

Proposal for a
**Bachelor of Arts Degree Program in
Environmental Studies**



August 30, 2023

Updated: September 28, 2023

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

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

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

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

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

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

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

The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. Student demand in sustainability studies has already been demonstrated by the Sustainability Studies B.S. (SUST) administered by the Department of Gender and Sexuality Studies, which the proposed major will replace. The Sustainability

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

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

Campus	BA	BS
UCB	Society & Environment (College of Natural Resources: Dept. of Environmental Science, Policy & Management)	Environmental Sciences (College of Natural Resources: Dept. of Environmental Science, Policy & Management)
UCI	Environmental Science & Policy (School of Social Ecology)	Earth System Science Ecology & Evolutionary Biology (School of Biological Sciences)
UCLA	Geography/Environmental Studies (College of Social Sciences)	Environmental Science (Institute of the Environment & Sustainability)
UCR	Environmental Studies (CHASS: Dept. of Society, Environment & Health Equity)	Environmental Science (CNAS)
UCSB	Environmental Studies (College of Letters and Sciences)	Environmental Studies (College of Letters and Sciences)
UCSC	Environmental Studies (Division of Social Science)	Environmental Science (Division of Physical & Biological Sciences)

		Depts of Ocean Science & Earth & Planetary Sciences)
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Table 1: Environmental Studies in the UC System

Unique to UCR, our ENST majors will benefit from the SEHE Department's focus on the intersections of health and the environment. The two SEHE majors are innovative in joining environmental studies with health through the arts, humanities and social sciences. The SEHE Department's two majors are interwoven; they share a research methods course and capstone course, as well as common Lower Division and Upper Division courses that address the environment, climate change and health. This intersection is rapidly gaining attention at the global, national and local levels. The U.S. federal government's Department of Health and Human Services recently established an Office of Climate and Health Equity to "address the impact of climate change on the health of the American people." Training and education are central to the Office's mission. UC recently established a multicampus Center for Climate, Health and Equity; a SEHE faculty affiliate, Jade Sasser, is among the Center's leadership.

Learning Objectives

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

Key learning objectives include:

- A. **Identify connections between ecological issues, climate change and health inequities**, and how they operate globally and locally.
- B. **Recognize and analyze multiple dimensions of power and inequities and employ intersectional approaches.**
- C. **Recognize and use different disciplinary methods:** sociology, ethnography, cultural and political ecology, history, literary and film analysis/critical reading, Science and Technology Studies, statistical analysis, scientific approaches, feminist and critical race theories, creative arts, communication and storytelling.

- D. **Gain locally grounded knowledge and global perspectives;** analyze relationships between the local, national and global scales.
- E. **Articulate community and global experiences and needs regarding environmental change.**
- F. **Gain relevant skills for work and postgraduate study in building social resilience against climate change and addressing environmental injustices.**

Potential student demand

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

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

Employment and postgraduate opportunities for ENST majors

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

UCR Sustainability Studies Alumni Survey:

SEHE faculty searched the website *LinkedIn* during September 2022 and found 97 UCR Sustainability Studies alums with information on their paths after graduation (2017~2021). One in five have advanced to a master's degree to apply themselves to a specific area of sustainability or another profession. The majority of alumni work in

positions that are related to environmental sustainability or social justice. The survey results strongly suggest that Environmental Studies graduates will find various career paths for developing their professional ambitions. The cross-disciplinary training the program provides will be an attractive foundation for many graduate programs and workplaces.

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

21 alum pursued or are pursuing a Master's Degree:

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

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

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

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

Non-profit	18 (+2 overlap with health)
Government	13
Education	13
Health-related	10
For-profit	32
Law	1
<u>Other</u>	<u>10 (Attending school or volunteering)</u>
Total	96

Job placement examples of UCR Sustainability Studies Alum:

Non-profit organizations:

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

Government:

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

Education:

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

Health:

Southern Arizona AIDS Foundation (prevention navigator), AIDS Healthcare Foundation (HIV testing counselor), IECF (Behavioral Therapist),

For-profit:

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

3. Relationship of the new program to existing programs.

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

Transition Plan for SUST to SEHE

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

- GSST is submitting a request to the Academic Senate for a moratorium on the SUST major, concurrent with this program proposal. While the moratorium is being considered, the Senate has granted a temporary pause on admissions. Therefore there will be no new SUST majors entering UCR in Fall 2024.
 - Once the new Environmental Studies major is in the catalog, all SUST majors will be invited to transfer to SEHE.
 - Some SUST majors may choose to remain in GSST. For this reason, SEHE and GSST have agreed to cross-list required courses for SUST. SEHE faculty have committed to keep teaching those courses at least until the last SUST major has graduated.
 - GSST and SEHE will work with the CHASS undergraduate advisors to ensure continuity for SUST students transferring to SEHE, and for SUST students remaining in GSST.
 - When the last SUST major has graduated, GSST will remove itself from the cross-listings. The transition will be complete.
4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross-listings should be listed, unit total considerations should be taken into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

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

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

given a few options to complete the 4 unit capstone requirement.

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

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

1. Lower-division requirements (4 courses, 16 units):

- a) SEHE 001/001S: Society, Culture, and the Environment
- b) an additional science course with a lab (cannot double count with the CHASS 20 unit science and math requirement)
- c) two courses for building scientific literacy chosen from a list of in natural, earth, and environmental sciences (cannot double count with the CHASS 20 unit science and math requirement)

- ☐ BPSC 011: Plants and Human Affairs
- ☐ BPSC 021: California's Cornucopia: Food From the Field to Your Table
- ☐ ENSC 001 Introduction to Environmental Science
- ☐ ENSC 002 Introduction to Environmental Science: Environmental Quality
- ☐ ENSC 003 Contemporary Issues in the Environmental Sciences
- ☐ ENSC 006/ECON 006 Introduction to Environmental Economics
- ☐ GEO 002 Earth's Climate Through Time
- ☐ GEO 003 Headlines in the History of Life
- ☐ GEO 004 Natural Hazards and Disasters
- ☐ GEO 005 Geoscience in Movies
- ☐ GEO 007 Minerals and Human Health
- ☐ GEO 008 Earthquake Country
- ☐ GEO 009/009H Oceanography
- ☐ GEO 010 Earth Resources and Sustainability
- ☐ GEO 011/011H Global Climate Change
- ☐ GEO 012 At Home in the Universe
- ☐ PHYS 018 Energy and the Environment

2. Upper-division requirements (9 courses, 36 units):

- a) SEHE 101/101S: Community Research and Anti-Oppressive Methods
- b) One of the following
 - ☐ SEHE 105/105S: Environmental Health and Social Justice
 - ☐ SEHE 106/106S: Movements and Advocacy for Social Change in Environmental Justice and Health Equity
- c) Four courses from the list i~v

i. Climate Studies

- ☐ ENGR 171/PBPL 171: Globalization
- ☐ SEHE 115: Intersectionality, Climate Emotions, and Mental Health
- ☐ SEHE 131: Climate Change Politics and Policy
- ☐ SEHE 132: Community Resilience to Climate Change
- ☐ SEHE 141: Gender and Climate Change

ii. Environmental Justice

- ☐ ETST 179: Race and the Environment: Nature, Colonialism, and Justice
- ☐ SEHE 110: Environmental Health in Southern California
- ☐ SEHE 120: Food Justice
- ☐ SEHE 135: Environmental War Crimes
- ☐ SEHE 137/POSC 137 Environmental Justice and Human Rights

iii Environmental Governance

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

iv. Environmental Humanities

- ☐ ENGL 120A: Native American Literature to 1900
- ☐ AST 180/JPN 180/MCS 180 Japanese Documentary
- ☐ ENGL 120T Studies in Native American Literature
- ☐ SEHE 123/GSST 161 Gender and Science
- ☐ SEHE 142/GSST 181 Feminisms and Environmentalisms
- ☐ SEHE 143/MCS 175/SPN 175 Human and Non-Human: Decolonial and Audiovisual Perspectives on Life on a Diminished Planet
- ☐ SEHE 144/HISA 119 Modern United States Consumer Culture
- ☐ HIST 111 Public History and Community Voices
- ☐ MCS 108 Electric Earth: Media Ecology Theory Culture
- ☐ MCS 117 Posthuman Bodies in Media, Science, and Culture
- ☐ MCS 146F/ENG 146F Media, the Environment, and Materialism
- ☐ MCS 170 Senior Seminar On the Anthropocene

v. Special Topics

- ☐ SEHE 145 /GSST 145 Intersectionality, Ecology, and Community Design
- ☐ SEHE 148/GSST 148 Intersectionality, Ecology, and Design Science
- ☐ SEHE 159 Special Topics in Environmental Studies

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

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

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

f) One capstone Course

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

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

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

SEHE Faculty

Juliann Allison, Associate Professor, SEHE and Director of Global Studies
 Ellen Reese, Professor and Acting Vice-Chair, SEHE and Director of Labor Studies
 Dana Simmons, Associate Professor and Acting Chair, SEHE
 Chikako Takeshita, Associate Professor, SEHE

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

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

Affiliated faculty

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

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

Allison Adelle Hedge Coke, Distinguished Professor, CRWT

Ariel Dinar, Distinguished Professor, Public Policy, SPP

Derick Fay, Associate Professor, ANTH (ANTH 132)

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

Cathy Gudis, Associate Professor, HIST (SEHE 111/ HIST 111, SEHE 144/ HISA 119)

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

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

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

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

Keith Miyake, Assistant Professor, ETST (ETST 179)

Patricia Morton, Associate Professor, MCS (MCS 159)

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

Judith Rodenbeck, Associate Professor, MCS (MCS 170)

Jade Sasser, Associate Professor, GSST (SEHE 115/GSST XXX, SEHE 140/GSST 131, SEHE 141/GSST173,)

Freya Schiwy, Professor, MCS (SEHE 143/MCS 175/SPN 175)

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

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

7. Projected enrollment in the program.

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

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

B.A. in Environmental Studies

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

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

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

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

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

A. Faculty

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

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

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

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

B. Two TA positions per year are desired.

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

C. Staff

A dedicated or shared academic advisor will be necessary.

D. Computers

No additional computer facilities are required for the new curriculum

E. Library

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

F. Space

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

G. Plans for obtaining resources

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

If and when endowed, we will be able to provide awards to exceptional Environmental Studies undergraduate students from our late colleague Margie Waller's Memorial Fund. About \$1000 per year will be available to grant as scholarships to our undergraduate majors.

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

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

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

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

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

External letters: Sarah Jaquette Ray (Humboldt Polytechnic, Chair, Environmental Studies Department), Steffanie Strathdee (UC San Diego, Harold Simon Distinguished Professor and Associate Dean of Global Health Sciences), Danielle Celermajer (Deputy

Director of the Sydney Environment Institute), Tracey Osbourne (UC Merced, Associate Professor and Presidential Chair, Department of Management of Complex Systems; Founding Director, UC Center for Climate Justice), Tonya M. Huff (Riverside City College, Department of Life Sciences), Ronnie D. Lipschutz (UCSC, Professor Emeritus of Politics and President, Sustainable Systems Research Foundation)

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

Approvals:

a. Program faculty

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

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

b. Chairs' approval to include their courses in the new curriculum (in 2021 or 2023)¹

Bruce Babcock, Chair, Public Policy [2023]
Kenneth Barish, Chair, Physics [2021]
Gordon Love, Chair, Earth and Planetary Sciences [2023]

¹ Some chair approvals are pending as of September 1. Updated approvals are available upon request. Should a department not approve a cross listing, we will include the course without a SEHE course number.

Michael McKibben, Chair, Earth and Planetary Sciences [2021]
David Lloyd, Chair, English [2021]
John Medearis, Chair, Political Science [2021]
Brandon Robinson, Chair, Gender and Sexuality Studies [2023]
Judith Rodnbeck, Chair, Media and Cultural Studies [2023]
Joel Sachs, Chair, Biology [2023]
Michele Salzman, Chair, History [2021]
Patricia Springer, Chair, Botany and Plant Science [2021]
David Volz, Chair, Environmental Science [2021]
Alessandro Fornazzari, Chair, Hispanic Studies [2023]

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

Sherryl Vint, Chair, English
David Biggs, Chair, Asian Studies
Ethnic Studies (Chair TBD)
Huinan Liu, Associate Dean for Undergraduate Study of College of Engineering
Steven Hackel, Chair, History
Jennifer Merolla, Chair, Political Science
Judith Rodenbeck, Chair, Media and Cultural Studies
Jennifer Syvertsen, Chair, Anthropology

- c. Executive Committee
Approved: 8/28/2023
- d. Dean of CHASS
Approved: 8/23/2023

13. Proposed Curriculum

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
(insert date)**

To be adopted:

Proposed Changes to Environmental Studies

PRESENT: PROPOSED:

Program Description

Through humanities and social sciences education, this program equips students with knowledge, theory, and skills that advance their contribution to

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

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

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

Major Requirements (B.A)

The major requirements for the general B.A. degree in Environmental Studies are as follows (48 units total):

1) Lower-Division Requirement (4 courses, 16 ~17 units)

a) SEHE 001 or SEHE 001S

b) One additional CNAS science course with a lab (Cannot double count with the CHASS math and science 20 unit requirement)

c) Two courses from the following list of courses in natural, earth, and environmental Sciences. (Cannot double count with the CHASS math and science 20 unit requirement): BPSC 011, BPSC 021, ENSC 001, ENSC 002, ENSC 003, ENSC 006/ECON 006, GEO 002, GEO 003, GEO 004, GEO 005, GEO 007, GEO 008, GEO 009 or GEO 009H, GEO 010, GEO 011 or GEO 011H, GEO 012, PHYS 018

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

a) SEHE 101 or SEHE 101S

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

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

i) Climate Studies; ENGR 171/CNAS 171/PBPL 171, GSST 1xx/SEHE 115, SEHE 131, SEHE 132, GSST 173/SEHE 141

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

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

iv) Environmental Humanities; AST 180/JPN 180/MCS, 180, ENGL 120A, ENGL 120T, GSST 161/SEHE 123, GSST 181/SEHE 142,

HISA 119/SEHE 144, HIST 111, MCS 108,
MCS 117, MCS 146F, MCS 170, MCS
175/SEHE 143

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

d) One course from: ANTH 127 or ANTH 127S,
ETST 102, ETST 111, ETST 113, ETST 163E,
GSST 107, GSST 109, GSST 113, GSST 176,
MCS 109, MCS 160, MCS 189, SOC 161

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

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

Justification:

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

Approvals:

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

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

Approved by the Dean of CHASS: August 23, 2023

Approved by the Committee on Educational Policy:

Course Descriptions for ENST Curriculum

1a)

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

1c)

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

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

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

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

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

ENSC 006 Introduction to Environmental Economics 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to the basic principles of economics and their application to problems of environmental quality and natural resource utilization. Emphasis is on the failure of markets as a cause of environmental degradation and the role of government in resolving problems of resource scarcity. Does not satisfy the Natural Science breadth requirement for the College of Humanities, Arts, and Social Sciences. Crosslisted with ECON 006.

GEO 002 Earth's Climate Through Time 4 Lecture, 3 hours; laboratory, 3 hours; one 2-day field trip. Prerequisite(s): none. An introduction to the history of Earth's changing climate and its relationship to the evolution of life on human to geologic time scales. Topics include the interrelationships among short- and long-term carbon cycling; plate tectonics; ocean and atmosphere circulation; and greenhouse gases through time.

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

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

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

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

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

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

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

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

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

PHYS 018 Energy and the Environment 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Covers the physics of energy (thermal, kinetic, potential, chemical, nuclear), its storage and use, primary sources of

energy (fossil fuel, nuclear, wind, solar) and their relative effects on the environment. Particular emphasis on determining individual carbon footprints, physical models of global climate change and identifying pathways toward a sustainable infrastructure

2a)

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

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

2b)

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

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

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

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

2c)

2c-i) Climate Studies

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

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

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

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

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

2c-ii) Environmental Justice

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

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

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

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

SEHE 135 Environmental War Crimes 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour

Examines causes and consequences of wartime environmental destruction in local and global context. Surveys legal frameworks designed for limiting environmental harms associated with war, with attention to climate change, food justice, reproductive justice, and Indigenous self-determination. Focuses on frontline communities in exposing and mitigating threats of environmental legacies of war.

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

2c-iii) Environmental Governance

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

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

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

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

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

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

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

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

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

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

2c-iv) Environmental Humanities

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

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

ENGL 120T Studies in Native American Literature 4 Lecture, 3 hours; extra reading, 3 hours.

Prerequisite(s): upper-division standing or lower-division English course (other than composition) or consent of instructor. A focused study of a topic, genre, period, or author in Native American literature. Examples might include visual culture, oral narrative, collaborative autobiography, TEK, ethnography, or poetry.

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

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

SEHE 142 Feminisms and Environmentalisms 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Explores women's and feminist involvement in environmental movements. Examines how gender shapes our relationships with and approaches to environmental problems in the United States and globally. Investigates intersections between feminist concerns (health, reproduction, mothering, gender equity, and social justice) and environmental issues (conservation, pollution and global warming, and sustainability). Cross-listed with GSST 181.

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

SEHE 144 Modern United States Consumer Culture 4 Lecture, 3 hours; extra reading, 3 hours.

Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the history and culture of mass consumerism in the United States. Includes the shift from mass production to mass consumption; the growth of advertising and product marketing; the rise of the department store and shopping mall; the relationship of race, ethnicity, and gender to the market; globalization; and anticonsumerism.

Cross-listed with HISA 119.

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

MCS 108 Electric Earth: Media Ecology Theory Culture 4 Seminar, 3 hours; individualized study, 3 hours.

Prerequisite(s): MCS 001 with a grade of C- or better. Introduces media ecology theory and history. Explores key topics, concepts, and issues at the upper-division level. Develops methods for thinking about contemporary media ecology, examining objects such as smart cities, animal technologies, and the media saturated planet. Outside class assignments include readings and conducting individual research and writing projects.

MCS 117 Posthuman Bodies in Science, Media, and Culture 4 Seminar, 3 hours; workshop, 1 hour;

research, 1 hour; individual study, 2 hours. Prerequisite(s): MCS 005. Introduces cultures and theories of posthuman media. Examines media technologies, representations, and representative practices in the sciences. Topics include biopolitics, posthumanism, ecosickness, and speculation. Approaches posthuman media studies

with perspectives from queer theory, eco-feminist theory, and disability studies.

MCS 146 (E-Z) Special Topics in Technoculture and Digital Media 4 Lecture, 3 hours; screening, 3 hours. Advanced study of theories and practices of reader and audience interaction with technologies of cultural production in general and digital media in particular. Includes praxis-oriented composition or research. E. Identities And Interactions; F. Cultures And Technologies Of The Visual; G. Cultures And Technologies Of The Aural; I. Advanced Composition And Rhetoric For Digital Media Authors. Cross-listed with ENGL 146 (E-Z).

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

2c-v) Special Topics

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

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

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

2d)

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

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

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

the Chicano, African American, Asian American, Native American, and other ethnic communities, as well as the dominant societies

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

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

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

GSST 109 Women, Politics, and Social Movements: Global Perspectives 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or GSST 020 or GSST 020H; or consent of instructor. Introduction to Third World women's politics. Covers women's politics from a global perspective emphasizing South Asia, subSaharan Africa, and the Caribbean.

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

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

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

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

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

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

2f)

SEHE 193 Capstone in Society, Environment & Health Equity 4 Seminar, 3 hours; project, 3 hours. Prerequisite: SEHE 101 or SEHE 101S. Completion of a capstone project that synthesizes and integrates the knowledge and skills obtained throughout the program. Develops skills in the formulation of research questions on topics in Society, Environment, and Health Equity, the use of primary or secondary data, and theory. Course is repeatable to a maximum of 8 units.

SEHE 195H Senior Honors Thesis 1 to 4 Thesis, 3 to 12 hours. Prerequisite(s): senior standing in ENST or GCH; admission to University Honors or consent of instructor. Students complete a substantial research or creative thesis project related to environmental studies or global and community health under the guidance of a faculty member. Satisfactory (S) or No Credit (NC) grading is not available. Course is repeatable to a maximum of 12 units.

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


SEHE 198I Individual Internship in Society, Environment and Health Equity 1 to 12 Internship, 2 to 24 hours; term paper, 1 to 12 hours. Prerequisite(s): consent of instructor and upper-division standing. Individual internship in a community or professional organization in matters relating to environmental studies and/or global and community health to gain professional experience and skills. Requirements may include a weekly journal, a summary paper, and a resume or application essay draft. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 16 units.

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



August 28, 2023

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

FROM: John Kim, Chair 
CHASS Executive Committee

RE: Department of Society, Environment and Health Equity-New Major and Minor in
Environmental Studies (ENST)

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

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

As outlined in the proposal, the Environmental Studies major and minor distinguishes itself from CNAS' existing Environmental Science major and minor in that ENST is based on humanistic and social scientific methodologies that address issues outside of the natural scientific scope of Environmental Science; such issues include environmental justice, policy and governance, history of colonialism, global capitalism, hunger and poverty, structural racism, gender inequality, health inequity, and community resilience. At the same, ENST major and minor also draw upon relevant CNAS courses to provide ENST students with a grounding in natural scientific methods.

The overall structure of the ENST major and minor is well balanced and within the normative range of unit counts for majors and minors at UCR. The ENST major consists of 52 units, of which 16 are at the lower division level and 36 at the upper division level. The proposal offers students considerable flexibility in the range of courses offered by SEHE and other departments that satisfy each area of coverage, such as 5 for Climate Studies, 5 for Environmental Justice, 10

for Environmental Governance, 9 for Environmental Humanities, 13 for Gender, Race and Structural Inequity. Common to ENST students are two required courses, SEHE 001 and SEHE 101 forming the basis of the major, as well as a capstone requirement that can be satisfied by one of four courses SEHE 193, SEHE 198-I, SEHE 198G/LABR 198G, or SEHE 195 Senior Honors Thesis. CHASS FEC especially lauds the proposal's interdisciplinary design that engages with disciplines not only across CHASS but also CNAS and other units.

The broad range of courses outside of SEHE that are applicable to the ENST major and minor ensures that students will have multiple pathways to meet their course requirements. Students will be able to fulfill their major/minor with designated courses from GEO, BPSC, ENSC, ENG, ETST, ANTH, MCS, among others, while receiving their grounding in SEHE courses.

The Environmental Studies major and minor will replace the highly successful major and minor in Sustainability Studies (SUST) housed in the Department of Gender and Sexuality Studies (GSST) once ENST is formally approved by the Division. GSST submitted its proposal to place a moratorium on new student admissions to SUST, and CHASS EC approved it in July 2023.

CHASS FEC's positive assessment of the ENST proposal is shared by the external and internal review letters, all of which are enthusiastically supportive of both ENST and its complementary proposal for a major in Global and Community Health (GCH). Deputy Director of the Sydney Environmental Institute at the University of Sydney, Professor Danielle Celermajer, lauds the ENST proposal for the interdisciplinary scope it offers its students, "The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity." Similarly, Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at UC San Diego, Professor Steffanie Stratdee, concurs, noting "The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values." Writing of both the GCH and the ENST proposals, the former Provost of Rachel Carson College at UC Santa Cruz and the current President of Sustainable Systems Research Foundation Professor Ronnie D. Lipschutz lauds both for their interdisciplinary structures, noting, "No single discipline is sufficient to deal with such problems, and few academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines," and praising these programs for providing "the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces." Similarly, the Founding Director of the System-wide UC Center for Climate Justice Professor Tracy Osborne of UC Merced writes of the timeliness of both the ENST and GCH proposals, "Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum." CHASS FEC is especially heartened by the letter of support from the Chair of the Sustainability Committee at Riverside Community College (RCC), Professor Tonya M. Huff, who lauds both the ENST and GCH proposals for creating a "pipeline" from RCC to UCR, "We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited

about the potential for this pathway for our students.” In turn, CHASS FEC lauds SEHE for its collaboration with RCC faculty fostering a pool of new prospective transfer students to UCR.

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



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 22, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Environmental Studies Department of Cal Poly Humboldt in enthusiastic support of the proposed BA degree in Environmental Studies at UCR. This undergraduate program will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

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

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

As Chair of the Environmental Studies Department at Cal Poly Humboldt I am eager to see new courses and degrees offered in these areas, which will further the curricular goals of UCR and the goals of the public higher education systems of California to lead in sustainability and environmental justice training. I fully support the undergraduate program proposals for the **Environmental Studies BA**.

Sincerely,



Sarah Jaquette Ray
Chair, Environmental Studies Department

August 20, 2023

To Whom it May Concern,

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

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

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

Thank you!

Sincerely,

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

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
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.

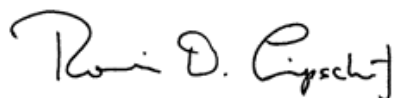
Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take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

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

August 10th, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

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

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

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

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

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

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

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

Sincerely

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 black ink that reads "Tracey Osborne". The signature is fluid and cursive, with the first name "Tracey" being more prominent than the last name "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



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



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...



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 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 Robinson', with a stylized flourish at the end.

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

24th August, 2023

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

E-mail: glove@ucr.edu

Re: SEHE degree programs

To: Dana Simmons, Acting Chair of SEHE

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

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

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

Yours sincerely,



Gordon Love.

August 23, 2023

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

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


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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Judith Rodenbeck".

Judith Rodenbeck
Professor and Chair
Media & Cultural 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 should you have any questions or need further information.

All my best,

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

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



Ellen Reese <ellenr@ucr.edu>

Course permission requests for SEHE

5 messages

Ellen Reese <ellenr@ucr.edu>

Fri, Aug 18, 2023 at 11:32 AM

To: Brandon Robinson <brandon.robinson@ucr.edu>

Dear Brandon Robinson,

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

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

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

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

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

If you need additional information, please let me know.

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

Environmental Studies (B.A. and Minor):

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

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

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

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

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

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

All the best,

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

Most recent books

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

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

2 attachments

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

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

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

Fri, Aug 18, 2023 at 6:14 PM

fyi-sent this to Brandon today.

[Quoted text hidden]

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[Quoted text hidden]

2 attachments

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327K

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

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

Fri, Aug 18, 2023 at 8:55 PM

Hi Ellen,

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

Brandon

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

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

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

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

[Quoted text hidden]

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

Fri, Aug 18, 2023 at 9:51 PM

Wonderful! Thank you so much Brandon!

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

[Quoted text hidden]

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[Quoted text hidden]

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

Fri, Aug 18, 2023 at 10:51 PM

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

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

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

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

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



Ellen Reese <ellenr@ucr.edu>

Course permission request for SEHE

15 messages

Ellen Reese <ellenr@ucr.edu>

Fri, Aug 18, 2023 at 3:13 PM

To: Joel Sachs <joel.sachs@ucr.edu>

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

Dear Joel Sachs,

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

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

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

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

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

If you need additional information, please let me know.

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

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

BIO 030

BIO 034

BIO 040

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

All the best,

Ellen Reese

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

Most recent books

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

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

2 attachments



ENST Curriculum Proposal 2023_Aug10.pdf
 327K



Health Curriculum Proposal 2023_Aug8.pdf
 344K

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

Mon, Aug 21, 2023 at 5:00 PM

Dear Ellen,

Will do. I set the vote out today.

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

Please let me know if that is a concern, Joel

[Quoted text hidden]

--

Joel L. Sachs

Professor & Chair, Evolution Ecology & Organismal Biology
 University of California, Riverside
 Chair's Office 2745 Life Sciences Building
 Office (951) 827-6357 / Fax (951) 827-4286 / <http://www.sachslab.com>
 Zoom: <http://ucr.zoom.us/my/Sachsevolution>

Post address: Sachs Lab - UC Riverside
[3401 Watkins Dr.](#), 1229 Spieth Hall, Riverside, CA 92521

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

Mon, Aug 21, 2023 at 5:06 PM

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

All the best,
 Ellen Reese

[Quoted text hidden]

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[Quoted text hidden]

Ellen Reese <ellenr@ucr.edu>

Wed, Aug 23, 2023 at 7:06 PM

To: Joel Sachs <joels@ucr.edu>

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

Hi Joel,

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

Dear Joel Sachs,

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

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

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

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

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

If you need additional information, please let me know.

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

Environmental Studies

BIO 003

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

BIO 030

BIO 034

BIO 040

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

All the best,

Ellen Reese

[Quoted text hidden]

2 attachments **ENST Curriculum Proposal 2023_Aug10.pdf**
327K **Health Curriculum Proposal 2023_Aug8.pdf**
344K

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

Fri, Aug 25, 2023 at 9:40 AM

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

Environmental Studies

BIO 003

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

BIO 030

BIO 034

BIO 040

[Quoted text hidden]

2 attachments **ENST Curriculum Proposal 2023_Aug10.pdf**
327K **Health Curriculum Proposal 2023_Aug8.pdf**
344K

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

Fri, Aug 25, 2023 at 9:43 AM

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

7 - yes

2 - no

1- abstain

[Quoted text hidden]

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

Fri, Aug 25, 2023 at 10:04 AM

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

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

Best,
Ellen

[Quoted text hidden]

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

Fri, Aug 25, 2023 at 10:05 AM

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

[Quoted text hidden]

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

Fri, Aug 25, 2023 at 10:15 AM

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

Best,
Ellen

[Quoted text hidden]

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

Fri, Aug 25, 2023 at 3:17 PM

The updated vote tally is as follows:

15 total votes

12 - yes

2 - no

1- abstain

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

[Quoted text hidden]

[Quoted text hidden]

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

Fri, Aug 25, 2023 at 4:50 PM

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

Dana

[Quoted text hidden]

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

Fri, Aug 25, 2023 at 5:31 PM

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

Best,
Ellen

[Quoted text hidden]

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

Fri, Aug 25, 2023 at 5:37 PM

Yes, correct.

[Quoted text hidden]

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

Fri, Aug 25, 2023 at 5:40 PM

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

[Quoted text hidden]

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

Sun, Aug 27, 2023 at 11:10 AM

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

[Quoted text hidden]

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[Quoted text hidden]



Ellen Reese <ellenr@ucr.edu>

Course permission request for SEHE8 messages

Ellen Reese <ellenr@ucr.edu>

Fri, Aug 18, 2023 at 3:35 PM

To: gordon.love@ucr.edu

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

Dear Gordon Love,

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

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

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

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

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

If you need additional information, please let me know.

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

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

GEO 007

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

Thank you very much for considering this request.

All the best,

--

Ellen Reese

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

Most recent books

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

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

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

Gordon Love <glove@ucr.edu>

Mon, Aug 21, 2023 at 5:43 PM

To: Ellen Reese <ellenr@ucr.edu>

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

Dear Ellen,

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

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

Sandy, do you have anything to add here?

Sincerely,
Gordon

Prof. Gordon Love
Chair of EPS

[Quoted text hidden]

Gordon Love <glove@ucr.edu>

Tue, Aug 22, 2023 at 11:59 AM

To: Ellen Reese <ellenr@ucr.edu>

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

Hi Ellen,

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

For example, GEO 010 Earth Resources and Sustainability

Best,
Gordon

[Quoted text hidden]

Ellen Reese <ellenr@ucr.edu>

Tue, Aug 22, 2023 at 12:08 PM

To: Gordon Love <glove@ucr.edu>

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

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

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

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

[Quoted text hidden]

Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 10:11 AM

To: Gordon Love <glove@ucr.edu>

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

Hi Gordon,

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

Best,
Ellen Reese

[Quoted text hidden]

Gordon Love <glove@ucr.edu>

Fri, Aug 25, 2023 at 11:25 AM

To: Ellen Reese <ellenr@ucr.edu>

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

Hi Ellen,

I sent a letter to Dana last evening.

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

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

Best,
Gordon

[Quoted text hidden]

Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 11:26 AM

To: Gordon Love <glove@ucr.edu>

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

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

Thanks to all,
Dana

[Quoted text hidden]

--

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

Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 5:34 PM

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

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

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

Best,
Ellen

[Quoted text hidden]



Ellen Reese <ellenr@ucr.edu>

One more course permissions request for SEHE

6 messages

Ellen Reese <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 7:02 PM

To: Bruce Babcock <bruce.babcock@ucr.edu>

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

Dear Bruce Babcock,

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

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

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

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

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

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

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

PBPL 167/SOC 167

Thank you very much for considering this request.

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

All the best,

Ellen Reese

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

UC-Riverside

Most recent books

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<https://www.ucpress.edu/book/9780520388383/unsustainable>

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

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

Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 9:33 AM

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

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

[Quoted text hidden]

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[Quoted text hidden]

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

Bruce Babcock <babcockb@ucr.edu>

Fri, Aug 25, 2023 at 9:55 AM

To: Ellen Reese <ellenr@ucr.edu>

Ellen

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

Bruce Babcock
Professor and Associate Dean
School of Public Policy
4123 INTS
University of California, Riverside
babcockb@ucr.edu

[Quoted text hidden]

[Quoted text hidden]

<Health Curriculum Proposal 2023_Aug8.pdf>

Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 10:17 AM

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

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

Best,
Ellen

[Quoted text hidden]

Bruce Babcock <babcockb@ucr.edu>

Fri, Aug 25, 2023 at 4:16 PM

To: Ellen Reese <ellenr@ucr.edu>

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

Ellen

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

Bruce Babcock
Professor and Associate Dean
School of Public Policy
4123 INTS
University of California, Riverside
babcockb@ucr.edu

[Quoted text hidden]

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

Fri, Aug 25, 2023 at 5:32 PM

Wonderful! Thanks so much! -ellen

[Quoted text hidden]



Ellen Reese <ellenr@ucr.edu>

Course permission request for SEHE

3 messages

Ellen Reese <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 9:00 PM

To: bruce.babcock@ucr.edu

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

Dear Bruce Babcock,

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

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

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

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

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

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

Environmental Studies (B.A. and Minor):

ENGR 171/PBPL 171

Thank you very much for considering this request.

All the best,

Ellen Reese

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

UC-Riverside

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

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

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

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

Bruce Babcock <babcockb@ucr.edu>

Mon, Aug 21, 2023 at 9:06 PM

To: Ellen Reese <ellenr@ucr.edu>

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

Ellen

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

Bruce Babcock
Professor and Associate Dean
School of Public Policy
4123 INTS
University of California, Riverside
babcockb@ucr.edu

[Quoted text hidden]

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<ENST Curriculum Proposal 2023_Aug10.pdf>

Ellen Reese <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 9:26 PM

To: Bruce Babcock <babcockb@ucr.edu>

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

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

Best,
Ellen Reese

[Quoted text hidden]

--

[Quoted text hidden]



Ellen Reese <ellenr@ucr.edu>

Course permission requests for SEHE

3 messages

Ellen Reese <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 5:19 PM

To: Judith Rodenbeck <judith.rodenbeck@ucr.edu>

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

Dear Judith Rodenbeck,

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

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

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

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

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

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

Environmental Studies (B.A. and Minor):

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

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

MCS 106
MCS 109

MCS 117
MCS 189

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

Thank you very much for considering this request.

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

All the best,
Ellen Reese

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

Most recent books

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<https://www.ucpress.edu/book/9780520388383/unsustainable>

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

Judith Rodenbeck <judithr@ucr.edu>

Wed, Aug 23, 2023 at 12:18 PM

To: Ellen Reese <ellenr@ucr.edu>

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

Dear Ellen:

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

All best,

Judith

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

Mind is primarily a verb. - John Dewey

[Quoted text hidden]

Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 10:05 AM

To: Judith Rodenbeck <judithr@ucr.edu>

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

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

[Quoted text hidden]

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[Quoted text hidden]



Ellen Reese <ellenr@ucr.edu>

Course permission request for SEHE

7 messages

Ellen Reese <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 7:15 PM

To: Juliann Allison <juliann@ucr.edu>

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

Dear Juliann Emmons Allison,

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

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

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

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

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

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

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

GBST 103

Thank you very much for considering this request.

All the best,

Ellen Reese

Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)

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

Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)

UC-Riverside

Most recent books

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<https://www.ucpress.edu/book/9780520388383/unsustainable>

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

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

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

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

Fri, Aug 25, 2023 at 9:35 AM

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

[Quoted text hidden]

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[Quoted text hidden]

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

Fri, Aug 25, 2023 at 9:35 AM

fyi

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

Fri, Aug 25, 2023 at 10:13 AM

Ok

[Quoted text hidden]

--

Juliann Emmons Allison

(she/her/hers)

(she/her/hers)

Associate Professor, Society, Environment & Health Equity

Director, Global Studies Program

Faculty Chair, Campus Sustainability Committee

Most Recent Publications:

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

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

Fri, Aug 25, 2023 at 10:20 AM

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

no it does not?

All the best,
Ellen Reese

[Quoted text hidden]

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

Fri, Aug 25, 2023 at 11:12 AM

That is fine.

~ jea

Juliann Emmons Allison

(she/her/hers)

(she/her/hers)

Associate Professor, Society, Environment & Health Equity

Director, Global Studies Program

Faculty Chair, Campus Sustainability Committee

Most Recent Publications:

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

[Quoted text hidden]

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

Fri, Aug 25, 2023 at 5:42 PM

Wonderful! Thank you! -ellen

[Quoted text hidden]

Request for Permission to include Courses in new curriculum proposals

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

Mon, Apr 5, 2021 at 11:00 AM

To: Chikako Takeshita <chikakot@ucr.edu>

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

Hi Chikako

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

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

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

Patty

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

pspringer@ucr.edu

bpschair@ucr.edu

951-827-4413 (Chair's office)

951-827-5785 (Faculty office)

<http://plantbiology.ucr.edu>

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

[Quoted text hidden]

[Quoted text hidden]

Request for Permission to include Courses in new curriculum proposals

David Lloyd <dcloyd@ucr.edu>

Thu, Apr 1, 2021 at 2:08 PM

To: Chikako Takeshita <chikakot@ucr.edu>

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

Dear Chikako,

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

Thank you,

David

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

[Quoted text hidden]

[Quoted text hidden]

Request for Permission to include Courses in new curriculum proposals

David Volz <dvolz@ucr.edu>

Tue, Apr 6, 2021 at 8:34 AM

To: Chikako Takeshita <chikakot@ucr.edu>

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

Hi Chikako,

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

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

Dave

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

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

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

[Quoted text hidden]

[Quoted text hidden]

Request for Permission to include Courses in new curriculum proposals

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

Fri, Apr 2, 2021 at 4:35 PM

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

Dear Chikako:

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

Mike McKibben

Prof. Michael A. McKibben

Chair, Dept. of Earth and Planetary Sciences

407 Geology Building

University of California, Riverside 92521

(951) 581-5459 (cell)

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

From: Chikako Takeshita <chikakot@ucr.edu>

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

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

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

Request for Permission to include Courses in new curriculum proposals

Sherine Hafez <sherine.hafez@ucr.edu>

Tue, Apr 6, 2021 at 8:18 AM

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

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

Hi Chikako,

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

Best,
Sherine

Sherine Hafez

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

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

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

Women of the Midan http://www.iupress.indiana.edu/product_info.php?products_id=809570

Pronouns: She | Her | Hers

From: Chikako Takeshita <chikakot@ucr.edu>

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

To: John Medearis <medearis@ucr.edu>

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

<reath@ucr.edu>; Kenneth Barish <barish@ucr.edu>; Daniel Ozer <daniel.ozier@ucr.edu>; Melissa Wilcox <mwilcox@ucr.edu>; Ellen Reese <ellenr@ucr.edu>; Xinpeng Cui <xpcui@ucr.edu>; Patricia Morton <patm@ucr.edu>

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

[Quoted text hidden]

Request for Permission to include Courses in new curriculum proposals

Michele Salzman <michele.salzman@ucr.edu>

Thu, Apr 8, 2021 at 8:24 PM

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

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

Dear Chikako:

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

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

Best,
Michele

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

[Quoted text hidden]

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

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

Dear Chikako~

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

With best wishes,

Anne McKnight

~~~~~

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

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

Dear Chikako:

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

Mike McKibben

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

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

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

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

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

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

Dear Department Chairs and Program Directors,

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

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

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

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

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

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

Thank you very much for considering this request.

Best regards,  
Chikako

--

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

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

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

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

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

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Judith Rodenbeck <judithr@ucr.edu>

Wed, Apr 7, 2021 at 12:45 PM

To: Chikako Takeshita <chikakot@ucr.edu>

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

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

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

*Mind is primarily a verb.* - John Dewey

[Quoted text hidden]



Chikako Takeshita <chikakot@ucr.edu>

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

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

Mon, Apr 5, 2021 at 1:07 PM

To: Chikako Takeshita <chikakot@ucr.edu>

Dear Chikako,

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

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

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

Best Regards,  
Ken

[Quoted text hidden]

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

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John Medearis <medearis@ucr.edu>

Mon, Apr 5, 2021 at 1:46 PM

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

Dear Chikako,

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

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

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

Best,

John

---

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

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

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

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

Dear Department Chairs and Program Directors,

[Quoted text hidden]





Chikako Takeshita <chikakot@ucr.edu>

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

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

Thu, Apr 1, 2021 at 9:50 PM

To: Chikako Takeshita <chikakot@ucr.edu>

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

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

[Quoted text hidden]