.edu> wrote:

[Quoted text hidden]

[Quoted text hidden]

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**Dana Simmons** <dana.simmons@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 4:50 PM

Thank you very much, Joel! I wish you all the best in the last weeks of summer.

Dana

[Quoted text hidden]

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**Ellen Reese** <ellenr@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>  
Cc: Joel Sachs <joels@ucr.edu>

Fri, Aug 25, 2023 at 5:31 PM

## First Round Documents

Terrific! Sounds like the vote reached quorum and is in favor of all the course permissions requested, is that correct?

Best,  
Ellen

[Quoted text hidden]

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**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 5:37 PM

Yes, correct.

[Quoted text hidden]

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**Ellen Reese** <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 5:40 PM

Awesome!! Thanks Joel and hope you both have a great weekend! -ellen

[Quoted text hidden]

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**Ellen Reese** <ellenr@ucr.edu>  
Draft To: Joel Sachs <joel.sachs@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Sun, Aug 27, 2023 at 11:10 AM

On Fri, Aug 18, 2023 at 3:13 PM Ellen Reese <ellenr@ucr.edu> wrote:

[Quoted text hidden]

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[Quoted text hidden]



Ellen Reese &lt;ellenr@ucr.edu&gt;

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**Course permission request for SEHE**

8 messages

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**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 18, 2023 at 3:35 PM

To: gordon.love@ucr.edu

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Dear Gordon Love,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal in case you wish to review these.

If you need additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

**GEO 007**

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Thank you very much for considering this request.

All the best,

--

Ellen Reese

Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](https://laborstudies.ucr.edu))  
Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)  
Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](https://ielcc.ucr.edu))  
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<https://www.ucpress.edu/book/9780520388383/unsustainable>

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Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)  
<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>

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 **Health Curriculum Proposal 2023\_Aug8.pdf**  
344K

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**Gordon Love** <[glove@ucr.edu](mailto:glove@ucr.edu)>

Mon, Aug 21, 2023 at 5:43 PM

To: Ellen Reese <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>Cc: Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>, Sandra Kirtland Turner <[sandrakt@ucr.edu](mailto:sandrakt@ucr.edu)>

Dear Ellen,

GEO 007 isn't a class that is going to be regularly taught in the future as the instructor has recently retired. It is still offered probably as a summer session class.

EPS teach a wide range of other lower division classes that are popular with undergrad students from all colleges.

Sandy, do you have anything to add here?

Sincerely,  
Gordon

Prof. Gordon Love  
Chair of EPS

[Quoted text hidden]

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**Gordon Love** <[glove@ucr.edu](mailto:glove@ucr.edu)>

Tue, Aug 22, 2023 at 11:59 AM

To: Ellen Reese <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>Cc: Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>, Sandra Kirtland Turner <[sandrakt@ucr.edu](mailto:sandrakt@ucr.edu)>

Hi Ellen,

We will give you a list of GEO classes that we think you will be interested in and which quarter these are taught in.

For example, GEO 010 Earth Resources and Sustainability

Best,  
Gordon

[Quoted text hidden]

---

**Ellen Reese** <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>

Tue, Aug 22, 2023 at 12:08 PM

To: Gordon Love <[glove@ucr.edu](mailto:glove@ucr.edu)>Cc: Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>, Sandra Kirtland Turner <[sandrakt@ucr.edu](mailto:sandrakt@ucr.edu)>

Wonderful! Thanks so much. I forgot to mention in my previous email that the following GEO courses were previously approved by your Department in 2021 for inclusion in our environmental studies curriculum (see the list below), but if you

approve of GEO 007, let us know. And, if you identify any other lower division GEO courses beyond those previously approved that you think we might have overlooked, please do let us know.

|              |
|--------------|
| GEO 002      |
| GEO 003      |
| GEO 004      |
| GEO 005      |
| GEO 007      |
| GEO 008      |
| GEO 009/9H   |
| GEO 010      |
| GEO 011/011H |
| GEO 012      |

[Quoted text hidden]

**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 10:11 AM

To: Gordon Love <glove@ucr.edu>

Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Hi Gordon,

Just checking to see if there is a decision from your department on if you approve (or not) the inclusion of GEO 007 to the Global & Community Health (B.A. and Minor) curriculum today or if you or your faculty need additional time to review this before making a decision. Either way is fine. We are just trying to update our curriculum proposals before submitting them to the relevant Academic Senate Committees for review. Thanks for your help and considering this request.

Best,  
Ellen Reese

[Quoted text hidden]

**Gordon Love** <glove@ucr.edu>

Fri, Aug 25, 2023 at 11:25 AM

To: Ellen Reese <ellenr@ucr.edu>

Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Hi Ellen,

I sent a letter to Dana last evening.

We are happy for SEHE studentd to take any of our GEO classes. As indicated on the letter.

GEO 007 is not a good choice as we caa add n't guarantee it will be taught during Fall to Spring quarters. The instructor recently retired but teaches it ad a summer session class.

Best,  
Gordon

[Quoted text hidden]

**Dana Simmons** <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 11:26 AM

To: Gordon Love <glove@ucr.edu>

Cc: Ellen Reese <ellenr@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

My apologies for not sharing the letter with you, Ellen! Thank you again for writing it, Gordon.

Thanks to all,  
Dana

[Quoted text hidden]



--

Dana Simmons  
Acting Chair, Department of Society, Environment and Health Equity  
Department of History  
University of California, Riverside

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**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 5:34 PM

To: Dana Simmons <dana.simmons@ucr.edu>

Cc: Gordon Love <glove@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Thanks so much Gordon and for the heads up on GEO 007 too. This is wonderful news!

Best,  
Ellen

[Quoted text hidden]



Ellen Reese &lt;ellenr@ucr.edu&gt;

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**One more course permissions request for SEHE**

6 messages

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Ellen Reese <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 7:02 PM

To: Bruce Babcock &lt;bruce.babcock@ucr.edu&gt;

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

**PBPL 167/SOC 167**

Thank you very much for considering this request.

P.S. The Sociology Department already approved of the inclusion of Soc 167 in 2021.

All the best,

Ellen Reese

Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](http://laborstudies.ucr.edu))

Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)

Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](http://ielcc.ucr.edu))

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<https://www.ucpress.edu/book/9780520388383/unsustainable>

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 Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)  
<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>

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 **Health Curriculum Proposal 2023\_Aug8.pdf**  
 344K

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**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 9:33 AM

To: Bruce Babcock <bruce.babcock@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Hi Bruce--Any chance you could send us your department vote on permission to include **PBPL 167/SOC 167 in the Global & Community Health** curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

[Quoted text hidden]

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[Quoted text hidden]

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**Bruce Babcock** <babcockb@ucr.edu>

Fri, Aug 25, 2023 at 9:55 AM

To: Ellen Reese <ellenr@ucr.edu>

Ellen

I need to check if we ever teach this course or if it is a zombie course.

Bruce Babcock  
 Professor and Associate Dean  
 School of Public Policy  
 4123 INTS  
 University of California, Riverside  
[babcockb@ucr.edu](mailto:babcockb@ucr.edu)

[Quoted text hidden]

[Quoted text hidden]

<Health Curriculum Proposal 2023\_Aug8.pdf>

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**Ellen Reese** <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 10:17 AM

To: Bruce Babcock <babcockb@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

That makes sense. Let me know if you find out more today. If not, we can just put "pending review by department" for now & I can circle back to you in the fall.

Best,  
 Ellen

[Quoted text hidden]

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**Bruce Babcock** <babcockb@ucr.edu>

Fri, Aug 25, 2023 at 4:16 PM

To: Ellen Reese <ellenr@ucr.edu>

Cc: Dana Simmons <dana.simmons@ucr.edu>

First Round Documents

Ellen

This course (SOC/PBPL 167) is analogous to the ENGR course cross-listed with PBPL. SOC is the lead department on this course and if it is taught in the future it will be taught by them. So yes you can use the course.

Bruce Babcock  
Professor and Associate Dean  
School of Public Policy  
4123 INTS  
University of California, Riverside  
[babcockb@ucr.edu](mailto:babcockb@ucr.edu)

[Quoted text hidden]

---

**Ellen Reese** <ellenr@ucr.edu>  
To: Bruce Babcock <babcockb@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 5:32 PM

Wonderful! Thanks so much! -ellen

[Quoted text hidden]



Ellen Reese &lt;ellenr@ucr.edu&gt;

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**Course permission request for SEHE**

3 messages

**Ellen Reese** <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 9:00 PM

To: bruce.babcock@ucr.edu

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Environmental Studies (ENST) curriculum proposal at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Environmental Studies (B.A. and Minor):

**ENGR 171/PBPL 171**

Thank you very much for considering this request.

All the best,

Ellen Reese

Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](https://laborstudies.ucr.edu))Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](https://ielcc.ucr.edu))

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## First Round Documents

*The Cost of Free Shipping: Amazon in the Global Economy*, co-edited with Jake Alimahomed-Wilson (Pluto Press, 2020; Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)

<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>



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**Bruce Babcock** <babcockb@ucr.edu>

Mon, Aug 21, 2023 at 9:06 PM

To: Ellen Reese <ellenr@ucr.edu>

Cc: "bruce.babcock@ucr.edu" <bruce.babcock@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Ellen

Yes you can use ENGR 171/PBPL 171 as part of your curriculum. ENGR is the lead on this course so I do not know their plans regarding frequency of offering the course.

Bruce Babcock  
Professor and Associate Dean  
School of Public Policy  
4123 INTS  
University of California, Riverside  
[babcockb@ucr.edu](mailto:babcockb@ucr.edu)

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<ENST Curriculum Proposal 2023\_Aug10.pdf>

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**Ellen Reese** <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 9:26 PM

To: Bruce Babcock <babcockb@ucr.edu>

Cc: "bruce.babcock@ucr.edu" <bruce.babcock@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Wonderful! Thanks so much for your quick and positive response! We have reached out to Engineering as well & thanks for the additional information.

Best,  
Ellen Reese

[Quoted text hidden]

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[Quoted text hidden]



Ellen Reese &lt;ellenr@ucr.edu&gt;

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**Course permission requests for SEHE**3 messages

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**Ellen Reese** <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 5:19 PM

To: Judith Rodenbeck &lt;judith.rodenbeck@ucr.edu&gt;

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Dear Judith Rodenbeck,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

I can send you the current drafts of the GCH and ENST curriculum proposals if you wish to review these or if you need additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Environmental Studies (B.A. and Minor):

MCS 108  
MCS 109  
MCS 117  
MCS 122  
MCS 146F/ENG 146F  
MCS 159  
MCS 160  
MCS 170  
MCS 175/SPN 175  
MCS 189

Global &amp; Community Health (B.A. and Minor):

MCS 106  
MCS 109

MCS 117  
MCS 189

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Thank you very much for considering this request.

P.S. In 2021, MCS approved the request to include MCS 160 in the health curriculum.

All the best,  
Ellen Reese

Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](http://laborstudies.ucr.edu))  
Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)  
Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](http://ielcc.ucr.edu))  
UC-Riverside

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Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)  
<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>

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**Judith Rodenbeck** <[judithr@ucr.edu](mailto:judithr@ucr.edu)>

Wed, Aug 23, 2023 at 12:18 PM

To: Ellen Reese <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>

Cc: Judith Rodenbeck <[judith.rodenbeck@ucr.edu](mailto:judith.rodenbeck@ucr.edu)>, Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>

Dear Ellen:

I approve listing the MCS courses listed below in the curriculum proposals for SEHE. We are 100% in support of SEHE and the two majors to be offered and look forward to many rich collaborations in the future.

All best,

Judith

Judith Rodenbeck  
Chair, Media & Cultural Studies  
University of California, Riverside

*Mind is primarily a verb.* - John Dewey

[Quoted text hidden]

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**Ellen Reese** <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>

Fri, Aug 25, 2023 at 10:05 AM

To: Judith Rodenbeck <[judithr@ucr.edu](mailto:judithr@ucr.edu)>

Cc: Judith Rodenbeck <[judith.rodenbeck@ucr.edu](mailto:judith.rodenbeck@ucr.edu)>, Dana Simmons <[dana.simmons@ucr.edu](mailto:dana.simmons@ucr.edu)>

Wonderful!!! Thanks so much Judith! Looking forward to our future collaborations too! -Ellen Reese

[Quoted text hidden]

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[Quoted text hidden]





Ellen Reese &lt;ellenr@ucr.edu&gt;

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**Course permission request for SEHE**

7 messages

**Ellen Reese** <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 7:15 PM

To: Juliann Allison &lt;juliann@ucr.edu&gt;

Cc: Dana Simmons &lt;dana.simmons@ucr.edu&gt;

Dear Juliann Emmons Allison,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

Global &amp; Community Health (B.A. and Minor):

**GBST 103**

Thank you very much for considering this request.

All the best,

Ellen Reese

Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](http://laborstudies.ucr.edu))Acting Vice Chair, Society, Environment, and Health Equity (<https://sehe.ucr.edu/>)Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](http://ielcc.ucr.edu))

UC-Riverside

**Most recent books***Unsustainable: Amazon, Warehousing, and the Politics of Exploitation* (with Juliann Emmons Allison, UC Press, 2023)<https://www.ucpress.edu/book/9780520388383/unsustainable>

## First Round Documents

*The Cost of Free Shipping: Amazon in the Global Economy*, co-edited with Jake Alimahomed-Wilson (Pluto Press, 2020; Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)

<https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/>

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 **Health Curriculum Proposal 2023\_Aug8.pdf**  
344K

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**Ellen Reese** <ellenr@ucr.edu>  
To: Juliann Allison <juliann@ucr.edu>

Fri, Aug 25, 2023 at 9:35 AM

Hi Juliann--Any chance you could send us the Global Studies program vote on permission to include **GBST 103 in the GCH** curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

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 **Health Curriculum Proposal 2023\_Aug8.pdf**  
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**Ellen Reese** <ellenr@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 9:35 AM

fyi

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 **Health Curriculum Proposal 2023\_Aug8.pdf**  
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**Juliann Allison** <juliann@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 10:13 AM

Ok

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**Juliann Emmons Allison**

(she/her/hers)

(she/her/hers)

Associate Professor, Society, Environment & Health Equity

Director, Global Studies Program

Faculty Chair, Campus Sustainability Committee

Most Recent Publications:

**Unsustainable: Amazon, Warehousing, & the Politics of Exploitation**, co-authored with Ellen Reese. University of California Press. "What Happens when Amazon Comes to Town: Environmental Impacts, Local Economies, and Resistance in Inland Southern California." **The Cost of Free Shipping: Amazon in the Global Economy**, pp. 176-193. Ed. by Jake Alimahomed-Wilson and Ellen Reese Pluto Press, 2020. "The Energy Politics of the United States." **Handbook of Energy Politics**, co-edited with Kathleen J. Hancock. Oxford University Press, 2020.

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**Ellen Reese** <ellenr@ucr.edu>  
To: Juliann Allison <juliann@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 10:20 AM

Hi Juliann-- Just making sure I understood that last email correctly (since we include them in our curriculum proposal). Does Global Studies program approve of giving permission to include **GBST 103 in the GCH** curriculum? Yes it does or

no it does not?

All the best,  
Ellen Reese

[Quoted text hidden]

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**Juliann Allison** <juliann@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 11:12 AM

That is fine.

~ jea

**Juliann Emmons Allison**

(she/her/hers)

(she/her/hers)

Associate Professor, Society, Environment & Health Equity

Director, Global Studies Program

Faculty Chair, Campus Sustainability Committee

Most Recent Publications:

**Unsustainable: Amazon, Warehousing, & the Politics of Exploitation**, co-authored with Ellen Reese. University of California Press. "What Happens when Amazon Comes to Town: Environmental Impacts, Local Economies, and Resistance in Inland Southern California." **The Cost of Free Shipping: Amazon in the Global Economy**, pp. 176-193. Ed. by Jake Alimahomed-Wilson and Ellen Reese Pluto Press, 2020. "The Energy Politics of the United States." **Handbook of Energy Politics**, co-edited with Kathleen J. Hancock. Oxford University Press, 2020.

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**Ellen Reese** <ellenr@ucr.edu>  
To: Juliann Allison <juliann@ucr.edu>

Fri, Aug 25, 2023 at 5:42 PM

Wonderful! Thank you! -ellen

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## Request for Permission to include Courses in new curriculum proposals

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**Patricia S Springer** <patricia.springer@ucr.edu>

Mon, Apr 5, 2021 at 11:00 AM

To: Chikako Takeshita <chikakot@ucr.edu>

Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Hi Chikako

I have no objections to these courses being listed, with a caveat that BPSC11 and 21 are both heavily impacted courses that typically have much more demand than we can accommodate.

BPSC166 is offered every other year, but provided the students have the prerequisites and there are a small number of them, this course could accommodate them.

I have other concerns about the proposal however (the proposed department name for example), but I can discuss that with you separately.

Patty

Patricia Springer  
Professor and Chair, Department of Botany and Plant Sciences  
University of California  
Riverside, CA 92521

[pspringer@ucr.edu](mailto:pspringer@ucr.edu)

[bpschair@ucr.edu](mailto:bpschair@ucr.edu)

951-827-4413 (Chair's office)

951-827-5785 (Faculty office)

<http://plantbiology.ucr.edu>

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

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## Request for Permission to include Courses in new curriculum proposals

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David Lloyd <dcloyd@ucr.edu>

Thu, Apr 1, 2021 at 2:08 PM

To: Chikako Takeshita <chikakot@ucr.edu>

Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako,

The English courses you list can be added to this new major's list of electives. However, 096 appears to be a typo. Can you clarify what course you intend here? It is not a number we have.

Thank you,

David

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

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## Request for Permission to include Courses in new curriculum proposals

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David Volz <dvolz@ucr.edu>

Tue, Apr 6, 2021 at 8:34 AM

To: Chikako Takeshita <chikakot@ucr.edu>

Cc: Roya bahreini <bahreini@ucr.edu>, Hoori Ajami <hooria@ucr.edu>

Hi Chikako,

As discussed during our 3/2 meeting, our department is willing to approve inclusion of ENSC 001, 002, 003, and 006 to your proposed BA and BS programs. However, as all four courses fill up each academic year (and usually have long wait lists), we cannot guarantee that students within your programs will be able to enroll in our courses since we are currently unable to expand enrollment due to limitations in TA allocations from the CNAS Dean's office.

In addition, our approval to include these courses in the proposed curricula does not imply that the department will be supportive of the proposed programs as currently written. We look forward to providing more extensive written feedback on the proposed programs after submission to the Committee on Educational Policy within the Academic Senate.

Dave

-----  
David C. Volz, Ph.D.  
Professor & Chair  
University of California, Riverside  
Department of Environmental Sciences  
Riverside, CA 92521

Office: (951) 827-4450  
E-mail: [david.volz@ucr.edu](mailto:david.volz@ucr.edu)  
<http://envisci.ucr.edu/faculty/volz.html>

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

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## Request for Permission to include Courses in new curriculum proposals

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**Michael A McKibben** <michael.mckibben@ucr.edu>

Fri, Apr 2, 2021 at 4:35 PM

To: Chikako Takeshita <chikakot@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dcloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben

Chair, Dept. of Earth and Planetary Sciences

407 Geology Building

University of California, Riverside 92521

(951) 581-5459 (cell)

<https://epsci.ucr.edu/>

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**From:** Chikako Takeshita <chikakot@ucr.edu>

**Sent:** Thursday, April 1, 2021 9:26 AM

**To:** Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia S Springer <patricia.springer@ucr.edu>; Jeffrey Sacks <jeffsack@ucr.edu>; Steven M Helfand <steven.helfand@ucr.edu>; David Lloyd <dcloyd@ucr.edu>; David Volz <dvolz@ucr.edu>; Richard Redak <richard.redak@ucr.edu>; Jennifer R Najera <jennifer.najera@ucr.edu>; Juliann Allison <juliann@ucr.edu>; Michael A McKibben <michael.mckibben@ucr.edu>; Sherine Hafez <sherine.hafez@ucr.edu>; Michele Salzman <msalzman@ucr.edu>; Anne McKnight <amcknigh@ucr.edu>; James Borneman <borneman@ucr.edu>; Judith Rodenbeck <judithr@ucr.edu>; Guillermo Aguilar <gaguilar@ucr.edu>; Fuson Wang <fuson.wang@ucr.edu>; Kurt Schwabe <schwabe@ucr.edu>; Andrews Reath <reath@ucr.edu>; Kenneth Barish <barish@ucr.edu>; John Medearis <medearis@ucr.edu>; Daniel Ozer <daniel.ozer@ucr.edu>; Melissa Wilcox <mwilcox@ucr.edu>; Ellen Reese <ellenr@ucr.edu>; Xinping Cui <xpcui@ucr.edu>; Patricia Morton <patm@ucr.edu>

**Subject:** Request for Permission to include Courses in new curriculum proposals

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## Request for Permission to include Courses in new curriculum proposals

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Sherine Hafez <sherine.hafez@ucr.edu>

Tue, Apr 6, 2021 at 8:18 AM

To: Chikako Takeshita <chikakot@ucr.edu>, John Medearis <medearis@ucr.edu>

Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xiping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Hi Chikako,

I am happy to give GSST's permission for these courses and look forward to working with your exciting new major!

Best,  
Sherine

Sherine Hafez

Chair and Professor,  
Department of Gender and Sexuality Studies, University of California, Riverside  
<https://profiles.ucr.edu/app/home/profile/sherineh>

Co-Editor, *Journal of Middle East Women's Studies (JMEWS)*  
<https://jmeaws.org/current-editorial-team/sherine-hafez-co-editor/>

*An Islam of Her Own* <https://nyupress.org/books/9780814773048/>

*Women of the Midan* [http://www.iupress.indiana.edu/product\\_info.php?products\\_id=809570](http://www.iupress.indiana.edu/product_info.php?products_id=809570)

Pronouns: She | Her | Hers

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**From:** Chikako Takeshita <chikakot@ucr.edu>

**Sent:** Monday, April 5, 2021 1:57:00 PM

**To:** John Medearis <medearis@ucr.edu>

**Cc:** Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia S Springer <patricia.springer@ucr.edu>; Jeffrey Sacks <jeffsack@ucr.edu>; Steven M Helfand <steven.helfand@ucr.edu>; David Lloyd <dclloyd@ucr.edu>; David Volz <dvolz@ucr.edu>; Richard Redak <richard.redak@ucr.edu>; Jennifer R Najera <jennifer.najera@ucr.edu>; Juliann Allison <juliann@ucr.edu>; Michael A McKibben <michael.mckibben@ucr.edu>; Sherine Hafez <sherine.hafez@ucr.edu>; Michele Salzman <msalzman@ucr.edu>; Anne McKnight <amcknigh@ucr.edu>; James Borneman <borneman@ucr.edu>; Judith Rodenbeck <judithr@ucr.edu>; Guillermo Aguilar <gaguilar@ucr.edu>; Fuson Wang <fuson.wang@ucr.edu>; Kurt Schwabe <schwabe@ucr.edu>; Andrews Reath



<[reath@ucr.edu](mailto:reath@ucr.edu)>; Kenneth Barish <[barish@ucr.edu](mailto:barish@ucr.edu)>; Daniel Ozer <[daniel.ozier@ucr.edu](mailto:daniel.ozier@ucr.edu)>; Melissa Wilcox  
<[mwilcox@ucr.edu](mailto:mwilcox@ucr.edu)>; Ellen Reese <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>; Xinpeng Cui <[xpcui@ucr.edu](mailto:xpcui@ucr.edu)>; Patricia Morton  
<[patm@ucr.edu](mailto:patm@ucr.edu)>

**Subject:** Re: Request for Permission to include Courses in new curriculum proposals

[Quoted text hidden]

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## Request for Permission to include Courses in new curriculum proposals

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**Michele Salzman** <michele.salzman@ucr.edu>

Thu, Apr 8, 2021 at 8:24 PM

To: Sherine Hafez <sherine.hafez@ucr.edu>

Cc: Chikako Takeshita <chikakot@ucr.edu>, John Medearis <medearis@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dcloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako:

The History Department met today and approved these courses from History for your new major. There was much support for this initiative.

I will email you tomorrow with some suggested additional courses from History.

Best,  
Michele

On Tue, Apr 6, 2021 at 8:18 AM Sherine Hafez <sherine.hafez@ucr.edu> wrote:

[Quoted text hidden]

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Professor Michele Renee Salzman  
Chair, Department of History  
Associate Editor, Studies in Late Antiquity  
University of California at Riverside  
Riverside CA 92521

From: Anne McKnight <amcknigh@ucr.edu>  
Subject: Re: Request for Permission to include Courses in new curriculum proposals  
Date: April 2, 2021 at 4:41:12 PM PDT  
To: Michael A McKibben <michael.mckibben@ucr.edu>  
Cc: Chikako Takeshita <chikakot@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dcloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinpeng Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako~

JPN 180/Japanese Doc Film is a great fit for the new redesigned program. I do units on both Minamata (health disparities are a big part of this unit) and Fukushima (health disparities are a big part of the topic, but would require independent research to bring in to the class, given existing doc films) in that class. Looking forward to working with everyone.

With best wishes,

Anne McKnight

~~~~~

Associate Professor, Dept of Comparative Literature and Languages  
Mailing: 2401 HMNSS Building, UC Riverside, Riverside CA, 92521 USA  
Office: 2508 HMNSS Building  
Office hours 2020~1: M 1-2; Th 2-3:20 and 5:30-6-30

On Apr 2, 2021, at 16:35, Michael A McKibben <[michael.mckibben@ucr.edu](mailto:michael.mckibben@ucr.edu)> wrote:

Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben  
Chair, Dept. of Earth and Planetary Sciences  
407 Geology Building  
University of California, Riverside 92521  
(951) 581-5459 (cell)  
<https://epsci.ucr.edu/>

**From:** Chikako Takeshita <[chikakot@ucr.edu](mailto:chikakot@ucr.edu)>

**Sent:** Thursday, April 1, 2021 9:26 AM

**To:** Derick Fay <[derickf@ucr.edu](mailto:derickf@ucr.edu)>; Matthew King <[mking@ucr.edu](mailto:mking@ucr.edu)>; Jingsong Zhang <[jszhang@ucr.edu](mailto:jszhang@ucr.edu)>; Leonard Nunney <[nunney@ucr.edu](mailto:nunney@ucr.edu)>; Patricia S Springer <[patricia.springer@ucr.edu](mailto:patricia.springer@ucr.edu)>; Jeffrey Sacks <[jeffsack@ucr.edu](mailto:jeffsack@ucr.edu)>; Steven M Helfand <[steven.helfand@ucr.edu](mailto:steven.helfand@ucr.edu)>; David Lloyd <[dcloyd@ucr.edu](mailto:dcloyd@ucr.edu)>; David Volz <[dvolz@ucr.edu](mailto:dvolz@ucr.edu)>; Richard Redak <[richard.redak@ucr.edu](mailto:richard.redak@ucr.edu)>; Jennifer R Najera <[jennifer.najera@ucr.edu](mailto:jennifer.najera@ucr.edu)>; Juliann Allison <[juliann@ucr.edu](mailto:juliann@ucr.edu)>; Michael A McKibben <[michael.mckibben@ucr.edu](mailto:michael.mckibben@ucr.edu)>; Sherine Hafez <[sherine.hafez@ucr.edu](mailto:sherine.hafez@ucr.edu)>; Michele Salzman <[msalzman@ucr.edu](mailto:msalzman@ucr.edu)>; Anne McKnight <[amcknigh@ucr.edu](mailto:amcknigh@ucr.edu)>; James Borneman <[borneman@ucr.edu](mailto:borneman@ucr.edu)>; Judith Rodenbeck <[judithr@ucr.edu](mailto:judithr@ucr.edu)>; Guillermo Aguilar <[gaguilar@ucr.edu](mailto:gaguilar@ucr.edu)>; Fuson Wang <[fuson.wang@ucr.edu](mailto:fuson.wang@ucr.edu)>; Kurt Schwabe <[schwabe@ucr.edu](mailto:schwabe@ucr.edu)>; Andrews Reath <[reath@ucr.edu](mailto:reath@ucr.edu)>; Kenneth Barish <[barish@ucr.edu](mailto:barish@ucr.edu)>; John Medearis <[medearis@ucr.edu](mailto:medearis@ucr.edu)>;

Daniel Ozer <[daniel.ozier@ucr.edu](mailto:daniel.ozier@ucr.edu)>; Melissa Wilcox <[mwilcox@ucr.edu](mailto:mwilcox@ucr.edu)>; Ellen Reese <[ellenr@ucr.edu](mailto:ellenr@ucr.edu)>; Xinping Cui <[xpcui@ucr.edu](mailto:xpcui@ucr.edu)>; Patricia Morton <[patm@ucr.edu](mailto:patm@ucr.edu)>

**Subject:** Request for Permission to include Courses in new curriculum proposals

Dear Department Chairs and Program Directors,

I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals before the proposals can be reviewed.

To give a little background, a group of faculty in CHASS, SPP, and CNAS are working on a proposal for a new Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS. The proposed department will offer two majors: Health Equity Studies (B.A. & Minor) and Environmental and Sustainability Studies (B.A., B.S., and Minor), which is a renewal of the Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies.

As interdisciplinary programs, both majors allow students to take courses outside of the ESHQ department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

I am attaching a table of courses that we wish to include in our proposal with catalog descriptions of the proposed two curriculums. Most of your courses are included in the Environmental and Sustainability Studies (ESST) curriculum. Courses that are included in the Health Equity Studies (HQST) curriculum are listed in **Red. Bold Red** courses are included in both curriculums.

If you need additional information, please let me know. If everything looks good, please send me your approval to include

your department's or program's course(s) in the proposals at your earliest convenience before April 9th. A short email message will be sufficient.

Thank you very much for considering this request.

Best regards,  
Chikako

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Chikako Takeshita  
Associate Professor  
Gender & Sexuality Studies Department  
University of California, Riverside

<https://profile.ucr.edu/chikako.takeshita>

*The Global Biopolitics of the IUD: How Science Constructs  
Contraceptive Users and Women's Bodies*

<https://mitpress.mit.edu/authors/chikako-takeshita>

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## Request for Permission to include Courses in new curriculum proposals

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Judith Rodenbeck <judithr@ucr.edu>

Wed, Apr 7, 2021 at 12:45 PM

To: Chikako Takeshita <chikakot@ucr.edu>

Cc: Sherine Hafez <sherine.hafez@ucr.edu>, John Medearis <medearis@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dcloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fusion.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

MCS faculty yesterday voted unanimously and enthusiastically to support this effort.

Judith Rodenbeck  
Chair, Media & Cultural Studies  
University of California, Riverside

*Mind is primarily a verb.* - John Dewey

[Quoted text hidden]



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## Request for Permission to include Courses in new curriculum proposals

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**Kenneth N. Barish** <Kenneth.Barish@ucr.edu>

Mon, Apr 5, 2021 at 1:07 PM

To: Chikako Takeshita <chikakot@ucr.edu>

Dear Chikako,

The department of Phys & Astro approves of the inclusion of Phys 18. We can't guarantee how often it will be offered, but I don't think that is being asked.

I also wanted to mention that Phys 168 is also relevant, and could be added as an option. It will likely only happen in rare cases (since requires a year of physics), but maybe that possibility should be left open (e.g. for students who transfer from another major). I also mentioned this to Brian Sianna.

Thanks for developing this proposal, it looks quite compelling to me.

Best Regards,  
Ken

[Quoted text hidden]



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## Request for Permission to include Courses in new curriculum proposals

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John Medearis <medearis@ucr.edu>

Mon, Apr 5, 2021 at 1:46 PM

To: Chikako Takeshita <chikakot@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako,

Thanks, I have no objection to these Political Science courses being included in the proposal.

To be clear, I'm really not addressing the merits of the proposal itself. If the department has to reach some determination on the proposal's merits, that will require a meeting and discussion. But it seems premature for that discussion, at least as I understand the process.

So my approval really just means: based on my knowledge as chair, I see no reason why these courses shouldn't be included in your proposal. In fact, they seem like sensible courses to include.

Best,

John

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**From:** Chikako Takeshita <chikakot@ucr.edu>

**Sent:** Thursday, April 1, 2021 9:26 AM

**To:** Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia Springer <patricia.springer@ucr.edu>; Jeffrey Sacks <jeffsack@ucr.edu>; Steven Helfand <shelfand@ucr.edu>; David Lloyd <dclloyd@ucr.edu>; David Volz <dvolz@ucr.edu>; Richard Redak <richard.redak@ucr.edu>; Jennifer Najera <jnajera@ucr.edu>; Juliann Allison <juliann@ucr.edu>; Michael A McKibben <michael.mckibben@ucr.edu>; Sherine Hafez <sherineh@ucr.edu>; Michele Salzman <msalzman@ucr.edu>; Anne McKnight <amcknigh@ucr.edu>; James Borneman <borneman@ucr.edu>; Judith Rodenbeck <judithr@ucr.edu>; Guillermo Aguilar <gaguilar@ucr.edu>; Fuson Wang <fuson.wang@ucr.edu>; Kurt Schwabe <schwabe@ucr.edu>; Andrews Reath <reath@ucr.edu>; Kenneth Barish <barish@ucr.edu>; John Medearis <medearis@ucr.edu>; Daniel Ozer <dozer@ucr.edu>; Melissa Wilcox <mwilcox@ucr.edu>; Ellen Reese <ellenr@ucr.edu>; Xinping Cui <xpcui@ucr.edu>; Patricia Morton <patm@ucr.edu>

**Subject:** Request for Permission to include Courses in new curriculum proposals

Dear Department Chairs and Program Directors,

[Quoted text hidden]



Chikako Takeshita <chikakot@ucr.edu>

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## Request for Permission to include Courses in new curriculum proposals

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**Ellen Reese** <ellenr@ucr.edu>

Thu, Apr 1, 2021 at 9:50 PM

To: Chikako Takeshita <chikakot@ucr.edu>

Cc: B Glenn Stanley <stanley@ucr.edu>

Yes, we can report on the faculty vote on this after our meeting on 4/13. Thanks Chikako. -Ellen

[Quoted text hidden]



## *Academic Senate*

### **EXECUTIVE COUNCIL**

*Sang-Hee Lee, Chair*

January 11, 2024

**To:** Dana Simmons, Chair and Lead Proponent, Department of Society, Environment, and Health Equity

**From:** Sang-Hee Lee, Chair Executive Council 

**RE: Proposed Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCH])**

Dear Dana,

On January 8, 2024 the Academic Senate Executive Council discussed the [subject proposal](#) along with the mixed consultative feedback from the Committees on Courses, Educational Policy, Planning & Budget and the CNAS, SOM, and SPP faculty executive committees.

Members of Executive Council, though supportive of inclusion of the proposed program on the Winter Division meeting, agreed that the recommendations and issues raised by committees should be clearly addressed.

Please provide a revised proposal in consideration of all of the review feedback and include responses to the comments and questions in the attached memos as soon as practicable. You may find it helpful to note that in the past, proponents have included a summary document that includes responses as a cover to a revised proposal.

Thank you.

Cc: Wesley Léonard, Chair, CHASS Faculty Executive Committee  
Gabrielle Brewer, CHASS Faculty Executive Committee Liaison and Student Affairs Officer



*Academic Senate*

**COMMITTEE ON EDUCATIONAL POLICY**

December 5, 2023

To: Sang-Hee Lee, Chair  
Riverside Division

From: Ward Beyermann, Chair  
Committee on Educational Policy

**Re: Proposed B.A. in Global and Community Health**

The Committee on Educational Policy (CEP) reviewed the proposed B.A. in Global and Community Health at their December 1, 2023 meeting and voted to support the proposal.



December 4, 2023

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

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

SUBJECT: Response to Proposed Degree Programs in ENST and GCH Departments

Dear Sang-Hee,

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

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

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

Sincerely,

A handwritten signature in black ink that reads "B. Mobasher" with a stylized flourish at the end.

Bahram Mobasher, Ph.D

Chair, Faculty Executive Committee College of Natural and Agricultural Sciences



## *Academic Senate*

### **COMMITTEE ON COURSES**

December 6, 2023

To: Sang-Hee Lee, Chair  
Riverside Division

From: James Flegal, Chair  
Committee on Courses

### **Re: Proposed B.A. in Global and Community Health**

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

- Include a “Sample Program” section similar to the one published for the Neuroscience undergraduate major in the academic catalog that clearly outlines the courses for students enrolled in the major to take by quarter and year;
- Ensure that course proposals for the following courses proposed to be included in the major’s curriculum are entered into CRS in a timely manner as all courses listed in the proposed curriculum do need to receive final approval by the Committee on Courses before the curriculum can be published in the catalog: SEHE 002, SEHE 101, SEHE 101S, SEHE 110, SEHE 11/HIST 111, SEHE 115, SEHE 120, SEHE 160, SEHE 161, SEHE 162, SEHE 170/SOC 183H, SEHE 174, SEHE 181/ANTH 144N, SEHE 182/ANTH 144N; SEHE 185, SEHE 189, SEHE 193, SEHE 195H, SEHE 198I, SEHE 198G/LABR 198G
- Consider adding the cross listed course for ANTH 144, GSST 185 to the proposed curriculum;
- Consider adding the cross listed course for ETST 116, HISA 147 to the proposed curriculum;
- Consider adding the cross listed course for SOC 127, POSC 127 to the proposed curriculum;
- Consider adding the cross listed course for SOC 167, PBPL 167 to the proposed curriculum;
- Consider adding the cross listed course for ETST 113, HISA 134 to the proposed curriculum;
- Consider adding the cross listed course for GSST 134, LGBS 134 to the proposed curriculum.




## *Academic Senate*

### **PLANNING AND BUDGET**

October 30, 2023

To: Sang-Hee Lee, Chair  
Riverside Division

From: Reza Abbaschian, Chair   
Committee on Planning and Budget

**RE: [Campus Review] Proposed Degree Program: Bachelor of Arts Degree  
Program in Global and Community Health (GCH)**

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

As a general comment for all proposed degree programs: CPB stresses the necessity of having the right amount of Teaching Assistants to support course instructors and ensure the overall success of the program.



December 21, 2023

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

FROM: Marcus Kaul, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

SUBJECT: Response to [Campus Review] Proposed Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCHI]) in the Department of Society, Environment, and Health Equity within the College of Humanities, Arts, and Social Sciences

Dear Sang-Hee,

The SOM Faculty Executive Committee has reviewed [Campus Review] Proposed Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCHI]) in the Department of Society, Environment, and Health Equity within the College of Humanities, Arts, and Social Sciences

The committee agrees with the proposed undergraduate Bachelor of Arts Degree Program and has no further comments.

Yours sincerely,

A handwritten signature in black ink, appearing to read "M. Kaul".

Marcus Kaul, Ph.D.  
Chair, Faculty Executive Committee School of Medicine





**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: [Campus Review] (Proposed Degree Program) Bachelor of Arts Degree Program in  
Global and Community Health (B.A in Global and Community Health [GCH])

Date: November 22, 2023

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The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] (Proposed Degree Program) Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCH]).”

In the course of our review and discussion, the following issues arose about the proposed curriculum—issues very similar to the comments we submitted for the Environmental Studies BA degree:

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

It is noteworthy that this degree program lacks upper-level or advanced courses in the natural sciences and no required lower division in the natural sciences (only a few courses that are among a larger list of many other course options they can choose from). The present focus seems to be predominantly on the social science and humanities aspects of health issues, without sufficient emphasis on the natural science aspects. Given that global health and community health are two established substantive subareas in public health and medicine that also rely heavily on biological/environmental science knowledge in addition to social science and other disciplines (e.g., education, ethics) in addressing communicable and non-communicable disease threats (in the case of the former, [transnationally](#)) via population interventions and clinical care approaches, this imbalance could lead to a skewed perspective and training experience among students.

Overall, the curriculum could be more effectively designed to integrate both natural sciences and social sciences, providing a comprehensive educational experience. The current structure risks limiting the depth and breadth of education students receive, thereby hindering their ability to fully understand and address complex health problems, particularly in this concerning era of science denialism, politicization of best evidence, and less than optimal data literacy. It also has implications for student preparation in terms of the proposal's stated goal of creating a student pipeline to the eventual MPH program in SOM (p. 10).

2. Page 15: Under the section header "Chairs' approval to include their courses in the new curriculum (in 2021 or 2023)," SPP Associate Dean Bruce Babcock is listed. The phrasing of this header can be read in more than one way, so, just to be certain, this approval only pertains to the PBPL courses cross-listed with other units that are listed in this proposed curriculum document (i.e. ENGR 171/PBPL 171) and not any other PBPL courses. This specificity is indicated in the email exchange between SEHE representative Ellen Reese and SPP Associate Dean Bruce Babcock included in the appendix of this document (p. 78 of the pdf document).

Sincerely,

A handwritten signature in black ink that reads "Richard M. Carpiano". The signature is fluid and cursive, with the first name "Richard" being the most prominent.

Richard M. Carpiano, Ph.D., M.P.H.  
Professor of Public Policy