

Proposal for a  
**Minor in**  
**Environmental Studies**



August 30, 2023

Updated: September 28, 2023

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

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

Name of the academic program: **Minor in Environmental Studies**

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

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

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

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

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

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

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

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

The Environmental Studies Minor will facilitate an undergraduate emphasis in Environmental Studies for majors across campus. We anticipate that the new minor will be attractive to students who are satisfied with their majors, but seek education and training in social and/or humanistic approaches to environmental issues. The Environmental Studies Minor will allow students to acquire some training that helps them navigate a world in which the climate crisis and environmental challenges are increasingly difficult to ignore.

### Learning Objectives

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

Key learning objectives include:

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

- B. **Recognize and analyze multiple dimensions of power and inequities and employ intersectional approaches.**
- C. **Recognize and use different disciplinary methods:** sociology, ethnography, cultural and political ecology, history, literary and film analysis/critical reading, Science and Technology Studies, statistical analysis, scientific approaches, feminist and critical race theories, creative arts, communication and storytelling.
- D. **Gain locally grounded knowledge and global perspectives;** analyze relationships between the local, national and global scales.
- E. **Articulate community and global experiences and needs regarding environmental change.**
- F. **Gain relevant skills for work and postgraduate study in building social resilience against climate change and addressing environmental injustices.**

### **Potential student demand**

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

- 70% reported that they would consider minoring in Environmental Studies.

### **Employment and postgraduate opportunities for ENST minors**

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

### **UCR Sustainability Studies Alumni Survey:**

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

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

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

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

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

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

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

Non-profit	18 (+2 overlap with health)
Government	13
Education	13
Health-related	10
For-profit	32

Law	1
Other	10 (Attending school or volunteering)
Total	96

Job placement examples of UCR Sustainability Studies Alum:

Non-profit organizations:

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

Government:

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

Education:

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

Health:

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

For-profit:

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

3. Relationship of the new program to existing programs.

The minor in Environmental Studies (ENST) will replace the minor in Sustainability Studies (SUST) currently administered by the Department of Gender and Sexuality

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

### **Transition Plan for SUST to SEHE**

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

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

The **Environmental Studies Minor** requires 20 units total, including Society, Culture, and the Environment (SEHE 001 or SEHE 001S). The upper-division requirements (4 courses, 16 units) are designed to cover a breadth of environmental topics and approaches in social sciences and humanities.. An emphasis is placed on understanding social structures that create environmental disparities and the needs of disadvantaged communities.

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

The **Environmental Studies minor** requirements total 20 units.

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

- a) SEHE 001 or SEHE 001S: Society, Culture, and the Environment



**2. Upper-division requirements (4 courses, 16 units):**

- ☐ SEHE 105/105S: Environmental Health and Social Justice
- ☐ SEHE 106/106S: Movements and Advocacy for Social Change in Environmental Justice and Health Equity

**i. Climate Studies**

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

**ii. Environmental Justice**

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

**iii Environmental Governance**

- ☐ ANTH 132: Cultural Ecology
- ☐ MCS 122: Sustainability as the Future of Democracy
- ☐ MCS 159: Race, Space, and Identity
- ☐ SEHE 130: Environmental Planning
- ☐ SEHE 136/POSC 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

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

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

#### **SEHE Faculty**

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

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

#### **Affiliated faculty**

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

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

Allison Adelle Hedge Coke, Distinguished Professor, CRWT

Ariel Dinar, Distinguished Professor, Public Policy, SPP

Derick Fay, Associate Professor, ANTH (ANTH 132)

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

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

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

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

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

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

Keith Miyake, Assistant Professor, ETST (ETST 179)

Patricia Morton, Associate Professor, MCS (MCS 159)

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

Judith Rodenbeck, Associate Professor, MCS (MCS 170)

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

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

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

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

7. Projected enrollment in the program.

We anticipate the first-year enrollment in the minor to be about 10-20 students, based on our experience with Sustainability Studies and enrollment numbers for Environmental Studies at UCSB and UCSC (1,118 and 288, respectively for 2022-2023). Fluctuations can be easily absorbed since all required courses will already be offered for the major.

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

Minor in Environmental Studies

Anticipated number of degrees to be granted when the program reaches a steady state in 5 years: 20 per year.

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

N/A

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

A. Faculty

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

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

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

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

B. Two TA positions per year are desired.

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

C. Staff

A dedicated or shared academic advisor will be necessary.

D. Computers

No additional computer facilities are required for the new curriculum

E. Library

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

F. Space

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

G. Plans for obtaining resources

SEHE faculty have obtained \$34,000 from the National Endowment for the Humanities (NEH) Humanities Connections Planning Grant, which will be utilized to cultivate community partners for teaching and learning. We plan to apply for the NEH Humanities Connections Implementation Grant once we complete the Planning grant.

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

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

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

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

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

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

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

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

Approvals:

a. Program faculty

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

Juliann Emmons Allison, Associate Professor, SEHE  
Ann Cheney, Associate Professor, Department of Social Medicine, Population and Public Health  
Allison Hedge Coke, Professor, Creative Writing  
Kim Yi Dionne, Associate Professor, Political Science  
Derick Fay, Associate Professor, Anthropology  
Farah Godrej, Associate Professor, Political Science  
Catherine Gudis, Associate Professor, History  
Gloria Kim, Assistant Professor, Media and Cultural Studies  
Bronwyn Leebaw, Associate Professor, Political Science  
Philipp Lehmann, Assistant Professor, History  
Keith Miyake, Assistant Professor, Ethnic Studies

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)<sup>1</sup>

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

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

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

c. Executive Committee

Approved: 8/28/2023

d. Dean of CHASS

Approved: 8/23/2023

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<sup>1</sup> 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.

### 13. Proposed Curriculum

#### EXECUTIVE COMMITTEE COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES

#### REPORT TO THE RIVERSIDE DIVISION (insert date)

To be adopted:

**PRESENT: PROPOSED:**

#### **Program Description**

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



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

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

#### **Minor Requirements (20 units)**

- 1) Lower-division requirement (1 course, 4 units)
  - a) SEHE 001
- 2) Upper-division requirement (4 courses, at least 16 units)
  - a) Four courses from the following list: GSST 131/SEHE 140, GSST 145/SEHE 145, GSST 148/SEHE 148, GSST 173/SEHE 141, GSST 181/SEHE 142, MCS 175/SEHE 143/SPN 175, POSC 106/SEHE 136 or POSC 106S/SEHE 136S, POSC 137/SEHE 137 or POSC 137S/SEHE 137S, SEHE 105, SEHE 106 or SEHE 106S, SEHE 110, SEHE 115, SEHE 120, SEHE 130, SEHE 131, SEHE 132, SEHE 135, SEHE 144, SEHE 149

Justification:

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

#### **Approvals:**

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

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

2023

Approved by the Dean of CHASS; August 23, 2023

Approved by the Committee on Educational Policy:

## **Course Descriptions for ENST Minor Curriculum**

### **1)**

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

### **2)**

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

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

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

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

### **i) Climate Studies**

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

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

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

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

## **ii) Environmental Justice**

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

**SEHE 120 Food Justice** 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour. Explores relations of power, love, desire, hunger and taste through food and food systems. Considers how food is found, grown, made, bought, sold, shared and consumed. Covers food apartheid and carceral food systems; metabolic disease; nutrition and nourishment; the right to food; and movements to decolonize food systems.

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

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

### **iii) Environmental Governance**

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

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

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

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

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

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

**SEHE 140 Sustainability, Gender and Development in the Global South** 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Investigates the intersection of sustainable practices, development pressures, and gender in the Global South. Explores nonwestern concepts of sex/gender and nature as epistemological resources in

addressing the impact of climate change on livelihoods and social organization. Asks how sustainability theory and practice can be transnational and socially inclusive. Cross-listed with GSST 131.

#### **iv) Environmental Humanities**

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

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

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

**HISA 119/SEHE 144 Modern United States Consumer Culture** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the history and culture of mass consumerism in the United States. Includes the shift from mass production to mass consumption; the growth of advertising and product marketing; the rise of the department store and shopping mall; the relationship of race, ethnicity, and gender to the market; globalization; and anticonsumerism. Cross-listed with HISA 119.

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

#### **v) Special Topics**

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

**SEHE 148 Intersectionality, Ecology, and Design Science** 4 Lecture, 3 hours; practicum, 3 hours; extra

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


**SEHE 159 Special Topics in Environmental Studies** 4 Lecture, 3 hours; extra reading, 3 hours.

Prerequisite(s): upper-division standing or consent of instructor. Explores specific topics in Environmental Studies. Content of the course varies and is announced as the course is offered. Course is repeatable as content changes to a maximum of 8 units.



August 28, 2023

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

FROM: John Kim, Chair   
CHASS Executive Committee

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

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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

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SANTA BARBARA • SANTA CRUZ

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

August 15, 2023

Academic Senate & Administration  
University of California, Riverside

Dear Colleagues,

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

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

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

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

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

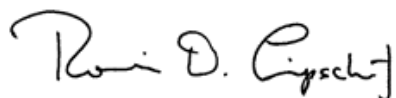
Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take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

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

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

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

Yours sincerely,

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

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

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

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

Dear Members of the UCR Academic Senate and UCR Administration,

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

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

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

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

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

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

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

Sincerely

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

Professor Danielle Celermajer





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

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

August 22, 2023

Dear members of the UC Riverside Academic Senate,

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

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

Sincerely,

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

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

August 20, 2023

To Whom it May Concern,

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

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

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

Thank you!

Sincerely,

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



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,

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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



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

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

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

***Re: SEHE degree programs***

To: Dana Simmons, Acting Chair of SEHE

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

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

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

Yours sincerely,



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](mailto:jsyverts@ucr.edu) should you have any questions or need further information.

All my best,

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

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