



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

January 16, 2024

**TO: Chair Sang-Hee Lee**

**RE: Proposed Undergraduate Minor in Global and Community Health (GCH)**

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

Dear Chair Lee;

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

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

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

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

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

Sincerely,

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 Minor in Global and Community Health at their December 1, 2023 meeting and voted to support the proposal.

We thank the committee for your review.

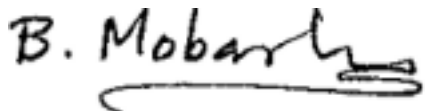
## **CNAS FACULTY EXECUTIVE COMMITTEE**

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

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

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

Sincerely,

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 Minor in Global and Community Health**

The Committee on Courses reviewed the proposed Minor in Global and Community Health at their November 29, 2023 meeting. The Committee recommends that the department ensure that course proposals for the following courses proposed to be included in the minor's curriculum be entered into CRS in a timely manner as all courses listed in the proposed curriculum do need to receive final approval by the Committee on Courses before the curriculum can be published in the catalog: SEHE 002, SEHE 101, SEHE 101S, SEHE 110, SEHE 11/HIST 111, SEHE 115, SEHE 120, SEHE 160, SEHE 161, SEHE 162, SEHE 170/SOC 183H, SEHE 174, SEHE 181/ANTH 144N, SEHE 182/ANTH 144N; SEHE 185, SEHE 189

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

Proposals for these courses and cross-listings have been submitted to the enrollment manager for the committee's consideration in the upcoming course proposal review cycle. Two course proposals (SEHE 193 and SEHE 198G) will be submitted off-cycle with an extension request; two courses (SEHE 160 and 170) will be removed from this proposal, as they will be submitted at a later date. Three new courses have been added to the curriculum: SEHE 163, 172 and 176 were submitted to your committee by incoming faculty member Cassia Roth, for your consideration in the upcoming course proposal cycle.

## **PLANNING AND BUDGET**

**RE: [Campus Review] Proposed Degree Program: Minor in Global and**

## **Community Health (GCH)**

At our meeting on October 10, 2023, the Committee on Planning and Budget (CPB) discussed the proposed Minor in Global and Community Health (GCH). CPB supports the proposed minor.

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

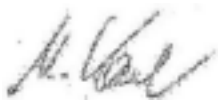
We thank the committee for your review, and we agree with your comment regarding Teaching Assistants. We believe that we will have sufficient resources for instructional support next year, though of course the new graduate funding model makes planning for TA availability challenging.

## **SOM FACULTY EXECUTIVE COMMITTEE**

The SOM Faculty Executive Committee has reviewed the proposed [Campus Review] (Proposal: New Undergraduate Minor) Minor in Global and Community Health (GCH).

The committee agrees with the proposed undergraduate minor and has no further comments.

Yours sincerely,



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

We thank the committee for your review.

## **SPP FACULTY EXECUTIVE COMMITTEE**

The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] Proposal: New Undergraduate Minor: Minor in Global and Community Health (GCH).”

Listed below are issues that arose during our review and discussion. Please note that some of these issues are also included in our review of the Global and Community Health B.A. curriculum proposal, but there are additional points listed here that arose in reviewing this minor proposal—i.e. points that may exist in one or more of the other three SEHE major and minor curriculum proposals we also reviewed, but which may have been overlooked at the earlier time we reviewed and submitted our comments for them to Senate (this minor proposal was reviewed at a later date). Overall, each of our memos for the four proposals have similar and distinct comments.

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

It is noteworthy that this curriculum lacks courses in the natural sciences. The present focus seems to be predominantly on the social science and humanities aspects of health issues, without sufficient emphasis on the natural science aspects. Given that global health and community health are two established substantive subareas in public health and medicine that also rely heavily on biological/environmental science knowledge in addition to social science and other disciplines (e.g., education, ethics) in addressing communicable and non-communicable disease threats (in the case of the former, [transnationally](#)) via population interventions and clinical care approaches, this imbalance could lead to a skewed perspective and training experience among students. Overall, the curriculum could be more effectively designed to integrate both natural sciences and social sciences, providing a comprehensive educational experience. The current structure risks limiting the depth and breadth of education students receive, thereby hindering their ability to fully understand and address complex health problems, particularly in this concerning era of science denialism, politicization of best evidence, and less than optimal data literacy. It also has implications for student preparation in terms of the proposal's stated goal of creating a student pipeline to the eventual MPH program in SOM (p. 6).

[We have addressed this comment in responses to memos on the ENST major and minor and the GCH major. As the Minor in Global and Community Health only includes courses taught within the SEHE Department, this comment is not relevant to the Minor.](#)

2. Page 12: Under item #5, it states, “Teaching will be distributed among core and affiliated faculty. Affiliated faculty will teach elective courses from their home departments.” However, the list of 15 affiliated faculty includes:
  - a. Four faculty with no associated courses listed, as they are in:
    - i. Department of Social Medicine, Population, and Public Health (SPPM) in SOM and thus have no undergraduate courses to offer/cross-list (i.e. Mark Wolfson, the SPPM chair, and Ann Cheney)
    - ii. SPP (Cecilia Ayon), which is not affiliated with this program (please see item #3 below);

- iii. Creative Writing (Allison Hedge Coke), which has no listed cross-listed courses
- b. Three faculty whose listed courses are not part of this minor curriculum (i.e., Kim Yi Dionne in POSC, Gloria Kim in MCS, and Esra Kurum in STAT—the respective courses listed for them, SEHE 172, MCS 117, STAT 004 are not listed on pages 10-11 as part of this curriculum).

We have corrected the Affiliate Faculty list to reflect Affiliates who are teaching courses specifically in the Minor. Not all SEHE Faculty Affiliates are teaching courses in the Minor; affiliated faculty may also serve as mentors to specific students in their area of expertise. We have included this language in the proposal as a point of clarification.

- 3. Page 17: Under the section header “Chairs’ approval to include their courses in the new curriculum (in 2021 or 2023),” SPP Associate Dean Bruce Babcock is listed. The phrasing of this header can be read in more than one way, so, just to be certain, this approval only pertains to the PBPL courses cross-listed with other units that are listed in any of the four SEHE proposed curriculum documents (e.g., ENGR 171/PBPL 171) and not any other PBPL courses. This specificity is indicated in the email exchange between SEHE representative Ellen Reese and SPP Associate Dean Bruce Babcock included in the appendices of SEHE’s three other Environmental Studies and Global and Community Health proposed curriculum documents submitted for Senate review at the same time as this minor curriculum.

We have addressed this comment in responses to memos on the ENST major and minor and the GCH major. As the Minor in Global and Community Health only includes courses taught within the SEHE Department, this comment is not relevant to the Minor.

Proposal for a  
**Minor in**  
**Global and Community Health**



August 28, 2023

Updated v2: September 28, 2023

Updated v3: January 12, 2024

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



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

Name of the academic program: **Minor in Global and Community Health**

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

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

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

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

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

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

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

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

### **Learning Objectives**

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

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

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

Key learning objectives include:

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

### **Potential student demand**

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

- 65% reported that they would consider minoring in Healthy Equity Studies.

## Employment and postgraduate opportunities for GCH minors

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

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

The Global and Community Health minor offers an excellent supplement for students entering professional schools of medicine, nursing, pharmacy or public health. For students who choose not to pursue postgraduate study, Global and Community Health provides training and skills for work in community relations, community outreach, social services, administration and advocacy. Please see Appendix B below, “Careers for GCH Majors and Minors.” For example, Kaiser Permanente provides its members (including one in four Inland Empire residents) a “Thrive Local” program linking health and community social services; this is a staff-intensive program that also requires a robust network of community service providers, each with their own staff. In 2013, the California State Legislature established an Office of Health Equity within the California Department of Health. The OHE vision is that “everyone in California has equal opportunities for optimal health, mental health and well-being.”<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 minor will contribute toward addressing 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 minor in a Hispanic Serving Institution in the Inland Empire will help to address the current demand for healthcare services workforce and contribute to the goal of diversifying health and health care workforce.

Many of us teaching health-related courses have observed that demand for these courses is very high; our courses fill quickly and students ask us for more. In particular, the GCH minor is an excellent option for students in CNAS or BCOE who wish to build on prior data science, health or biomedical knowledge. The minor allows students in biomedical or scientific degree programs to complement their curriculum with a social-scientific and humanities perspective. The GCH minor would also be appropriate for students in Business, Public Policy or any CHASS major, who wish to complement disciplinary study with more focused attention to health and health disparities and inequities.

The GCH minor will also provide our undergraduate students with supplementary skills to bring to health-related graduate, medical and clinical programs at UCR, including in the UCR School of Medicine, the proposed Masters of Public Health program currently under development, and other graduate and medical coursework that includes a Designated Emphasis in Medical and Health Humanities.

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<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)

Mounting disparities of health across racial, ethnic, socio-economic status and sexuality among other social characteristics are very well documented. The U.S. Department of Health and Human Services defines health equity as “the attainment of the highest level of health for all people.” This shift in emphasizing just and fair ways of attaining the highest level of health for all people, are also evident in the recent federal efforts such as the U.S. Dept. of Health and Human Services’ Healthy People 2020 initiative (<https://health.gov/healthypeople>). This new research agenda for Global and Community Health requires a multi-dimensional and multi-level approach that integrates social and humanistic approaches to be able to address complex and intersectional inequalities of health and health care.

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

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

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

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

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

wide range of fields, including public health, law, medicine, or allied health fields.”

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

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

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

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

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

Several universities offer undergraduate degrees and minors in Public Health as part of a school of medicine or public health. Johns Hopkins University, UC Berkeley, UC Irvine

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

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

### **Existing programs at UCR**

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

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



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

An important advantage of the proposed program is that it will complement and enhance available offerings for students who pursue the global health and sustainability track through the Global Studies major. Three faculty members who are affiliated with SEHE played leadership roles in developing the health and sustainability track for GBST majors, including former GBST chair, Bronwyn Leebaw, current GBST chair, Juliann Allison, and POSC professor, Kim Yi Dionne. As faculty members gathered informally to discuss the best way to develop the GBST tracks, it became very clear to us that there is a significant demand for broader offerings and opportunities for a deeper level of engagement on these themes—well beyond what could be accommodated under the umbrella of Global Studies. The proposed department will extend course offerings available to the subset of GBST majors who wish to concentrate on health and sustainability (one of four recommended concentrations within the global studies major) while expanding opportunities for faculty collaboration on grants that will enable us to expand other avenues of opportunity to students at every level. It will provide an alternative pathway for the many UCR undergraduates who wish to pursue a concentration in health alongside their chosen major. This is particularly important, given that we are in touch with many UCR alumni that have taken available courses on these themes in order to pursue career paths with a local or regional focus. These, and many other students could have benefited from the opportunity to pursue a minor in the proposed department.

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

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross listings should be listed, unit total considerations should be taken

into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

## Curriculum

The requirements for the undergraduate **minor in Global and Community Health** consist of 20 units, including Health Equity and Health Justice, a course taught by SEHE core faculty that introduces theories and methodologies for the study of community health, global and local health inequities. In addition minors must complete four upper-division SEHE courses in Global and Community Health.

**Lower-division requirements** include 1 course (4 units):

- ☐ SEHE 002 Health Equity and Health Justice

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

- ☐ SEHE 101(S) Community Research and Anti-Oppressive Methods
- ☐ SEHE 105 Environmental Health and Social Justice
- ☐ SEHE 106(S) Movements & Advocacy in Environment & Health
- ☐ SEHE 110 Environmental Health in Southern California
- ☐ SEHE 115 Intersectionality, Climate Emotions, and Mental Health
- ☐ SEHE 123(S)/ GSST 161(S) Gender and Science
- ☐ SEHE 129 Food Justice
- ☐ SEHE 161 Reproductive Justice
- ☐ SEHE 162 Giving Birth
- ☐ SEHE 163 Globalizing Roe: The Past, Present, and Future of Abortion Worldwide
- ☐ SEHE 172 Public Health: Then and Now
- ☐ SEHE 173/ HIST 107 Disease and Society
- ☐ SEHE 174 Eugenics, Disability and Social Justice
- ☐ SEHE 175 Transforming Toxic Jobs: Health and Work in the United States
- ☐ SEHE 176 Race, Gender, and Health: Diasporic Perspectives
- ☐ SEHE 178/ SOC 144 Interpersonal Relationship Violence
- ☐ SEHE 181/ ANTH 144I Anthropology of Human Immunodeficiency Virus (HIV)
- ☐ SEHE 182/ ANTH 144K Drugs and Culture
- ☐ SEHE 183/ ANTH 144N Anthropology of Global Health

- ☐ SEHE 185ABC Spanish for the Health Professions
- ☐ SEHE 189 Special Topics in Global and Community Health

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

### **SEHE faculty**

Teaching will be distributed among core and affiliated faculty. Affiliated faculty will teach elective courses from their home departments. The Department hired a fifth tenured faculty member whose research focuses on Black Diaspora and Health, who will join the faculty on July 1, 2024. Administration of the minor will be conducted by FTE faculty. Advising will be done in coordination with CHASS undergraduate advisors.

### SEHE faculty

Juliann Allison, Associate Professor, SEHE 123, SEHE 193

Ellen Reese, Professor and Acting Vice-Chair, SEHE 002, SEHE 106, SEHE 175, SEHE 198I/G

Dana Simmons, Associate Professor and Acting Chair, SEHE 002, SEHE 101, SEHE 129, SEHE 173/HIST 107, SEHE 174

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

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

### Affiliated faculty

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

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

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

Chioun Lee, Associate Professor, Sociology, SEHE/STAT 005

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

Tanya Nieri, Associate Professor, Sociology, SEHE 178

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

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

Additional Affiliate Faculty

Additional affiliated faculty teach non cross-listed required courses and/or may serve as mentors to specific students in their area of expertise.

Cecilia Ayón, Professor, Public Policy

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

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

Kim Yi Dionne, Associate Professor, Political Science

Derick Fay, Associate Professor, Anthropology

Allison Adelle Hedge Coke, Distinguished Professor, Creative Writing

Ariel Dinar (Emeritus) Distinguished Professor, Public Policy

Cathy Gudis, Associate Professor, History

Farah Godrej, Professor, Political Science

Francesca Hopkins, Associate Professor, Environmental Science

Tabassum Ruhi Khan, Associate Professor, Media and Cultural Studies

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

Bronwyn Leebaw, Associate Professor, Political Science

Bruce Link, Distinguished Professor of Sociology and Public Policy

Anne McKnight, Associate Professor, Comparative Literature

Kalina Michalska, Associate Professor, Psychology

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 minor will be 10-20 students per year.

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

Minor in Global and Community Health

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

GCH is anticipated to relieve pressure on impacted departments, particularly in the social sciences. The core and elective courses in GCH offered by the SEHE department, conversely, are likely to attract students from across campus..

10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include:

personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

A. Faculty

SEHE currently has four 100% FTE faculty, with one more contracted to begin on July 1, 2024. Other faculty have committed to transferring FTE in the coming year. It is expected that by the date of the GCH minor launch, SEHE will have a total of 7.5 FTE. One affiliated faculty member is in the School of Medicine, one in the School of Public Policy and one is in CNAS.

B Teaching Assistants

Two TA positions are desirable in order to support the new gateway course, SEHE 002: Health Justice and Health Equity. We anticipate that the gateway courses will easily attract 75 students or more. If TAs are not approved, the course will have to be smaller and taught without discussion sections. We plan to offer the gateway course at least once a year.

C. Staff

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

D. Computer facilities

No additional computer facilities are required for the new curriculum

E. Library

Tiffany Moxham, Associate University Librarian has been consulted. The UCR library maintains an extensive database, e-journal, and textbook collection that will support the GCH minor. UCR is home to a medical school and thus supports Health Equity topics through access to fulltext via PubMed, an extensive number of journals including those covered by the new Elsevier contract and specialty databases such as Access Medicine. All subject areas also have options to choose monographs that reflect their specific

topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing students' needs i.e. supplementing current collections.

#### F. Space

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

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

#### G. Plans for obtaining resources

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

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

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

SEHE is currently supported by a National Endowment for the Humanities (NEH) Humanities Connections Planning grant (\$35,000). We are applying for the NEH Implementation Grant for 2024-2027 (\$150,000) to support new course and internship development. Department faculty will continue to pursue internal and external funding to support their research. They will also encourage students to

avail themselves of internal and external funding opportunities (e.g., Chancellor's Research Fellowship, National Institutes of Health Undergraduate Research Grant) to support their academic work.

11. Letters of support are included below.

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

External letters: Laura Stark (Vanderbilt University Department of Medicine, Health, and Society), Steffanie Strathdee (UC San Diego, Harold Simon Distinguished Professor and Associate Dean of Global Health Sciences), Tracey Osbourne (UC Merced, Associate Professor and Presidential Chair, Department of Management of Complex Systems; Founding Director, UC Center for Climate Justice), Tonya M. Huff (Riverside City College, Department of Life Sciences), Ronnie D. Lipschutz (UCSC, Professor Emeritus of Politics and President, Sustainable Systems Research Foundation), Danielle 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. Dean of CHASS Approved, 8/23/23
- c. CHASS Faculty Executive Committee Approved, 8/28/23

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

### 13. Proposed Curriculum

#### **EXECUTIVE COMMITTEE**

#### **COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES**

#### **REPORT TO THE RIVERSIDE DIVISION**

**(insert date)**

To be adopted:

Proposed Changes to Global and Community Health

#### **PRESENT:**

#### **PROPOSED:**

##### **Program Description**

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

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

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

### **Minor requirements**

1) Lower-division requirements (1 course, 4 units):

SEHE 002 Health Equity and Health Justice

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

SEHE 101(S), SEHE 105/GSST 171, SEHE 106(S), SEHE 110, SEHE 115/GSST XXX, SEHE 120, SEHE 123/GSST 161, SEHE 161/GSST XXX, SEHE 162, SEHE 163, SEHE 172, SEHE 173/HIST 107, SEHE 174, SEHE 175, SEHE 176, SEHE 178/SOC 144, SEHE 181/ANTH 144I, SEHE 182/ANTH 144K, SEHE 183/ANTH 144N, SEHE 185ABC/SPN XXXABC, SEHE 189

Justification:

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

### **Approvals:**

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

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

Approved by the Dean of CHASS: August 23, 2023

Approved by the Committee on Educational Policy:

## Course Descriptions for GCH Minor Curriculum

1)

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

2)

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

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

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

**SEHE 105S Environmental Health and Social Justice** 5 Lecture, 3 hours; Discussion, 1 hour; Activity 3 hours. Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe,

invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

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

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

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

**SEHE 115 Intersectionality, Climate Emotions, and Mental Health** 4 Lecture, 3 hours; extra reading, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces emotional responses to climate change. Identifies the relationships between emotions and mental health outcomes. Explores the roles of race, gender, age, and social marginalization. Cross listed with GSST XXX.

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

**SEHE 123/ SEHE 123S Gender and Science** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Focuses on the intersections of Western constructions of gender and scientific knowledge since the sixteenth century. Considers the cultural and political roles of the

scientist in terms of gender; the structuring of objectivity and objects of study; the status of scientific knowledge; and the emergence of feminist science studies. Credit is awarded for one of the following SEHE 123 or SEHE 123S. Cross-listed with GSST 161/ GSST 161S.

**SEHE 161 Reproductive Justice** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces reproductive justice concepts of intersectionality, systemic oppression, the triple pillar approach, and human rights. Analyzes inequality and power in shaping the reproductive contexts of people's lives, behaviors, and outcomes. Cross listed with GSST XXX

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

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

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

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

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

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

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

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

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

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

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

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

[Catalog description to be inserted here]

Cross listed with SPN XXXABC

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



## Appendix A: Careers for GCH majors

From [Indeed.com](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.



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)

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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.celermajer@sydney.edu.au](mailto:danielle.celermajer@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

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



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.

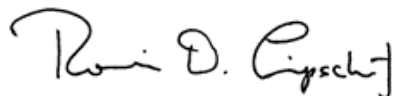
Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take 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

Proposal for a  
**Minor in**  
**Global and Community Health**



August 28, 2023

Updated: September 28, 2023

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

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

Name of the academic program: **Minor in Global and Community Health**

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

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

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

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

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

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

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

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

### **Learning Objectives**

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

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

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

Key learning objectives include:

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

### **Potential student demand**

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

- 65% reported that they would consider minoring in Healthy Equity Studies.

## Employment and postgraduate opportunities for GCH minors

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

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

The Global and Community Health minor offers an excellent supplement for students entering professional schools of medicine, nursing, pharmacy or public health. For students who choose not to pursue postgraduate study, Global and Community Health provides training and skills for work in community relations, community outreach, social services, administration and advocacy. Please see Appendix B below, “Careers for GCH Majors and Minors.” For example, Kaiser Permanente provides its members (including one in four Inland Empire residents) a “Thrive Local” program linking health and community social services; this is a staff-intensive program that also requires a robust network of community service providers, each with their own staff. In 2013, the California State Legislature established an Office of Health Equity within the California Department of Health. The OHE vision is that “everyone in California has equal opportunities for optimal health, mental health and well-being.”<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 minor will contribute toward addressing 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 minor in a Hispanic Serving Institution in the Inland Empire will help to address the current demand for healthcare services workforce and contribute to the goal of diversifying health and health care workforce.

Many of us teaching health-related courses have observed that demand for these courses is very high; our courses fill quickly and students ask us for more. In particular, the GCH minor is an excellent option for students in CNAS or BCOE who wish to build on prior data science, health or biomedical knowledge. The minor allows students in biomedical or scientific degree programs to complement their curriculum with a social-scientific and humanities perspective. The GCH minor would also be appropriate for students in Business, Public Policy or any CHASS major, who wish to complement disciplinary study with more focused attention to health and health disparities and inequities.

The GCH minor will also provide our undergraduate students with supplementary skills to bring to health-related graduate, medical and clinical programs at UCR, including in the UCR School of Medicine, the proposed Masters of Public Health program currently under development, and other graduate and medical coursework that includes a Designated Emphasis in Medical and Health Humanities.

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<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)

Mounting disparities of health across racial, ethnic, socio-economic status and sexuality among other social characteristics are very well documented. The U.S. Department of Health and Human Services defines health equity as “the attainment of the highest level of health for all people.” This shift in emphasizing just and fair ways of attaining the highest level of health for all people, are also evident in the recent federal efforts such as the U.S. Dept. of Health and Human Services’ Healthy People 2020 initiative (<https://health.gov/healthypeople>). This new research agenda for Global and Community Health requires a multi-dimensional and multi-level approach that integrates social and humanistic approaches to be able to address complex and intersectional inequalities of health and health care.

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

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

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

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

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



wide range of fields, including public health, law, medicine, or allied health fields.”

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

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

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

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

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

Several universities offer undergraduate degrees and minors in Public Health as part of a school of medicine or public health. Johns Hopkins University, UC Berkeley, UC Irvine

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

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

### **Existing programs at UCR**

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

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

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

An important advantage of the proposed program is that it will complement and enhance available offerings for students who pursue the global health and sustainability track through the Global Studies major. Three faculty members who are affiliated with SEHE played leadership roles in developing the health and sustainability track for GBST majors, including former GBST chair, Bronwyn Leebaw, current GBST chair, Juliann Allison, and POSC professor, Kim Yi Dionne. As faculty members gathered informally to discuss the best way to develop the GBST tracks, it became very clear to us that there is a significant demand for broader offerings and opportunities for a deeper level of engagement on these themes—well beyond what could be accommodated under the umbrella of Global Studies. The proposed department will extend course offerings available to the subset of GBST majors who wish to concentrate on health and sustainability (one of four recommended concentrations within the global studies major) while expanding opportunities for faculty collaboration on grants that will enable us to expand other avenues of opportunity to students at every level. It will provide an alternative pathway for the many UCR undergraduates who wish to pursue a concentration in health alongside their chosen major. This is particularly important, given that we are in touch with many UCR alumni that have taken available courses on these themes in order to pursue career paths with a local or regional focus. These, and many other students could have benefited from the opportunity to pursue a minor in the proposed department.

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

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross listings should be listed, unit total considerations should be taken

into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

## Curriculum

The requirements for the undergraduate **minor in Global and Community Health** consist of 20 units, including Health Equity and Health Justice, a course taught by SEHE core faculty that introduces theories and methodologies for the study of community health, global and local health inequities. In addition minors must complete four upper-division SEHE courses in Global and Community Health.

**Lower-division requirements** include 1 course (4 units):

- ☐ SEHE 002 Health Equity and Health Justice

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

- ☐ SEHE 101(S) Community Research and Anti-Oppressive Methods
- ☐ SEHE 105 Environmental Health and Social Justice
- ☐ SEHE 106(S) Movements & Advocacy in Environment & Health
- ☐ SEHE 110 Environmental Health in Southern California
- ☐ SEHE 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

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

### **SEHE faculty**

Teaching will be distributed among core and affiliated faculty. Affiliated faculty will teach elective courses from their home departments. The Department hired a fifth tenured faculty member whose research focuses on Black Diaspora and Health, who will join the faculty on July 1, 2024. Administration of the minor will be conducted by FTE faculty. Advising will be done in coordination with CHASS undergraduate advisors.

### SEHE faculty

Juliann Allison, Associate Professor, SEHE 123

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

Dana Simmons, Associate Professor and Acting Chair, SEHE 002, SEHE 120, SEHE 173/HIST 107, SEHE 174

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

Cassia Roth, Associate Professor (Starting on July 1, 2024)

### Affiliated faculty

Cecilia Ayón, Professor, School of Public Policy

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

Allison Hedge Coke, Professor, Creative Writing

Kim Yi Dionne, Associate Professor, Political Science, SEHE 172

Gloria Kim, Assistant Professor, Media and Cultural Studies, MCS 117

Esra Kurum, Associate Professor, Statistics, STAT 004

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

Chioun Lee, Associate Professor, Sociology, SEHE 040, SEHE 160, SEHE 170, SOC 127, SOC 167, SOC 183H

Bronwyn Leebaw, Associate Professor, Political Science

Bruce Link, Distinguished Professor of Sociology and Public Policy, SOC 127, SOC 120

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

Tanya Nieri, Associate Professor, Sociology, SEHE 178, SOC 127, SOC 167

Jade Sasser, Associate Professor, Gender & Sexuality Studies, SEHE 115, SEHE 161

Jennifer Syvertsen, Associate Professor, Anthropology, ANTH 020/ANTH 020S, ANTH 144I, ANTH 144K, ANTH 144N, SEHE 180, SEHE 181, SEHE 182

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

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

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

7. Projected enrollment in the program.

We anticipate that enrollment in the minor will be 10-20 students per year.

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

Minor in Global and Community Health

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

GCH is anticipated to relieve pressure on impacted departments, particularly in the social sciences. The core and elective courses in GCH offered by the SEHE department, conversely, are likely to attract students from across campus..

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

#### A. Faculty

SEHE currently has four 100% FTE faculty, with one more contracted to begin on July 1, 2024. Other faculty have committed to transferring FTE in the coming year. It is expected that by the date of the GCH minor launch, SEHE will have a total of 7.5 FTE. One affiliated faculty member is in the School of Medicine, one in the School of Public Policy and one is in CNAS.

#### B Teaching Assistants

Two TA positions are desirable in order to support the new gateway course, SEHE 002: Health Justice and Health Equity. We anticipate that the gateway courses will easily attract 75 students or more. If TAs are not approved, the course will have to be smaller and taught without discussion sections. We plan to offer the gateway course at least once a year.

#### C. Staff

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

#### D. Computer facilities

No additional computer facilities are required for the new curriculum

#### E. Library

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

#### F. Space

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

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

#### G. Plans for obtaining resources

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

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

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



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

11. Letters of support are included below.

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

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

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

Approvals:

a. Program faculty

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

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

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

List of chairs from whom approvals were obtained (in 2023, unless otherwise noted)

**CHASS**

Steven Helfand, Chair, Economics [2021]  
 John Medearis, Chair, Political Science [2021]  
 Andrews Reath, Chair, Philosophy [2021]  
 Ellen Reese and Glen Stanley, Co-Chairs, Sociology [2021]  
 Judith Rodenbeck, Chair, Media and Cultural Studies [2021 & 2023]  
 Michele Salzman, Chair, History  
 Melissa Wilcox, Chair, Religious Studies  
 Fuson Wang, Program Director, Medical and Health Humanities [2021]  
 Sherine Hafez, Chair, Gender and Sexuality Studies [2021]  
 Brandon Robinson, Chair, Gender and Sexuality Studies  
 Sherryl Vint, Chair, English [2021]

**CNAS**

Xinping Cui, Chair, Statistics  
 Joel Sachs, Chair, Biology  
 Gordon Love, Chair, Earth and Planetary Sciences

**SPP**

Bruce Babcock, Chair, School of Public Policy

List of chairs whose approvals are pending a faculty vote in Fall 2023:

Adalberto Aguirre, Chair, Sociology  
Jay Gan, Chair, Environmental Science  
Jennifer Syvertsen, Chair, Anthropology  
Jennifer Merolla, Chair, Political Science  
Ethnic Studies (Chair TBD)  
Sage Whitson, Chair, Black Study

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

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

### 13. Proposed Curriculum

#### **EXECUTIVE COMMITTEE**

#### **COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES**

#### **REPORT TO THE RIVERSIDE DIVISION**

**(insert date)**

To be adopted:

Proposed Changes to Global and Community Health

#### **PRESENT:**

#### **PROPOSED:**

##### **Program Description**

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

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

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

### **Minor requirements**

1) Lower-division requirements (1 course, 4 units):

SEHE 002 Health Equity and Health Justice

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

SEHE 101(S), SEHE 105/GSST 171, SEHE 106(S), SEHE 110, SEHE 111/HIST 111, SEHE 115/GSST XXX, SEHE 120, SEHE 123/GSST 161, SEHE 160, SEHE 161/GSST XXX, SEHE 162, SEHE 170, SEHE 173/HIST 107, SEHE 174, SEHE 175, SEHE 178/SOC 144, SEHE 180/POSC 180, SEHE 181/ANTH 144I, SEHE 182/ANTH 144K, SEHE 183/ANTH 144N, SEHE 185ABC/SPN XXXABC, SEHE 189

Justification:

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

### **Approvals:**

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

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

Approved by the Dean of CHASS: August 23, 2023

Approved by the Committee on Educational Policy:

## Course Descriptions for GCH Minor Curriculum

1)

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

2)

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

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

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

**SEHE 105S Environmental Health and Social Justice** 5 Lecture, 3 hours; Discussion, 1 hour; Activity 3 hours. Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe,

invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

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

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

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

**SEHE 111 Public History and Community Voices** 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduction to the study of public history and the use of oral history, narratives, written sources, photographs, material culture, and other documentary evidence important to presenting historical information and interpretation to a large audience. Analysis of archives, museums, government agencies, familial sources, and other historical repositories that hold community voices. Students present public history by producing an exhibit, published work, or community project. Cross listed with HIST 111.

**SEHE 115 Intersectionality, Climate Emotions, and Mental Health** 4 Lecture, 3 hours; extra reading, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces emotional responses to climate change. Identifies the relationships between emotions and mental health outcomes. Explores the roles of race, gender, age, and social marginalization. Cross listed with GSST XXX.

**SEHE 120 Food Justice** 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour

Explores relations of power, love, desire, hunger and taste through food and food systems. Considers how food is found, grown, made, bought, sold, shared and consumed. Covers food apartheid and carceral food systems; metabolic disease; nutrition and nourishment; the right to food; and movements to decolonize food systems.

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

**SEHE 160 Health and Social Science Analysis** 4 Lecture, 3 hours. Discussion, 1 hour. Prerequisite(s): SEHE 020, SOC 005, STAT 004 or equivalent. Introduces the logic and application of multivariate statistical analyses, expanding on the knowledge of hypothesis testing developed in the introduction to statistics class. Involves computer analysis of social and health data using multiple regression and statistical controls. Discusses the use of statistics in population health studies.

**SEHE 161 Reproductive Justice** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces reproductive justice concepts of intersectionality, systemic oppression, the triple pillar approach, and human rights. Analyzes inequality and power in shaping the reproductive contexts of people's lives, behaviors, and outcomes. Cross listed with GSST XXX

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

**SEHE 170 Aging, Society, and Health** 4 Lecture, 3 hours; Research 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Examines theories and methods across disciplines for life-course or lifespan approaches to investigate health and aging. Covers substantive topics on aging and health, including minority aging, early origins of adult health, linked lives and intergenerational influences, historical impact, structural constraints, and the role of human agency on health and wellbeing. Cross listed with SOC 183H.



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

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

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

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

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

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

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

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

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

[Catalog description to be inserted here]

Cross listed with SPN XXXABC

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



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)

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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*

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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 cursive script, appearing to read "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

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



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.

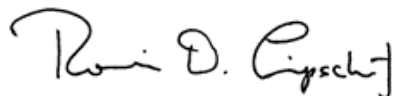
Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take 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 black 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,

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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 black ink that reads "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



## *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 Undergraduate Minor in Global and Community Health (GCH)**

Dear Dana,

On January 8, 2024 the Academic Senate Executive Council discussed the subject proposal along with the mixed consultative feedback from the Committees on Courses, Educational Policy, Planning & Budget and the CNAS, SOM, and SPP faculty executive committees.

Members of Executive Council, though supportive of inclusion of the proposed program on the Winter Division meeting, agreed that the recommendations and issues raised by committees should be clearly addressed.

Please provide a revised proposal in consideration of all of the review feedback and include responses to the comments and questions in the attached memos as soon as practicable. You may find it helpful to note that in the past, proponents have included a summary document that includes responses as a cover to a revised proposal.

Thank you.

Cc: Wesley Leonard, Chair, CHASS Faculty Executive Committee  
Gabrielle Brewer, CHASS Faculty Executive Committee Liaison and Student Affairs Officer



*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 Minor in Global and Community Health**

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



December 4, 2023

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

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

SUBJECT: Response to Proposed Degree Programs in ENST and GCH Departments

Dear Sang-Hee,

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

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

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

Sincerely,

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 Minor in Global and Community Health**

The Committee on Courses reviewed the proposed Minor in Global and Community Health at their November 29, 2023 meeting. The Committee recommends that the department ensure that course proposals for the following courses proposed to be included in the minor's curriculum be entered into CRS in a timely manner as all courses listed in the proposed curriculum do need to receive final approval by the Committee on Courses before the curriculum can be published in the catalog: SEHE 002, SEHE 101, SEHE 101S, SEHE 110, SEHE 11/HIST 111, SEHE 115, SEHE 120, SEHE 160, SEHE 161, SEHE 162, SEHE 170/SOC 183H, SEHE 174, SEHE 181/ANTH 144N, SEHE 182/ANTH 144N; SEHE 185, SEHE 189.




## *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] New Undergraduate Minor: Minor in Global and  
Community Health (GCH)**

At our meeting on October 10, 2023, the Committee on Planning and Budget (CPB) discussed the proposed Minor in Global and Community Health (GCH). CPB supports the proposed minor.

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



December 21, 2023

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

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

SUBJECT: Response to [Campus Review] (Proposal: New Undergraduate Minor) Minor in Global and Community Health (GCH)

Dear Sang-Hee,

The SOM Faculty Executive Committee has reviewed the proposed [Campus Review] (Proposal: New Undergraduate Minor) Minor in Global and Community Health (GCH).

The committee agrees with the proposed undergraduate minor and has no further comments.

Yours sincerely,

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] Proposal: New Undergraduate Minor: Minor in Global and  
Community Health (GCH)

Date: December 1, 2023

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The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] Proposal: New Undergraduate Minor: Minor in Global and Community Health (GCH).”

Listed below are issues that arose during our review and discussion. Please note that some of these issues are also included in our review of the Global and Community Health B.A. curriculum proposal, but there are additional points listed here that arose in reviewing this minor proposal—i.e. points that may exist in one or more of the other three SEHE major and minor curriculum proposals we also reviewed, but which may have been overlooked at the earlier time we reviewed and submitted our comments for them to Senate (this minor proposal was reviewed at a later date). Overall, each of our memos for the four proposals have similar and distinct comments.

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

It is noteworthy that this curriculum lacks courses in the natural sciences. The present focus seems to be predominantly on the social science and humanities aspects of health issues, without sufficient emphasis on the natural science aspects. Given that global health and community health are two established substantive subareas in public health and medicine that also rely heavily on biological/environmental science knowledge in addition to social science and other disciplines (e.g., education, ethics) in addressing communicable and non-communicable disease threats (in the case of the former,



[transnationally](#)) via population interventions and clinical care approaches, this imbalance could lead to a skewed perspective and training experience among students. Overall, the curriculum could be more effectively designed to integrate both natural sciences and social sciences, providing a comprehensive educational experience. The current structure risks limiting the depth and breadth of education students receive, thereby hindering their ability to fully understand and address complex health problems, particularly in this concerning era of science denialism, politicization of best evidence, and less than optimal data literacy. It also has implications for student preparation in terms of the proposal's stated goal of creating a student pipeline to the eventual MPH program in SOM (p. 6).

2. Page 12: Under item #5, it states, "Teaching will be distributed among core and affiliated faculty. Affiliated faculty will teach elective courses from their home departments." However, the list of 15 affiliated faculty includes:
  - a. Four faculty with no associated courses listed, as they are in:
    - i. Department of Social Medicine, Population, and Public Health (SPPM) in SOM and thus have no undergraduate courses to offer/cross-list (i.e. Mark Wolfson, the SPPM chair, and Ann Cheney)
    - ii. SPP (Cecilia Ayon), which is not affiliated with this program (please see item #3 below);
    - iii. Creative Writing (Allison Hedge Coke), which has no listed cross-listed courses
  - b. Three faculty whose listed courses are not part of this minor curriculum (i.e., Kim Yi Dionne in POSC, Gloria Kim in MCS, and Esra Kurum in STAT—the respective courses listed for them, SEHE 172, MCS 117, STAT 004 are not listed on pages 10-11 as part of this curriculum).
3. Page 17: Under the section header "Chairs' approval to include their courses in the new curriculum (in 2021 or 2023)," SPP Associate Dean Bruce Babcock is listed. The phrasing of this header can be read in more than one way, so, just to be certain, this approval only pertains to the PBPL courses cross-listed with other units that are listed in any of the four SEHE proposed curriculum documents (e.g., ENGR 171/PBPL 171) and not any other PBPL courses. This specificity is indicated in the email exchange between SEHE representative Ellen Reese and SPP Associate Dean Bruce Babcock included in the appendices of SEHE's three other Environmental Studies and Global and Community Health proposed curriculum documents submitted for Senate review at the same time as this minor curriculum.

Sincerely,



Richard M. Carpiano, Ph.D., M.P.H.  
Professor of Public Policy