June 21, 2021

TO: Jason Stajich, Chair
Riverside Division of the Faculty Senate

FROM: Lucille Chia, Chair
CHASS Executive Committee

RE: Proposal for the establishment of a Department of Environment, Sustainability, and Health Equity in CHASS, UCR

The CHASS Executive Committee (EC) has reviewed the proposal for the establishment of a Department of Environment, Sustainability, and Health Equity, to be housed in CHASS. The proposal makes compelling arguments that were also voiced by members of the initiative committee, who met with the Executive Committee at our meeting on May 19. We fully agree with the statements in the proposal’s “Executive Summary” that argues for the crucial and urgent need for research and teaching about environment, sustainability, and health equity—an interdisciplinary field that draws on faculty from CHASS departments (Gender and Sexuality Studies, History, Sociology, Anthropology), as well as CNAS’s Department of Statistics, and the Medical School.

Based on the CHASS EC’s deliberations, we sent some comments and suggestions to the authors of the proposal for an ESHQ Department, and the final version that you are receiving have incorporated the EC’s comments. The CHASS EC believes that the proposal describes a department whose research and pedagogical agendas promise to attract an increasing number of students as well as additional faculty. Its growth and its potential to attract extramural funding are highly likely, as similar programs/departments in other universities are demonstrating. In short, an ESHQ Department may become one of the bulkwarks of CHASS—something that cannot be overemphasized.
June 19, 2021

Elizabeth Watkins
Provost and Executive Vice Chancellor

Re: Proposal for the Department of Environment, Sustainability, and Health Equity

It is my pleasure to write with enthusiastic support for the establishment of the Department of Environment, Sustainability, and Health Equity proposal. The development of this proposal is in response to student demand as well as campus and national strategic plans. The proposal has also garnered support across campus and in CHASS, including the unanimous support of CHASS’s Executive Committee in May 19, 2021. I unequivocally agree with their endorsement and encourage its submission to our Academic Senate for a recommendation.

The development of the proposal is a combination of the highly successful Sustainability Studies Major and the UCOP sponsored Health Inequities Faculty Commons Group. The Sustainability Studies Major, which is currently housed in the Department of Gender and Sexuality Studies has over 100 majors, more majors than some existing departments across campus. Courses in health and healing also draw significant numbers of students and are taught in a random fashion by individual departments. Bringing a cohesive offering of environment, health, and society and health equity courses together in this department will foster the success of the majors. The extraordinary success of Vanderbilt University’s Medicine, Health and Society Department (see proposal FAQs), is one example of what can be achieved at UCR with the Environment, Sustainability, and Health Equity Department. The proposal is well developed and provides a strong curriculum from which our students would benefit. Even a short look at our recent history, the Covid-19 pandemic and ongoing environmental crisis, demonstrates the need to have greater numbers of students who are trained to think about intersections of society, environment, and health in a deep, critical, and transformational ways.

The FAQs section of the proposal addresses many of the questions regarding its enhancement of existing departments and why we should submit a proposal now. The responses are informed and thoughtful of our campus community’s concerns. I’d like to briefly address the budgetary impact question. In anticipation of this proposal, CHASS Dean’s Office has developed a plan to reorganize our administrative units. Environment, Sustainability, and Health Equity would be a grounding department in a new administrative unit that would increase enrollment and bring in extramural research funds. We have calculated that the new administrative unit would cost approximately $200,000 per year. Note, that in any condition, CHASS would have to create this new unit in the next year to two to address understaffing. The new department with its anticipated increased enrollments and extramural funding more than justifies the expense of creating a new unit.

The proposal is innovative in its ability to bring together strengths in the fields of Environment, Sustainability and Health Equity into a cohesive departmental plan. It draws on existing expertise in CHASS and connects it to student, campus, and global demand. The proposal expertly addresses concerns with regards to resources. In collaboration with the expertise in BCOE,
CNAS, and SOM, UCR must have a societal component to the questions Environment, Sustainability, and Health Equity. We are poised to make UCR a leader in these areas of great need. Approval of this new department would make our leadership in these areas a reality. Waiting until there are “better times” would only serve to lose the momentum and disenfranchise faculty who are motivated and inspired to meet the needs of our students, communities, and the broader society. I enthusiastically support the creation of a Department of Environment, Sustainability, and Health Equity and the submission of this proposal to our Academic Senate for their recommendation.

On behalf of the College, thank you for your consideration of this proposal.

Juliet McMullin, PhD
Interim Dean, College of Humanities, Arts, and Social Sciences
Professor, Department of Anthropology
Co-Director Center for Health Disparities Research
A Proposal for

Department of Environment, Sustainability, and Health Equity

at the University of California, Riverside

Approved by CHASS Executive Committee on May 19, 2021

Revised for Submission to the Academic Senate

June 21, 2021

Submitted by:

Juliann Allison, Associate Professor, Gender & Sexuality Studies, CHASS
Ann Cheney, Assistant Professor, Social Medicine Population and Public Health, SOM
Rengin Firat, Assistant Professor, Sociology, CHASS
Chioun Lee, Assistant Professor, Sociology, CHASS
Bronwyn Leebaw, Associate Professor, Political Science, CHASS
Tanya Nieri, Associate Professor, Sociology, CHASS
Jade Sasser, Associate Professor, Gender & Sexuality Studies, CHASS
Dana Simmons, Associate Professor, History, CHASS
Jennifer Syvertsen, Assistant Professor, Anthropology, CHASS
Chikako Takeshita, Associate Professor, Gender & Sexuality Studies, CHASS
Table of Contents

I. Executive Summary p.1

II. Rationale for a Department of Environment, Sustainability, and Health Equity p.4

- Supporting UCR’s *Future Fluent* Strategic Plan
- Engaging UC system commitment to carbon neutrality
- Serving community needs in inland southern California
- Creating a platform for transformative, interdisciplinary, and innovative research
- Enhancing UCR’s profile for external funders in health and sustainability
- Advancing faculty recruitment and retention
- Meeting UCR students’ needs
- Bolstering student enrollment
- Support from stakeholders

III. Academic Programs p. 19

- Learning outcomes
- The curricula
- Anticipated enrollment
- Career and academic pathways
- Relation to existing academic programs and distinct contribution to campus
- Comparable undergraduate programs

IV. Operation of the Department p. 32

- FTE forecast
- Governance

V. Resources Required p.35

- Faculty
- TA
- Staff
- Computer
- Library
- Space

VI. Letters of Support p. 37
References p. 38

Appendix A: Faculty Grants and Awards p.46 (PDF)

Appendix B: Proposal for a Bachelor of Arts and Bachelor of Science Degrees in Environmental and Sustainability Studies (Formatted for the Academic Senate Committee on Education Policy) P.52 (PDF)

Appendix C: Proposal for a Bachelor of Arts Degree in Health Equity Studies (Formatted for the Academic Senate Committee on Education Policy) P.99 (PDF)

Attachments

- Advantages of ESHQ, ESST, and HQST for UCR p.126 (PDF)
- Frequently Asked Questions for the ESHQ proposal p.127 (PDF)
- Internal Letters of Support p.131 (PDF)
- External Letters of Support p.143 (PDF)
- ESHQ Subject Code Approval from Committee on Courses p.152 (PDF)
- Permissions from department chairs to utilize their courses in the new curricula P.153 (PDF)
I. Executive Summary

The proposed department responds to the vision statement in UCR’s *Future Fluent* Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability.” The Strategic Plan outlines four key areas of research strength at UCR, which the university will build upon in coming years, including social equity, health, and mitigating climate change. The Department of Environment, Sustainability, and Health Equity (ESHQ) will further those research priorities and respond to UCR’s stated core values in social justice, sustainability, and the common good. Environment, sustainability, and health equity are at the center of UCR’s vision for its future role in scholarship and public service.

By emphasizing equity and justice at the core of sustainability and environmental practices, the ESHQ Department will address the cascading environment and sustainability factors deteriorating health and quality of life among at-risk communities, and help devise solutions for overcoming barriers to sustainability and health equity. Building on our faculty members’ multidisciplinary expertise in gender studies, anthropology, history, political science, public health, policy, statistics, sociology, ethnic studies, and social medicine, our new and dynamic program will contribute toward solutions to challenges to environmental sustainability and health equity. We expect that the ESHQ Department will function as a multiplier, recruiting and retaining faculty, attracting undergraduate applicants to UCR, and leveraging existing resources and collaborations across campus for ambitious research projects and innovative curricula. The department’s interdisciplinary orientation, and focus on local environmental and health equity needs, will allow faculty to succeed in competitive multidisciplinary research grants for solutions to complex social, medical, and environmental problems, and will attract future students interested in serving the complex and diverse needs of the Inland Southern California region.

The mission of ESHQ’s undergraduate programs is to integrate theoretical rigor, civic and social engagement, community service, and the methodological tools of community-based research. ESHQ undergraduate degrees will prepare students for fast growing areas of the United States labor market: health care/ health policy and environment/ sustainability. The ESHQ Department will administer two undergraduate majors and minors: a B.A. and a B.S. in Environmental and Sustainability Studies and a B.A. in Health Equity Studies. The two proposed majors require the stability and support of a department (rather than an ad-hoc interdepartmental program,) in line with the growing number of Health Equity, Public Health and Sustainability departments in research universities worldwide. Student demand for ESHQ is already proven. Given the current enrollment of 100+ in the Sustainability Studies major (GSST), and the more than 5000 UCR undergraduates planning a future career in healthcare, we anticipate that the ESHQ Department will enroll 300+ majors and will draw incoming freshmen and transfer students to UCR.

In summary, the proposed department will: 1) serve community needs in inland Southern California and beyond; 2) train students for socially relevant and equity promoting careers in areas of high employment demand; and 3) create a platform for transformative, interdisciplinary
and innovative research. By focusing on environmental and health equity, members of the ESHQ Department will represent the Strategic Plan’s four core values: inclusive excellence, the greater good, social justice, and sustainability. We can establish this new department and curricula now with minimal additional resources, and we will be prepared to attract innovative early career faculty and undergraduate applicants as economic conditions improve. We are excited to present this proposal to the Academic Senate and UCR Administration, and to carry out this work.

**Faculty members** *

Juliann Allison, Associate Professor, Gender & Sexuality Studies, CHASS  
Cecilia Ayón, Professor, Public Policy, SPP  
Matthew Barth, Yeager Families Professor of Engineering, BCOE  
Ann Cheney, Assistant Professor, Social Medicine Population and Public Health, SOM  
Ariel Dinar, Distinguished Professor, Public Policy, SPP  
Kim Yi Dionne, Associate Professor, Political Science, CHASS  
Derick Fay, Associate Professor, Anthropology, CHASS  
Rengin Fırat, Assistant Professor, Sociology, CHASS  
Farah Godrej, Associate Professor, Political Science, CHASS  
Catherine Gudis, Associate Professor, History, CHASS  
Tabassum “Ruhi” Khan, Associate Professor, Media and Cultural Studies, CHASS  
Gloria Chan Sook Kim, Assistant Professor, Media and Cultural Studies, CHASS  
Matthew King, Associate Professor, Religious Studies, CHASS  
Esra Kurum, Assistant Professor, Statistics, CNAS  
Chioun Lee, Assistant Professor, Sociology, CHASS  
Bronwyn Leebaw, Associate Professor, Political Science, CHASS  
Philipp Lehmann, Assistant Professor, History, CHASS  
Antonine Lentacker, Assistant Professor, History, CHASS  
Bruce Link, Distinguished Professor of Sociology and Public Policy, CHASS and SPP  
Carla Mazzio, Associate Professor, English, CHASS  
Juliet McMullin, Interim Dean, CHASS  
Keith Miyake, Assistant Professor, Ethnic Studies, CHASS  
Patricia Morton, Associate Professor, Media and Cultural Studies, CHASS  
Tanya Nieri, Associate Professor, Sociology, CHASS  
Ellen Reese, Professor of Sociology and Chair of Labor Studies, CHASS  
Judith Rodenbeck, Associate Professor, Media and Cultural Studies, CHASS  
Jade Sasser, Associate Professor, Gender & Sexuality Studies, CHASS  
Freya Schiwy, Professor, Media and Cultural Studies, CHASS  
Dana Simmons, Associate Professor, History, CHASS
Jennifer Syvertsen, Assistant Professor, Anthropology, CHASS
Chikako Takeshita, Associate Professor, Gender & Sexuality Studies, CHASS
Fuson Wang, Assistant Professor, English, CHASS
Rachel Wu, Assistant Professor, Psychology, CHASS

* This list includes contributors to and supporters of this proposal. Only a subset of the faculty will transfer to the new department. (See page 31 for FTE forecast).
II. Rationale for a Department of Environment, Sustainability and Health Equity

Creating sustainable, healthy societies is one of the biggest challenges of contemporary life, given the imminent threats from climate change, global pandemics, and environmental catastrophes. Global health experts have asserted that addressing climate change could be the “greatest global health opportunity of the 21st century” (Watts, et al. 2015). As climate change disrupts systems for provision of food, clean air and water, shifts the landscapes where infectious diseases are transmitted, and increases the number of extreme heat and other weather events around the globe, the need for health interventions to address these challenges is all the more pressing. Research at the intersections of health and environment reveals the inherent tensions between contradictions that arise when societies put assumptions that have influenced strategies for economic growth and at the center of aspirations associated with the equitable and sustainable development, yielding inequitable sustainability goals (Berg and Hukkinen 2011; Krueger and Gibbs 2007; Redclift 2005).

A growing body of research demonstrates that environment, sustainability and public health are reciprocally linked. While sustainable development enhances health and quality of life, improved health and well-being also promote sustainable behaviors and values. At the same time, inequality also plays a significant role in both environmental exposures and health outcomes. Sociodemographic characteristics in various neighborhoods, specifically racial, ethnic or status compositions are inextricably linked and jointly influence access to clean air, water, green spaces, and healthy foods. For example, it is well documented that predominantly African-American/Black and Latinx communities in California face a high vulnerability to climate change risks due to low air conditioning and car ownership (socio-economic status [SES] inequality related risk), threats from poor public transportation (governance and infrastructure related risks), low tree canopy coverage as well as wildfire risk (natural threats) and a big portion of elderly populations living alone (social risks) (English et al. 2013). Inequalities are socially and spatially concentrated in lower SES neighborhoods. Sustainability issues around one domain affect others in turn influencing community resilience at both regional and city (macro) and neighborhood/individual (micro) as well as human (e.g. consumption patterns) and natural system levels (e.g. water flow and transport) scales. This is a complex problem of local and global significance, requiring urgent attention.

By emphasizing equity and justice at the core of sustainability and environmental practices, the ESHQ Department will address the cascading environment and sustainability factors deteriorating health and quality of life among at-risk communities and help devise solutions for overcoming barriers to sustainability and health equity. Building on our faculty members’ multidisciplinary expertise in gender studies, anthropology, history, political science, public health, policy, statistics, sociology, ethnic studies, and social medicine, our new and dynamic program will contribute to solutions to challenges to environmental sustainability and health
equity. Our faculty expertise on issues of environment, health and sustainability, coupled with our connections to local, regional and global stakeholders, will situate the ESHQ Department at the forefront of a new, socially inclusive and ‘just’ sustainabilities (Agyeman et al. 2016) and health equities research and educational paradigm that will benefit society as a whole.

**Supporting UCR’s *Future Fluent* Strategic Plan**

Environment, sustainability, and health equity are at the center of UCR’s vision for its future role in scholarship and public service. The proposed department responds directly to the vision statement in UCR’s *Future Fluent* Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability” (UC Riverside 2021, 5). These strategic priorities are inextricable and must be addressed with holistic methods. The Department of Environment, Sustainability and Health Equity will further those research priorities and respond to UCR’s stated core values in inclusive excellence, social justice, sustainability, and the common good.

The Strategic Plan outlines four key areas of research strength at UCR, which the university will build upon in coming years, including social equity, health, and mitigating climate change. As many external research funders recognize, these three global challenges are inextricable; they require a multidisciplinary and collaborative approach. The ESHQ Department creates an institutional platform from which to mobilize the university’s strengths across many fields, to raise external funding, and to address the complex intersections of UCR’s strategic research priorities. We expect that the ESHQ Department will function as a multiplier, leveraging existing resources and collaborations across campus for ambitious research projects and innovative curricula.

The ESHQ Department will exemplify the Strategic Plan’s vision for undergraduate education. *Future Fluent* calls for UCR undergraduate education to “address social and environmental sustainability and stewardship, ensuring that every student engages with critical issues and challenges facing the systems and institutions that undergird contemporary society” (UC Riverside 2021, 11). The Strategic Plan calls for community engagement and experiential learning on and off campus, which the ESHQ Department will foster through community-oriented coursework, undergraduate internships, placement in medical and public health settings, and research collaborations. In line with the Strategic Plan, the ESHQ Department integrates career pathways and resources into our rigorous curriculum, and “coordinates academic and non-academic resources” (UC Riverside 2021, 12). Finally, UCR seeks to develop career pathways for high-achieving undergraduates that “go beyond traditional research” (UC Riverside 2021, 9), engaging with social equity and the well-being of underserved communities. The mission of ESHQ’s undergraduate programs is to integrate theoretical rigor,
civic and social engagement, community service, and the methodological tools of community-based research.

The ESHQ Department’s mission responds to UCR’s vision: “Our future scholarship will be informed by, and responsive to, the remarkable diversity of our community in order to effectively address the array of challenges that confront marginalized and historically underserved populations and improve lives in our communities and around the world” (UC Riverside 2021, 6).

Engaging UC system commitment to carbon neutrality

In 2013, the University of California adopted its Carbon Neutrality Initiative, which commits the university to transitioning to 100 percent clean electricity and becoming carbon neutral by 2025, making the UC system the first institution of higher education to set such a bold goal. Additionally, the UC pledges to: make carbon neutrality and sustainability an integral part of the educational experience of students on every campus; expand and accelerate climate change and resilience research; and invest in climate change solutions. More recently, the University of California formally partnered with the Biden Administration “on a new period of innovation and discovery and looks forward to seeing how our renowned faculty contribute to addressing this crisis” (UC Office of the President 2021). ESHQ majors, especially, its Environmental and Sustainability Studies B.S., which concentrates on climate studies, responds directly to the UC System’s commitment to educating its more than 250,000 students about climate change, its impacts on human and nonhuman life, and social and economic, as well as the scientific and technical, strategies available to make climate resilience more likely. Moreover, the capstone sequences required for graduating with a ESHQ degree will require students’ engagement in original research relevant to the environmental, social, and public health impacts of climate change. These campus- and community-based experiences will prepare our graduates to participate in local, federal, and global efforts to respond effectively to current and future challenges due to climate change.

Serving community needs in Inland Southern California and beyond

The California Environmental Protection Agency’s analysis indicates that inland southern California is home to some of the worst census tracts in terms of pollution burdens and population vulnerability to ill-health and poverty according to the EPA’s Environmental Justice classification (California Office of Environmental Health Hazard Assessment 2021). Riverside itself is the UC campus that is most impacted by environmental justice (EJ), which means that our faculty, students, and staff are exposed to more pollution than any other UCs. As noted at the founding of the UCR School of Medicine, this region is in need of specialized personnel with training in health related issues. As a public institution, UCR is obliged to conduct research on
the intersections of environment, sustainability, and health disparities in the region. To that end, research by members of the UCR BREATHE Center and Center for Health Disparities highlight intersections of health and environmental degradation in inland southern California.

The UCR Center for Health Disparities Research is an example of a successful multidisciplinary collaboration around the social and environmental determinants of health, grounded in inland southern California and oriented toward the social good. Employing community-engaged research approaches, campus-based researchers collaborate with community partners and healthcare providers to address local and regional health needs. This center creates opportunities for junior faculty development and builds the communities to meaningfully partner in research. An important aspect of this center is its ability to bring together investigators from diverse disciplinary backgrounds. The proposed department involves faculty currently affiliated with the center and can promote among other faculty members of the department the use of center resources. For example, it can promote submission of proposals for research grants funded by the center and participation in the training and consulting resources provided by the center. It can also share information about center events and resources so that students in the proposed department can avail themselves of the supplemental educational opportunities.

Serving the needs in inland southern California requires diverse methods of engagement and ongoing research in partnership with local communities. Practitioners with broad training in analyzing, communicating (especially in the dominant languages including Spanish) and building coalitions around health and sustainability are urgently needed in this region. Faculty in the proposed department have been engaged in research related to the region’s health and environmental impacts, notably surrounding the rapidly expanding logistics industry. The ESHQ Department will significantly enhance UCR’s ability to respond to regional needs for community based studies by consolidating these practitioners and creating another focal point for UCR in CHASS.

Creating a foundation for transformative, interdisciplinary and innovative research

The COVID-19 pandemic and the ongoing climate crisis have taught us that a multidisciplinary scope is required to grasp the scale and nature of the challenges before us. As a general pattern, research in the fields of climate change, environmental justice and health inequity tends to engage teams of scholars from multiple disciplines. Faculty members of the proposed department have collaborated for over a decade on shared research and programming under the auspices of the Center for Ideas and Society (CIS), the BREATHE Center, the Center for Health Disparities (CHD), Healthy Campus Initiative, the Aging Initiative, the Basic Needs Working Group, the Health Inequities Faculty Commons, Center for Healthy Communities (CHC), the College of Engineering-Center for Environmental Research and Technology (CE-CERT) and other ad-hoc collaborations. Several of us share professional affiliation with the Society for Social Studies of Science and other professional organizations.
Many of the faculty entering the ESHQ Department have worked together for over a decade in interdisciplinary collaborations around common areas of concern. Past collaborations have been ad-hoc and time limited, attached to particular grant funding, or to projects undertaken as overload. ESHQ faculty have participated in founding and convening the Healthy Campus Initiative, UCR Committee on Sustainability, the Medical Humanities Designated Emphasis (DE) and minor, Medical Spanish DE, the Science Studies Interdisciplinary Research Group, the Speculative Fiction and Cultures of Science DE and minor, the BREATHE Center, California Agriculture and Food Enterprise (CAFE), the UCR Basic Needs Working Group, Health Inequities Faculty Commons, and the Center for Health Disparities Research. These projects are all sustainable only to the extent that individual faculty members devote extra time, on top of their departmental service and teaching. Historically, ad-hoc projects and interdisciplinary programs tend to fade after a few years due to funding, faculty turnover or burnout. The ESHQ Department will create a stable platform for deeper and ongoing collaborations.

There are limits to our capacity to support each others’ research without the institutional foundation of an academic department. When pursuing critical research needed to reduce environmental degradation, increase ecological and socio-economic sustainability, and achieve health equity is not highly rewarded by their home departments, it is difficult, especially for junior faculty to commit themselves to interdisciplinary work. Furthermore, because not all of our established departments that excel in their own disciplines have been prepared for the challenges associated with evaluating interdisciplinary work, many well-documented grievances and concerns have been raised about underrating interdisciplinary scholarship. Fortunately faculty who have committed to join or affiliate with the ESHQ Department are equipped intellectually and ethically to evaluate these types of research within the broader and more complex fields of study in which they are embedded. Departmentalization will provide the institutional and scholarly support necessary for ongoing, interdisciplinary collaborations in environmental studies, sustainability, and health equity and advancement of participating faculty.

The ESHQ Department will join the nation’s academic departments that place an emphasis on the interconnections between environment and health. The University of Michigan’s six decade old Social Environment and Health (SEH) program has expanded its interdisciplinary focus on the environment and its relationship to health, health inequality in particular. Their research highlights the intersection of the social with the physical environment, including climate change and environmental hazards, on socioeconomic and racial inequalities in health. American University’s School of International Studies has a comparable Program (equivalent to a department) in Environmental Sustainability and Global Health. American University’s program is less than seven years old and is growing rapidly, with faculty in fields from anthropology, geography, political science to public health and economics, and 65 undergraduate majors. Considering such endeavors are still relatively rare, the proposed department will put UCR on
the cutting edge by institutionalizing the academic response to the interconnected issues of sustainability and environmental and health inequity.

**Advancing UCR’s profile for external funders in health and sustainability**

One of the key advantages of the ESHQ Department is its ability to respond to the contemporary challenges to environment, sustainability, and health equity simultaneously. These challenges on different domains often work in interlinked ways, with threats and risks affecting each other reciprocally and creating cascades of inequalities and unsustainabilities. Because ESHQ faculty are from diverse disciplines and possess expertise on these different domains and their intersections, we will be exceptionally well-suited to address the impending challenges to environmental and human well-being that traverse each other. We expect that the ESHQ Department will function as a multiplier, leveraging existing resources and collaborations across campus for ambitious research projects, attracting extramural grants as an appealing institutional home.

Each contributing faculty member brings unique disciplinary perspectives (e.g., critical race theory, feminist theory, environmental justice, social theory, structural vulnerability in health) and methodological expertise including quantitative survey design, qualitative methods and ethnographic observation, mixed-methods research, deliberative methods, historical contextualization, and community-based research approaches, to the ESHQ Department. Each faculty applies their disciplinary methods to a common set of research challenges around sustainability and health, and many currently address environmental and health equity needs in the local region through their research and public service. A number of them are recipients of grants from the National Institutes of Health/National Institute of Minority Health and Health Disparities (NIH/NIMHD), Patient Centered Outcomes Research Institute (PCORI), the Robert Wood Johnson Foundation (RWJF), and the National Science Foundation (NSF), and various foundations (See Appendix A: Faculty Grants and Awards). The terrain for collaboration is rich and broad. We believe that these combined specializations and focus on local environmental and health equity needs will allow department members to succeed in competitive multidisciplinary research grants for solutions to complex social, medical, and environmental problems that require diverse disciplinary perspectives to address, which will attract future students interested to learn and eventually serve the complex and diverse needs of the inland southern California region.

The ESHQ Department represents another means of institutionalizing academic research and training around issues concerning threats to the natural environment, sustaining socio-economic systems, and increasing health equity. These areas of both social and scholarly concerns are recognized as complex biosocial interactions requiring “multidisciplinary, multilevel, and multi-factorial research efforts that identify and account for the roles of multiple, complex, and
interacting factors simultaneously” (Srinivasan and Williams 2014). A number of agencies and organizations increasingly acknowledge the importance of areas of inquiry that relate environment, sustainability, and health equity, and many have also committed to funding research, demonstrating rich opportunities for scholarship and other activities in the new department.

- **At the international level**, the United Nations, the Intergovernmental Panel on Climate Change (IPCC), and the World Health Organization all relate environment/sustainability and health to each other, as well as to economic development in some cases. They may support research that responds to climate change and seeks to establish equitable and adaptive systems that integrate global social issues/systems, environmental systems/resources, and political economies sufficient to support scientific and medical innovation in the interests of growing and increasingly diverse communities at all levels of activity/action. NIH’s Fogarty International Center facilitates global health research by US and international researchers, providing an excellent opportunity for faculty and students members of the ESHQ Department to gain insight and knowledge in a global context to address local sustainability and health equity needs. In addition, independent organizations, such as the Research Program on Migration and Health/Programa de Investigación en Migración en Salud (PiMSA) fund interdisciplinary research projects related to environment, sustainability, and health equity.

- **Within the United States**, the Centers for Disease Control (CDC), the Department of Defense (DoD), the Environmental Protection Agency (EPA), the National Institutes of Health (NIH), and NIH/National Institute of Environmental Health Sciences, and the Patient-Centered Outcomes Research (PCORI) are among federal sources of funding for research that recognizes the impact of climate change on human health, with particular attention to ensuring equitable responses to the most vulnerable or least advantaged members of society. Additionally, the Department of Health and Human Services, in particular, emphasizes health equity, or “the attainment of the highest level of health for all people,” which is evident in its Healthy People 2020 initiative. Furthermore, the Robert Wood Johnson Foundation (RWJF)’s Culture of Health has brought to light the fifth wave in public health igniting a movement to create healthier and more equitable communities and bringing health into all policies. RWJF has invested millions into developing a future culture of health leaders and supporting multidisciplinary investigative and stakeholder teams. These research agendas for health equity require a multi-dimensional and multi-level approach that integrates biological, behavioral, community engaged, and social and humanistic approaches to be able to address complex and intersectional inequalities of health and health care. Independent organizations, such as the William T. Grant Foundation and the Social Science Research Council (SSRC) are
sources of funding for related interdisciplinary research on environmental, sustainability, and health equity, such as that pursued by ESHQ faculty.

- State and local funding for scholarly and community-based research related to the natural environment, sustainability, public health and social justice includes state and regional public agencies, such as the California Air Resources Board (CARB), the state Environmental Protection Agency (CalEPA), and the Department of Transportation (Caltrans) and foundations, including the California Endowment, the California Research Foundation, the Pacific Research Institute (PREI) and the Energy Foundation. Notably, the Inland Empire Health Plan (IEHP) Health Care Scholarship Fund has provided more than $8 million to medical schools in the region.

Our faculty representatives have discussed funding opportunities with UCR’s foundation development officers and received enthusiastic feedback as “immensely fundable” for its timeliness. They also lauded our effort to offer “real world challenges and solutions to students in CHASS.” They will support our engagement with foundations as a department that engages the humanities as partners and collaborators in the fields of environment, sustainability, and health in order to separate the new department from the other units on campus. This will keep us from inadvertently encroaching on the partnerships that other colleges have cultivated with the funders.

Donors are looking for programs that meet the challenges of the 21st century to fund. Donors are particularly excited about supporting students in these fields, not only through coursework but opportunities for hands-on research training with a social justice focus on our area. The fundraising and development office at UCR calls our new department “immensely fundable” through foundation funding in the health and environmental humanities as well as opportunities on the federal grant side, including grants to support pipeline programs to diversify STEM fields. Some donors have already expressed interest in providing research and scholarship funding for a Department of Environment, Sustainability, and Health Equity. This is an opportunity that is available to UCR to seize.

Advancing faculty recruitment and retention

The ESHQ Department offers unique research synergies at the intersections of environment, sustainability and health equity, research and educational programs that are currently lacking an institutional base at UCR. As noted above, interdisciplinary initiatives are sometimes difficult to receive recognition within departments bound to a particular discipline at UCR. As a result, we have had difficulties retaining faculty. UCR lost a medical sociologist to UC Santa Barbara a couple of years ago and another assistant professor from CHASS is leaving for Vanderbilt's Medicine, Health and Society department. These losses arguably could have been prevented if
UCR had greater investment in interdisciplinary collaborations, particularly focusing on health inequity. Recognizing that the siloed nature of traditional academic institutions limits collaboration on research and teaching, many universities are moving towards interdisciplinary departments; and large funding agencies like NIH expect diverse disciplines to be present in a research team. The proposed department will bring UCR up to speed on these trends and play a vital role in retaining talented faculty by providing the institutional and scholarly support necessary for interdisciplinary inquiries into environmental and health inequality. Furthermore, with its explicit agenda on social justice and equity, our department will be among the departments carrying the torch in inclusive excellence. By providing an institutional home with an emphasis on sustainability, inclusion and diversity, the ESHQ Department would bolster UCR’s ability to recruit and retain faculty from diverse backgrounds in strategically important areas, and sustain long-term multidisciplinary research collaborations.

To be clear, the ESHQ Department alone will not constitute a complete institutional response to the challenges of racism and social inequity. The establishment of an ESHQ Department is not proposed as a substitute for academic programs specifically designed to further research and scholarship of Black, Latinx and Indigenous faculty and students. ESHQ faculty look forward to supporting the foundation of a Department of Black Study. We welcome collaborations with structures for Indigenous and Latinx research and scholarship, such as the California Center for Native Nations and the Latin American Studies Program. We expect and plan that our curriculum will complement and bolster these initiatives by offering courses that center rather than tokenize Black, Indigenous, and other radical intellectuals, communities, and issues. Such courses would provide important interdisciplinary perspectives to expand the robustness of these initiatives and the ESHQ curriculum alike.

Meeting UCR students’ needs

UCR students are extremely diverse. The breakdown of our undergraduates by ethnicity is: Hispanic (41.5%), Asian (33.8%), White (11%), Black or African American (3.3%), and less than 1% Native American, Alaskan, Pacific Islander or Native Hawaiian. The majority of them (58%) are first generation college students. A great number of students are from immigrant families and come from or live in low-income neighborhoods in Los Angeles, Riverside, and San Bernardino, which bear some of the heaviest pollution burdens and suffer the highest cases of asthma, cardiovascular disease, and poverty in the state of California. These same neighborhoods are also challenged by the effect of climate change, worsening air pollution and heatwaves in particular. The pandemic has also hit UCR students and their families hard owing to their intersectional vulnerabilities.

The ESHQ Department provides an academic space in which students can process their lived experiences while building knowledge and skills that empower them to exercise their agency and promote change. It offers them the opportunity to study social inequities, health, and
sustainability -- issues that deeply matter to them -- in theoretically grounded scholarly literature that transcends disciplinary boundaries. Our majors will gain methodological tools to grasp dynamic interactions of social, economic and political inequities, environmental toxicity and climate-related crises, health, disability and disease. They will be exposed to innovative and community-engaged approaches that prepare them to create and communicate evidence-based ideas and policy solutions to overcome these inequities. They will come to understand how to read statistical data and how to communicate it to broader audiences and be able to analyze relationships between the local, national and global scales, and to identify structural causes of individual phenomena.

Our students will receive interdisciplinary education that will pave the way for a wide range of careers in some of the fastest growing job markets. The Health Equity Studies is suitable for students seeking to enter a profession in public health, health administration, community relations and policy in healthcare settings, social work, and government, community organizations, and mutual aid groups. The Environmental and Sustainability Studies major prepares students for public service, urban and environmental planning, policy advocacy, education, health care, green industry, consulting, research, international development, and non-profit organizations focused on the environment, sustainability, and social justice. Both programs will be an excellent gateway to postgraduate studies in medicine, public health, public policy, social work, urban planning, and sustainability studies. The department will also provide a pathway toward continuing studies in the academic fields of anthropology, sociology, gender studies, ethnic studies, political science, or history.

ESHQ distinguishes itself from related majors in our emphasis on combining critical ethnographic, historical and sociological methods, and practical, hands-on work building career skills and serving communities. We anticipate growing existing partnerships with community organizations, free clinics, the COPE Health Scholars program, Humanities Action Lab, California State Parks, and others. Our majors will be grounded in critical thinking, awareness of inequities and disparities, and ready to apply useful skills to serve their communities.

It is extremely important that the two proposed majors are housed in their own department for their stability and ability to serve the students well. While successful interdisciplinary academic programming within existing departments or in a free-standing interdisciplinary program is possible, historically, with few exceptions, interdepartmental degrees and interdisciplinary programs have not been well supported at UCR. For instance, although the Law and Society major is widely considered to be a successful interdepartmental program, it still struggles to provide the consistent, coordinated support for students necessary for its sustained success. As such, the number of Law and Society degrees awarded has declined steadily from around 130 in 2012 and 2013 to less than 50 in the last couple of years. Freestanding interdisciplinary programs face even greater challenges because without FTE, there is no regular financial basis to sustain
their activities, few, if any, faculty charged with teaching the courses required for students to complete their degrees, and no central space for students to gather or, at least, expect to encounter their professors, instructors, and TAs. Existing programs are generally administered by a steering committee of faculty whose primary affiliations are to their academic departments. They operate on extraordinarily slim budgets based on concurrent and summer session funds, ad hoc college support, and grants. And most courses are taught primarily by adjunct faculty. Such a faulty institutional structure would be no way to prepare students to confront challenges associated with existing and anticipated threats to the natural environment, the sustainability imperative, and the crushing need for health equity.

**Bolstering student enrollment**

Demand from students for academic programs in health and the environment is growing as these issues have been increasingly moved into the center of our daily concerns as well as on the national political stage. Majors in ESHQ could serve as a powerful recruiting tool to attract applicants to UCR. The pool of potential majors in Health Equity Studies is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. There are currently few options for pre-health undergraduates, relative to their number. The Health Equity Studies major would offer a humanities and social-science infused track toward a future career in medicine and allied professions such as public health and health administration. Student demand for a humanities major in environment and sustainability 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. Once the major transfers over to ESHQ and the course offerings broadened, we expect the enrollment to double.

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

- 93% reported that they thought UCR should have an undergraduate major in Environmental and Sustainability Studies in CHASS.
- 56% reported that they would consider majoring in Environmental and Sustainability Studies.
- 70% reported that they would consider minoring in Environmental and Sustainability Studies.
- 94% reported that they thought UCR should have an undergraduate major in Health Equity Studies in CHASS.
- 55% reported that they would consider majoring in Healthy Equity Studies.
- 65% reported that they would consider minoring in Healthy Equity Studies.
The proposed undergraduate programs will become much more visible to prospective students and transfer students under a department dedicated to the subjects. Our majors promise to become very competitive among comparable UC and CSU programs, attracting more inspired applicants to UCR. The minors will allow CHASS and non-CHASS majors to supplement their specialized education with humanities and social sciences concentration in environment and sustainability or health equity.

Support from stakeholders

We have made an effort to inform as many UCR faculty members as we reasonably could while we were preparing this proposal so that stakeholders can communicate both support and concerns. We have tried to engage any raised concerns as best as we could, and we welcomed the participation of colleagues interested in the formation of the new department. Our proposal has received strong endorsements as reflected in the letters we received from internal and external stakeholders. In addition, some department chairs including History, Statistics, and Media and Cultural Studies have told us that department faculty had positive reactions to the proposed initiative during their meetings. Below are excerpts from the letters we received. (The original letters are provided to reviewers in a separate file).

Internal letters:

Gerald A. Maguire, the chair of UCR School of Medicine Psychiatry and Neuroscience Department writes that the ESHQ: “will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. ...Such a development is especially important to meet the unmet mental health needs of our region. To provide optimal behavioral health, one must utilize the skills and expertise of a diverse multidisciplinary team. Our faculty and trainees in Psychiatry and Neuroscience are eager to partner with our colleagues from the proposed Department of Environment, Sustainability and Health Equity.”

Georgia Warnke writes as then Director of the Center for Ideas and Society (CIS) at UC Riverside: “[I] support enthusiastically the proposal for a new Department of Environment, Sustainability, and Health Equity... It will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related to environmental and healthcare careers and it has the potential of increasing diversity in related workforce areas.”
Matthew Barth, Director of the Bourns College of Engineering-Center for Environmental Research and Technology, and UCR Faculty Director of Sustainability enthusiastically supports the new Department of Environment, Sustainability, and Health Equity and its curriculums.

Matthew Barth, Brian Siana, Fortino Morales, and Francis Mitalo representing the UCR Office of Sustainability are particularly excited that “this new department will be offering a minor for students ... especially for those in other colleges (e.g. CNAS and BCOE). These future scientists and engineers can now leave UCR with a better understanding of the social impacts of their work.” The office hopes to partner with the new department to facilitate internships, experiential learning, and within courses as relevant.

Derick Fay, Acting Chair of the Department of Anthropology writes: “this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the university. … I fully support the development of the Department of Environment, Sustainability, and Health Equity, and welcome the many synergies between its programming and that of my own Department. Our students will be well-served by this curriculum as part of their education at UC Riverside, and its creation will further enhance the university’s reputation as a site of critical engagement with inequality and diversity.

Xinping Cui, Professor and Chair of Department of Statistics writes: “Our department faculty unanimously support the development of the Department of Environment, Sustainability, and Health Equity and we are also excited to see one of our faculty members is part of this important endeavor.”

Adem Orsdemir, Assistant Professor of Operations and Supply Chain Management writes: “As someone with a research interest in social responsibility and environmental sustainability, I believe that this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the university.”

Michael McKibben, Chair and Associate Professor of Geology in the Department of Earth and Planetary Sciences (EPS) writes “It is important to supply tools for both scientific and critical thinking to the preparation pursuing this field [environmental and health disparities], making partnership between CNAS departments and the new CHASS program essential.” Knowing that the students in the existing Sustainability Studies Major had great success in upper-division GEO courses in Climate Change, the EPS Department welcomes students from the new department into its courses. The letter also notes that “courses developed by the ESHQ Department are sure to interest majors in our department, particularly those focused on Climate Change. We wholeheartedly support the opportunity for our students to gain the rich interdisciplinary perspective that these courses will offer.”
Judith Rodenbeck, representing the Department of Media and Cultural Studies as the Chair conveys the department faculty’s unanimous endorsement of the proposal and intention to cross-list a number of courses. She writes: “The proposed department responds in a meaningful and pro-active way to UCR’s position as a regional anchor for knowledge-production and employment as well as to the university’s stated core values of social justice, sustainability, and the common good. This new department will serve the Inland Empire and beyond, as well as our local students and community, by preparing students for behavioral, administrative, policy, and advocacy related environmental and healthcare careers. Additionally, it will increase the representation of well-prepared BIPOC advocates in the related workforce.”

David Lo, Senior Associate Dean of Research of School of Medicine enthusiastically elaborate on the synergies between ESHQ and the interdisciplinary research conducted at the BREATH Center, the aim of the Center for Health Disparity Research to train and promote a new generation of researchers in topics related to health disparities, social equity, and community engagement, and the Thomas Haider Program that serves as a pathway for UCR students to pursue a medical career in the Inland Empire. He believes, as we do, that “the NIH and other agencies, including the California Air Resources Board (CARB) have begun to recognize the critical need to promote work in environmental and social justice to address health needs, and the necessary role of community networks as full partners in the research” and support our effort stating: “The growth in attention and funding in this area provides important opportunities for undergraduate education and future career opportunities, and the ESHQ programs will be timely in helping to launch UCR students in entirely new types of careers of service to the community.”

External letters:

Steffanie Strathdee, Associate Dean of Global Health Sciences at the University of California, San Diego writes that she is excited by the innovative curriculum that addresses some of the most pressing global health concerns of our time. “The interdisciplinary program furthers the University of California’s commitment to innovative pedagogies and scholarship that addresses the diverse needs of our underserved communities. I hope that the program will grow to offer graduate education and serve as an interdisciplinary hub for learning opportunities and research collaborations across UC campuses.”

Noting that “approaches to understanding and addressing these environmental challenges have been constrained by the very disciplinary epistemologies its practitioners apply,” Ronnie Lipschutz, Professor Emeritus of Politics at the University of California, Santa Cruz reiterates the importance of the “interdisciplinary framework and scope required to educate and train students in addressing the complex and ‘wicked problems’ … such as climate change (and all the social systems that give rise to it,) [which] are characterized by complex linkages among technological, political, social and economic systems and institutions.” He also notes that “there
is a pressing need to acknowledge and incorporate the structural injustices and racism that are foundational to our social institutions and practices… UCR’s student demographic is well-placed to make important and significant contributions [in addressing the uneven distribution of the impacts of climate change and the benefits from the coming green economy.]” He concludes: “There are many other reasons to support the creation of an ESHQ Department at UCR, not the least that similar initiatives exist or are being launched across the country and the world. I endorse this initiative in the strongest terms and hope UCR will create and fund this new department.”

Tracey Osborne, the Founding Director of the UC Center for Climate Justice writes: “Now is the right time for such a department, 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. … 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.” She offers her strongest support for this endeavor stating that: “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 in the proposal for the Department of Environment, Sustainability, and Health Equity is exactly what is needed to broaden these offerings for UCR students.”

Elizabeth DeSombre of Wellesley College, who created its Environmental Studies Department notes that there is “no technology that will magically create sustainability; there are different choices, among different priorities, that need to be managed through decisions that society makes… An ability to examine the implications of these decisions on different populations (and the social structures that lead to inequities in the first place) is a key strength of many social science and interdisciplinary fields.” she strongly supports the creation of the new department by saying “The proposal of this new department brings together scholars and teachers who have decades of experience thinking about these issues and the intersections between them. It has the ability to contribute significant educational goals and prepare students to genuinely help the world navigate difficult issues with important equity implications.”

Sarah Jaquette Ray, Professor and Chair of the Environmental Studies Department at Humboldt University serves on the design team for UC Center for Climate Justice and served as the CSU program leader for the UC/CSU Knowledge Action Network Transformation Climate Education and Action. She notes that “human health is the way that people are going to really experience and respond to both the urgent and long-term effects of climate change,” and as such, “[i]t is imperative that we produce experts that bring these realms of expertise together for planetary health, to focus more on health in the sustainability world, and to respond the needs of future, not
the past. Ray expresses her strong support for the new department by stating: As a result of being immersed in all of these discussions about why and how California’s institutions might rise to the occasion of the myriad accelerations and transitions that the world is facing—related to health, justice, climate, technology, information, and culture—I can attest to the need for institutions of higher education to respond at scale. A Department of Environment, Sustainability, and Health Equity is exactly such a response.”

Professor Danielle Celemajer, Deputy Director of the Sydney Environment Institute, University of Sydney, Australia offers that the proposal is designed to overcome the structural impediments of our universities for multidimensional research and teaching, when they are needed the most to address interlocking systems of inequality and exploitation of structural violence in environmental and health inequities. She finds particularly impressive, “the proposal['s] attentiveness to the contribution the department would make across different scales.” She elaborates: “That is, it has a clear focus on how research and graduates would contribute to addressing the complex social, medical, and environmental issues in Inland Southern California region. At the same time, it has a national and global vision.” She concludes: “Should this department be constituted, I know that many colleagues across the world will be eager to collaborate with its scholars. I certainly hope that you see the value of supporting it.”

Professor Tonya Huff of the Life Sciences Department at Riverside City College has seen interests in environmental issues grow among her students. In response to student demand and the expanding niche in the job market for eco-friendly occupations, RCC has begun developing a sustainability major that will create a pathway to the proposed ESST major in collaboration with UCR faculty. She believes that the transition between the majors “will be seamless” and is “excited about the potential for this pathway for [RCC] students.” She states: “I believe that these topics are relevant, necessary, and in demand and that such programs would be tremendously beneficial for the students of UCR.”

III. Academic Programs

Undergraduate Programs
The ESHQ Department offers the following degree programs:

B.A. and B.S. in Environmental and Sustainability Studies
B.A. in Health Equity Studies

Both programs also offer Minors.

The ESHQ undergraduate curricula respond directly to major ecological and public health threats; provide students with opportunities to engage in research and related work in the areas of
environment, sustainability, health equity and social justice; and prepare students to move into professional jobs and/or graduate programs after graduating from UCR. The Strategic Plan points to the need for “opportunities for students to learn in off-campus environments, through internships, study abroad, and state and federal leadership programs” (UC Riverside 2021, 11). The ESHQ Department will offer a faculty-mentored internship option as a capstone experience for both majors. Community research and engagement, both on and off campus, is already at the core of many participating faculty members’ research and teaching; this strength will be amplified by the ESHQ curriculum. Coursework will give students methods, contextual knowledge and experience in community-grounded research and service. Above all, through in-depth, engaged learning experiences, these majors nurture community leaders and global citizens who can meet the challenges of the 21st century. (Detailed curriculum proposals following the guidelines of the Committee on Education Policy are provided in Appendixes B & C).

Graduate Programs (Future goals)

No graduate programs will be offered by the ESHQ Department at this time. Once the department is founded and undergraduate programs are functioning, we plan to submit a proposal for combined (4+1) Masters degrees in Environment and Sustainability Studies and Health Equity Studies. Next the ESHQ faculty will explore building the department’s Masters programs into a Ph.D.

Learning outcomes

The goal of the Environmental and Sustainability Studies major program (ESST) is to equip students with knowledge, theory, and skills necessary to engage and contribute to a world in which environmental degradation occupies an increasingly significant place in economics, politics and governance, ethics, health and well-being, and society in general. Both the Bachelor of Arts and Bachelor of Science degrees expose students to the complex relations between a range of challenges of sustainability including climate change, air and water pollution, toxic contamination, energy demands, deforestation and desertification, agriculture, and food and water scarcity with the broader issues of economic growth and governance, globalization, hunger and poverty, social justice, structural racism, gender inequality, health disparity, community resilience, and human and non-human coexistence. The B.S. curriculum exemplifies an interdisciplinary program made possible through collaboration with individual faculty members in CNAS and the Earth and Planetary Sciences Department. The B.S. degree offers interdisciplinary education on the topic of climate studies with deeper engagement with the natural world in addition to social science and the humanities. The B.S. combines the core requirements of the B.A. degree with upper-division CNAS courses that provide scientific perspectives on the physical mechanisms, organic effects, and solutions for climate change. The B.S. option is particularly suitable for transfer students or CNAS students coming to CHASS.
who have satisfied the lower-division prerequisite courses for the selected earth and natural science courses.

Future workers in the field of health and sustainability require training in social determinants, ethnographic methods, complex systems and community engagement. Healthcare institutions, companies, and community organisations increasingly recognize the need and the value of understanding the role of structural racism, gender and sexuality, economic disparity, and historical disposssession in the uneven impacts of health crises. The Health Equity Studies major program (HQST) will educate students in these critical areas of knowledge. Health Equity Studies majors will be equipped to carry out multi-dimensional and multi-level analyses that integrate biological, behavioral, social and humanistic approaches to address complex and intersectional inequalities of health and health care. They will learn how to read statistical data and how to communicate it to broader audiences, be able to analyze relationships between the local, national and global scales, and to identify structural causes of individual phenomena. They will have training in ethnographic methods, sociological analysis and historical research.

Both majors will bring a humanist, social-scientific toolkit and a critical consciousness to work in health and sustainability. Our majors will gain methodological tools to grasp dynamic interactions of social, economic and political inequities, environmental and climate-related crises, health, disability and disease. Both majors offer opportunities to gain experience with community-based research and engagement through coursework and off-campus internship opportunities.

The ESST and HQST minors allow students in biomedical or scientific degree programs to complement their curriculum with a social-scientific and humanities perspective. The minor would also be appropriate for students in Public Policy or CHASS majors, who wish to complement disciplinary study with more focused attention to environment, sustainability and health disparities and inequities. In the future, once the department is established, the ESST and HQST academic minors are well positioned to be part of UCR’s Strategic initiative to offer online academic minors to UC undergraduates systemwide (UC Riverside 2021, 2). ESHQ programs offer unique advantages, which are not replicated by existing UC majors in Environmental Studies or Public Health (see “Comparable Programs” below). UC students may well find that a minor in Health Equity or Environmental and Sustainability Studies allows them to bolster their attention and skill in areas that matter to them, around social justice and equity.

The curricula

For full proposals for the two undergraduate majors in the format requested by the Academic Senate Committee on Education Policy, see Appendix B and C.
Environment and Sustainability Studies (ESST)

B.A. degree in Environment and Sustainability Studies consists of lower-division, methods, and upper-division requirements, which includes the capstone requirement. Total required units are 60 units.

**Lower-division** requirements (16 units) include: a) required introductory ESST course taught by core faculty, b) one choice from a list of introductory courses to public policy and global infrastructure, and c) two choices from a list of CNAS courses related to sustainability and the environment.

**Methods** requirement (8 units) consists of one quantitative and one qualitative methods course from a selection including ones offered by core faculty.

**Upper-division** requirements (28 units) consist of three core areas and 4 electives. Except for two elective courses, all courses are taught by core or affiliated faculty.

The three core areas -- a) climate change and society, b) environmental justice, and c) environmental politics, policy, and governance -- represent the fundamental topics all majors need to be informed about. Our students will be able to lead informed discussions on climate change and environmental justice, which are at the forefront of the public discourse. Knowledge of politics, policy, and governance will aid them in analyzing environmental issues, identifying obstacles, and devising solutions.

The electives (requirement d) are grouped into seven areas that approach environmental studies from different angles. The seven areas are: i) gender, race, and structural inequity; ii) Native American and non-Western perspectives; iii) space, the built environment, and design; (iv) policy, economics, and development; (v) social movement, change, and activism; (vi) health and well-being; and (vii) science and technology studies. Students will take four elective courses, two of which are chosen from a list of classes taught by core or affiliated faculty.

**Capstone requirement** (8 units) -- The two-quarter capstone series options are designed for seniors to gain deeper experiences in their areas of choice. The junior seminar + senior seminar options are for students interested in conducting research in their profession or going to graduate school. The academic internship option offers students an opportunity to get involved in environmental management or social justice work under the supervision of a supervisor and faculty mentor. The R’Course option will give students the experience of planning and leading a 10-week course on topics related to sustainability and the environment.
B.S. degree in Environment and Sustainability Studies is a major with a concentration in climate studies consisting of lower-division, methods, and upper-division (including CNAS courses), and capstone requirements, totalling 60 units. The major difference between the B.A. and the B.S. is that instead of the four upper-division electives, B.S. students are required to take: a) an additional course from the climate change and society core and b) three upper-division courses from natural and earth sciences that provide scientific perspectives on the physical mechanisms, organic effects, and solutions for climate change.

Minor in Environment and Sustainability Studies requires 20 units total, including the lower-division ESST introductory course and four upper-division ESST courses, which consist of the three core areas and one elective.

A comprehensive proposal for ESST undergraduate curriculum may be found in Appendix B.

Health Equity Studies (HQST)

B.A. degree in Healthy Equity Studies consists of 48 units and focuses primarily on humanities and social science studies of health inequity.

Lower-division requirements include 3 courses (12 units):
   a) ESHQ 001 Introduction to Health Equity
   b) One course in Data Science from among three course options
   c) One course in Medical and Health Humanities from among eight course options

Upper-division requirements include 9 courses (36 units):
   a) Three courses in Health Disparities and Inequities (17 course options)
   b) Three courses in Health Practices, Politics, and Policies (14 course options)
   c) One research methods course
   d) One elective course
   e) One capstone course (for seniors)

Minor in Health Equity Studies consists of 20 units:

Lower-division requirements include 1 course (4 units):
   ESHQ 001 Introduction to Health Equity

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

Student demand for Sustainability Studies is already demonstrable. The existing Sustainability Studies B.S. (in the Department of Gender and Sexuality Studies) has grown from 12 majors in 2015 to consistently enrolling 100+ majors during the last few years. In addition to CHASS students who add Sustainability Studies as double major or switch majors entirely, the Sustainability Studies B.S. has been popular among CNAS students who move to CHASS and transfer students from community colleges. From our experience, the majority of our students are third and fourth year students as we receive CNAS students and transfer students joining the major as a junior. The breakdown of enrollments is shown below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Origin</th>
<th>Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CHASS/double</td>
<td>CNAS</td>
</tr>
<tr>
<td>2015~2016</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016~2017</td>
<td>80</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>2017~2018</td>
<td>106</td>
<td>44</td>
<td>38</td>
</tr>
<tr>
<td>2018~2019</td>
<td>Data for this period was not collected on enrollments &amp; place of origin</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>2019~2020</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020~2021</td>
<td>105</td>
<td>25</td>
<td>29</td>
</tr>
</tbody>
</table>

By moving the major to a new department and expanding the range of course offerings, we anticipate that enrollment in the ESST program will at least double, increasing to 200+ undergraduate students within the first 2-5 years.

We anticipate that the Health Equity Studies major may attract a similar demographic of students moving from CNAS to CHASS, transfer students, and, additionally, pre-medical students. The Public Health degrees offered by UC Merced, UC Irvine, UC Berkeley, and
UCSD have almost uniformly seen a steady growth in the number of degrees awarded in the past 10 years. UC Irvine has been awarding more than 500 degrees a year. The rough estimated number of enrollments in the Health Equity Studies major is 100.

In sum, anticipated enrollment numbers per year in 2~5 years:
- Environmental and Sustainability Studies B.A. and B.S. : 200
- Health Equity Studies B.A : 100
- ESST & HQST Minors : 50

Anticipated numbers of degrees conferred per year in 2~5 years:
- Environmental and Sustainability Studies B.A. : 65
- Environmental and Sustainability Studies B.S. : 10
- Health Equity Studies B.A. : 40

Career and academic pathways

Health and environment related careers are two of the fastest growing sectors in U.S. employment. According to the Bureau of Labor Statistics (BLS), “employment in healthcare occupations is projected to grow 15 percent from 2019 to 2029, much faster than the average for all occupations, adding about 2.4 million new jobs. The Biden spending plan also includes more health research. Healthcare occupations are projected to add more jobs than any of the other occupational groups” (U.S. BLS 2020a). Employment in community and social service occupations (primarily social work and counseling) is projected to grow 12 percent from 2019 to 2029 (U.S. BLS 2020b). 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. According to the BLS, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations. The U.S. government has recently announced plans for a more aggressive plan to counter climate change while acknowledging the importance of incorporating social and environmental justice into its ongoing policy and planning. Demand for employees with relevant backgrounds is more than likely to increase as organizations create dedicated positions related to sustainability and climate resilience. More sustainability-related job opportunities are slated to open up in green buildings, climate adaptation, sustainable energy, transportation, education, waste management, food and agriculture, business and purchasing, and outdoor recreation. The ESST and HQST majors prepare students for work in the fast-growing and intertwined fields of health, environment and sustainability with roles in planning, governance, business management, consulting, and community engagement.
Career pathways are integrated into ESHQ Department planning from the outset.¹ ESHQ faculty currently are working with the Career Center and the Health Professions Advising Center to integrate career-oriented opportunities within the major. The Career Center has already established internship opportunities with environment and health-related organizations including the Environmental Protection Agency, among others. In addition, ESHQ will study the possibility of integrating professional certification programs into the curriculum. The APLU has identified integrated industry certifications as a central need and goal for public institutions of higher education (APLU 2020). Such an effort could fit with ESHQ’s on community service and hands-on skills; for example, a Health Equity Studies major might take an ESHQ 198I course in which they gain practical experience and pass a certification as a Certified Clinical Medical Assistant, while analyzing these experiences critically under ESHQ faculty supervision. The ESHQ majors will ground such opportunities within a theoretically and methodologically rigorous academic curriculum.

Entry level jobs in the areas of environment/sustainability, health and safety, planning, and public service require education and training in environmental studies, health and safety, spatial analysis and other research and planning skills, environmental, health and safety regulatory regimes, and an understanding of socioeconomic contexts for environmental and health policy issues. ESHQ majors will be versed in collaborative experience and practical training, leadership/management preparation, emotional intelligence and social awareness. They will be strong candidates in a competitive job market.

We anticipate that our curriculum will inspire some students to pursue a career in advancing the common good. Alum of the environmental justice and human rights course of one of our core faculty demonstrate this. They are working for organizations such as the United Nations Development Program, Earth Justice, Skid Row Trust Health and Wellness, Mercy Corps, and The People Concern. A number of Sustainability Studies graduates have worked or are working for agencies and organizations such as GRID Alternatives, Air Quality Management Districts (AQMDs) and Air Pollution Control Districts (APCDs) in California, Americorps, Climate Corps, Conservation Corps throughout the United States, Health Career Connection, San Diego Association of Governments (SDAG), the Sierra Club, and the U.S. Green Building Council. Sustainability Studies alumni have also gone on to graduate school programs in public policy, urban and regional planning, and public health, in order to better serve their communities.

ESHQ majors, HQST in particular, will also be well positioned for medical training. They would be highly qualified to enter the Thomas Haider program at the UCR School of Medicine, which admits up to 24 qualified UCR undergraduates or recent UCR graduates via a unique pathway.

¹ See Future Fluent (UC Riverside 2021): “an integrated approach to career development that complements the curriculum, coordinates academic and non-academic resources” (12) and “greater emphasis on experiential learning for students and the integration of internships and community service into the curriculum” (17).
The Haider program requires “strong academic ability, significant clinical and volunteer experience, and a demonstrated commitment to practice medicine in Inland Southern California.” The extensive grounding in health equity and/or sustainability, combined with skills in community-based research, will give ESHQ majors an ideal preparation for this program or for other medical and health-care professional schools.

Finally, ESHQ majors will be uniquely qualified to enter postgraduate programs in the humanities and social sciences. ESHQ majors will already be fluent at translating academic research within community settings. The Future Fluent Strategic Plan recognizes an urgent need to “develop academic career pathways for high-achieving undergraduate students from underserved populations that go beyond traditional participation in research” (UC Riverside 2021, 9). From this perspective, ESHQ majors moving into postgraduate study in the humanities and social sciences will already be oriented toward a career in community-engaged academic research.

Relation to existing academic programs and distinct contribution to campus

The ESHQ department would fit into an already existing ecosystem at UCR around environmental studies, medicine and community health. We have made an effort to talk to departments whose programs intersect with ESST and HQST in order to develop programs that are complementary and synergistic. ESHQ faculty are committed to building bridges among BCOE, CHASS, CNAS, SPP, SOM, and the Business School through multidisciplinary research and undergraduate curriculum.

The ESHQ department would diversify the undergraduate curriculum in the areas of health, environment and sustainability, offering breadth courses for majors in other departments. For example, the proposed majors will complement and enhance available offerings for students who pursue the global health and sustainability track through the global studies major. The proposed department will extend course offerings available to the subset of GBST majors who wish to concentrate on health and sustainability (one of four recommended concentrations within the global studies major).

Anthropology offers a concentration for its majors in Medical Anthropology; some of these courses will overlap with HQST because of shared faculty, but the anthropology degree has another set of unique requirements that go beyond the scope of health. Our courses will benefit anthropology majors interested in medicine and health.

There is also an undergraduate minor in Medical and Health Humanities (MHH), which draws from diverse courses in the humanities, social sciences, literature, English, and related areas.

---

Students pursue the MHH minor in conjunction with another degree program. Whereas MHH engages with a broad humanities field concerned with representations of the body, health and disability, HQST offers a more focused set of requirements specifically around health disparities and health inequities. That said, HQST classes would also support the MHH program and the HQST major is entirely compatible with an MHH minor.

The Department of Psychology has a specialized subfield in health and well-being for graduate studies, but no specific program for undergraduates. Therefore, there is currently no significant overlap between the HQST major and the PSYC major. If psychology decides to generate an undergraduate curriculum for mental and behavioral health equity and/or when the proposed department considers building graduate programs in the future, ESHQ faculty will work in tandem with the psychology faculty to create complementary and synergetic programs. Note that psychology majors interested in clinical or community work may benefit from courses offered by HQST.

The HQST program also has potential for productive collaboration with the UCR School of Business. Faculty in the UCR Healthy Campus Initiative (HCI) have found that HCI internships are in high demand among UCR Business students. Business students are extremely eager to use their skills to promote health and wellbeing; this experience builds the capacity of students wanting to use their marketing skills to promote public health.

The B.A. in Public Policy degree offers an Urban and Environmental Policy Track and Health and Population Policy Track. Our faculty have had a number of conversations with SPP faculty to discuss how our programs can coexist synergistically. SPP offers four undergraduate courses in environmental policy and one (soon to be four) undergraduate course in health or health policy, and utilizes courses taught elsewhere to fulfill requirements for these undergraduate tracks. We believe that ESHQ curricula will expand the range of courses available to Public Policy majors. Although there are a few overlapping courses in the two programs, ESHQ majors and PBPL have different emphases. PBPL provides students a strong background in public policy, whereas ESST and HQST offers interdisciplinary social science and humanities education on the topics of environment and sustainability and health equity. SPP and ESHQ have very few overlapping faculty, which translates into very different methodological and pedagogical strategies in our undergraduate programs, making each major a unique experience. We recognize that there is some concern that ESHQ and School of Public Policy might compete for students interested in environmental and health issues. SPP and ESHQ representatives discussed this issue with our experienced undergraduate advisors, who reassured us that having more choices of majors is better for the students and makes UCR more competitive against other universities. Students choose majors (and switch them) for various reasons to meet their unique academic goals, and thus an ESHQ major might later transfer to PBPL, vice versa. We believe that ESHQ can be a multiplier: in other words, with both SPP and ESHQ majors in place, UCR will be able to offer more selection of academic programs and become that much more attractive to incoming
students whose interests lie at the intersection of our programs.

As a program that mostly focuses on social science and humanities, ESST in CHASS is distinct from Environmental Sciences (ENSC) in CNAS, which is decidedly a STEM program. Whereas ENSC trains students to become specialists in Soil Sciences, Hydrologic Sciences, Atmospheric Sciences, Environmental Toxicology, and Environmental Management, who can address the technical components of specific issues, ESST trains students to become well-rounded generalists through an interdisciplinary education grounded in the social sciences and humanities. One of the key goals of the ESST majors is to train future leaders who understand sustainability issues within the broader complex workings of nature, science, society, politics, and human values. Building climate resilience and addressing environmental injustices require multidimensional approaches that go well-beyond scientific and technological solutions. The ESST majors accomplishes this goal with an interdisciplinary curriculum including natural science, social science, and humanities, including training for analytical and critical thinking in order to build the students’ ability to address the complex social, political, economic, and cultural components of environmental change. The ESST curriculum will equip students with tools to engage in critical analysis of complex environmental challenges at the local and global levels, to communicate about these challenges and related interventions effectively, and to act as informed citizens and professionals. Doing so will require knowledge of ecological science as well as broad and deep understandings of human systems as well as a careful reflection on societal concerns, values, and inequalities. As such, ENSC and ESST are complementary, rather than competing or overlapping, programs.

ESST’s B.S. degree with a concentration in climate studies exemplifies an interdisciplinary program made possible through collaboration with the Department of Earth and Planetary Sciences and individual CNAS faculty members who welcome ESST students in their upper-division courses. The B.S. requirements combine the core of the B.A. degree with three upper-division CNAS courses that provide scientific perspectives on the physical mechanisms, organic effects, and solutions for climate change. ESST B.S. majors are not likely to severely impact individual CNAS courses since they have multiple courses to choose from. We have asked ENSC if we can list some of their upper-division courses among the classes that ESST majors can choose from in order to satisfy their B.S. requirement. Regrettably ENSC as a department declined, citing the shortage of TAs, which hinders ENSC from offering extra seats in its upper-division courses. Nonetheless we look forward to collaborating with individual faculty members in ENSC whose courses are not impacted.

**Comparable undergraduate programs**

*Environmental Studies B.A. and B.S.*

Three UC Campuses offer interdisciplinary B.A. programs in Environmental Studies. Among
them, UCSC and UCLA also offer a separate STEM Environmental Science B.S. degree run by another department. UCI offers their interdisciplinary Environmental Science and Policy degree as a B.A. The other four campuses only offer Environmental Science or Environment Systems B.S. degrees in STEM.

UC Santa Barbara offers both the B.A. and B.S degrees in Environmental Studies through the same program, which consists of courses in science, social sciences, and humanities. Similar to the proposed Environmental and Sustainability Studies major at UCR, Santa Barbara’s program is richly interdisciplinary with an emphasis on environmental justice, with the B.S degree requiring additional STEM courses. UCSB’s College of Letter and Science, which is equivalent to UCR’s College of Humanities Arts and Social Sciences (CHASS) and College of Natural and Agricultural Sciences (CNAS) combined, enables close collaboration between faculty with environmental science expertise and those with social science and humanities expertise in the environment and sustainability. The UCSB Environmental Studies major has tracks in Environment-Human Health and Environmental Justice and Social Inequity. UCSB’s Environmental Studies program is the most successful model among the UC campuses with 50-years of history. The program has seen an increase in their enrollment from 750 in 2013 to over 900 in 2017 and they award over 250 Bachelor’s degrees each year.

UC Santa Cruz offers an Environmental Studies B.A. program in the Social Science Division in addition to the Environmental Science B.S. program jointly administered by the Ocean Science Department and the Earth and Planetary Sciences Department. The B.A. in Environmental Studies is offered by faculty in the sciences, social sciences, and humanities. Students can choose to concentrate in environmental justice, science and policy, or geographical information systems (GIS). The UCSC B.A.in Environmental Studies has also steadily increased its enrollments and degrees awarded, which rose from 164 in 2008 to 246 in 2020, with a peak 304 in 2012. In addition, Rachel Carson’s College offers a Sustainability Studies Minor.

UCLA’s Geography Department in the College of Social Sciences offers a B.A. in Geography/Environmental Studies in addition to a B.S. in Environmental Science offered by the Institute of Environment and Sustainability. Disaggregated numbers of enrollment and degrees awarded were not publicly available.

UC Irvine offers the Environmental Science and Policy B.A.. through the School of Social Ecology (SSE), an interdisciplinary department. Related degrees in Social Ecology (B.A.) and Urban Studies (B.A.) are also offered through SEE. The aggregate number of degrees offered by the School has climbed by 25% in the last five years to 1,200+.

UC Berkeley, UC Merced, UC Davis, and UC San Diego offer B.S. degrees in Environmental Science or Systems, but no B.A. UC Berkeley, however, offers a Sustainability Studies Summer
Institute that is open to non-Berkeley students and awards a certificate for completion.

**Departments of Sustainable Development**, which support a multidisciplinary program around environment, health, and economic development, are relatively common in Anglophone and European universities (including the University of Keele’s Sustainable Development degree; the Sustainability and Environment program at the University of New South Wales; BSc in Sustainable Development at MLA College, UK; BSc in Global and Environmental Studies at Leuphana University Luneburg; BA in Community Development at the University of Johannesburg; BA of Sustainability at Edith Cowan University, Australia; BA in Global Studies (Sustainability) at Bond University, Australia). Within the United States, Columbia University’s Department of Sustainable Development offers an undergraduate major. An analogous program with slightly different emphasis, is the undergraduate minor at Rice University’s Program in Poverty, Justice, and Human Capabilities. Arizona State University has established a School of Sustainability, offering B.A. and B.S. degrees in Sustainability, a B.A. in Sustainable Food Systems, and an accelerated B.A./M.A. in Sustainability. Alaska Pacific University and University of South Florida offer a BA in Sustainability Studies; Connecticut College has a BA in Social Justice and Sustainability. University of Florida has an interdisciplinary B.A. major in Sustainability Studies. University of Texas offers tracks in humanities, social sciences, and natural sciences. University of Indiana, Bloomington, offers a B.A. in Environmental and Sustainability Studies that integrates the humanities with social and natural sciences.

**Health Equity Studies**

As mentioned above, four UC campuses (UCM, UCSD, UCI, and UCB) have undergraduate degree programs in public health. UCLA offers a minor in public health. UCR’s medical school is currently considering creating a graduate program in public health. The proposed program in Health Equity is not a public health major per se. Rather, it is a strong feeder program for graduate degrees in public health that highlights the structural and biological factors that lead to health inequity and multidimensional strategies to promote health equity. The field reflects the increasing interest in health equity research, including the UCR Center for Health Disparities Research. UC Berkeley also hosts the California Initiative for Health Equity and Action, which provides grants to undergraduate Health Equity Scholars from across California. While UC Merced and CSUs are highly represented among the 2020 Health Equity Scholar cohort, UC Riverside did not send a single student to this program. (This should change.) Mills College offers B.A. and B.S. degrees in Public Health and Health Equity. Cal State San Bernardino offers an undergraduate Certificate in Health Equity and Health Disparities. UCR’s program will be the first of all UC campuses to offer an interdisciplinary program that prepares students for the emerging challenges in promoting health, healthcare systems, and health education.

Conceptually similar to the proposed major in Health Equity is Vanderbilt University’s B.A and minor in Medicine, Health, and Society. Courses in medical science, social science, and
humanities train students to “think critically about complex social issues that impact health, healthcare, and health policy.” Vanderbilt University’s Medicine, Health and Society Department houses 18 FTE (including two Writers in Residence) organized in four research groups: Culture, Power and Science; Health Disparities and Policy; Critical Global Health; and Health Humanities and Public Practice.

The University of Arizona College of Social and Behavioral Science offers an undergraduate BS in Care, Health and Society, designed to complement training for health care professions. The curriculum trains students “to understand the social dimensions of health and health care to inform public health initiatives and the provision of individual health care.” All majors fulfill an internship requirement in a community or health care organization as part of their degree program. The internship requirement is an intriguing model, toward which our department may build.

Columbia University recently announced the establishment of a Medical Humanities Major in response to the current health crisis, noting that issues like vaccine hesitancy and anti-Asian sentiments show that social factors sometimes loom larger than biological factors in dealing with a pandemic and often with stigmatized severe illnesses. Their program, as do ours, emphasizes the importance of a humanities approach to studying health and medicine, particularly in discussing social justice and structural inequity rooted historically in racism, sexism, and colonialism.

IV. Operation of the New Department

We are preparing to be fully operational beginning in Fall 2022 under the assumption that the department will be approved during the academic year 2021-2022.

FTE Forecast

Three faculty from Gender and Sexuality Studies, who have been the core faculty of Sustainability Studies Program, and four other faculty have committed to transferring their full FTEs to the new department. Additional faculty have expressed their intent to transfer their full or partial lines in the coming years. Because academic personnel issues are sensitive, we will not name those faculty. We do, however, anticipate that there will be enough faculty to cover the courses that need to be taught for both majors. Since many of the electives will be taught by affiliate faculty from their home departments, we will have enough department faculty to cover the core courses and capstone courses. Therefore, we do not anticipate significant problems administering the two majors during the first four years as the program builds up. The chart below shows the conservative estimate and the optimal scenario of the number of lines that the new department will house. The actual number will depend on when faculty will be ready to
transfer their lines and when individual faculty members are promoted to the next level. The numbers on the left do not include new hires. The blue number on the right is the one PPFP hire that we are requesting for 2022 and the red numbers add new hires in 2023 and 2025 at assistant professor level.

<table>
<thead>
<tr>
<th>Conservate Estimate (without new hires)</th>
<th>Optimal Scenario (black=without new hires, blue = UC President's Postdoc hire, red = new hires in 2023 and 2025)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Prof.</td>
<td>Associate Prof.</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>2022-2023</td>
<td>2 x 100%</td>
</tr>
<tr>
<td>2023-2024</td>
<td>1 x 100%</td>
</tr>
<tr>
<td>2024-2025</td>
<td>4 x 100%</td>
</tr>
<tr>
<td>2025-2026</td>
<td>2 x 100%</td>
</tr>
</tbody>
</table>

**Governance**

The Department of Environment, Sustainability and Health Equity will be housed within the College of Humanities, Arts, and Social Sciences (CHASS) of the University of California, Riverside. The ESHQ Department will be dedicated to innovative research, teaching, and administration in the context of regulations established by the College, the campus, and the UC system more generally. The department will promote and support equitable labor standards that apply to all its employees (faculty, staff, and students) in their relationships with the University and the system. Its by-laws will not supersede the University of California Academic Personnel Manual, or other system-wide regulations. In addition, ESHQ will strive to support our junior
faculty, deploy non-hierarchical consensus-based and transparent decision making procedures, and facilitate the participation of affiliated faculty in the life of the department.

The founding ESHQ faculty strive to establish a collaborative, community-centered and supportive working environment. One of our highest priorities will be to mentor and support pre-tenured colleagues through the personnel process. We will build a mentorship team consisting of at least two tenured faculty for each pre-tenured faculty member, which will remain in place through the tenure process. Each tenured mentor will meet with pre-tenured faculty regularly not only advising on academic and personnel matters but also offering support and encouragement through a constructive mentoring framework in both formal and informal settings. In personnel deliberations, we will situate colleagues’ research, teaching and service both in the multidisciplinary field of environment, sustainability and health, and in the context of particular disciplinary expectations. We will call on the expertise of affiliated faculty in specialized disciplines, where necessary, to that end. We also recognize that some pre-tenure faculty (particularly women and members of minority groups) often assume greater mentoring, emotional, and informal labor burdens, and face more challenges and barriers in institutional merit and promotion processes. Tenured faculty in the department will pay special attention to these imbalances and disparities, protecting the time of pre-tenure faculty and helping them to achieve their full potential in a supportive academic environment.

There will be several associate professors as FTEs in the new department who will be going up for full professor. If the ESHQ Department initially does not have enough full professor FTE to evaluate the personnel file for promotion to full, we will have an advisory committee appointed that includes full professors from related fields to review files for associate professor’s promotion to full professor. The advisory committee would provide an advisory vote to the department until the time that enough faculty are promoted or full professors.

While faculty course load is easily apportioned by FTE percentage, service is more challenging to manage across departments sharing FTE. We plan to make service transparent by listing each faculty member’s service load (department, college, campus and professional) on a shared document. We believe that the MOU between CHASS and SPP that allows a 50-50% shared FTE to perform service for each college/school in alternate years is a great model. We will work towards implementing similar agreements between CHASS departments so that split FTE faculty will not be excessively taxed with services. We will also work toward a consensus model of departmental decision making, following existing models in Ethnic Studies and elsewhere.

We are invested in fostering collaboration with affiliated faculty. We plan to hold a department seminar monthly or bimonthly, in which core and affiliated faculty will discuss research and pedagogical methods. Affiliated faculty will be invited to a quarterly general department meeting to discuss curriculum and planning issues, and would be invited to serve on departmental
committees if desired. Affiliated faculty would be encouraged to mentor ESHQ majors’ capstone research projects or internships. To the greatest extent feasible, we will encourage and incentivize all faculty to collaborate on community-oriented teaching, external funding and research.

V. Resources Required

The ESHQ faculty have designed this program to accomplish large goals with minimal additional resources by drawing on existing faculty expertise. We expect that the ESHQ Department will function as a multiplier, leveraging existing resources and collaborations across campus for ambitious research projects and innovative curricula.

A. Faculty

One UC Chancellor’s Postdoc hire is highly desirable.

Since the start of the Sustainability Studies (SUST) B.S. Program 6 years ago, we lost Dr. Margie Waller to retirement. We never received a replacement for Dr. Waller. The remaining three core GSST faculty members have administered the SUST program with assistance from other GSST faculty who taught courses that SUST majors can take to fulfill their requirements. The core faculty who are moving full or partial FTE to the new Department of Environment, Sustainability, and Health Equity will be able to cover all the core courses for the two undergraduate majors initially. However, additional faculty members are desired in order to deepen the curriculum and alternate administrative and advisory responsibilities across sabbaticals.

We currently have an opportunity to hire a Chancellor’s Postdoctoral fellow mentored by one of our core ESHQ faculty. This person’s teaching experience and research expertise not only coincide with the new department’s academic needs, but will also bolster its overall research profile for both environmental studies and health humanities.

B. TA

Initially, four TA positions per year are desired.

Currently GSST 021: Gender & Sustainability, a required course for Sustainability Studies majors, is taught twice a year with 75 students, utilizing two TAs. This requirement will be replaced by ESHQ 002: Culture, Society, and the Environment in the new major of Environmental and Sustainability Studies. ESHQ 002 will also be our recruiting course from undeclared freshmen and is likely to draw even more students
due to its subject matter. We would need two TA-ships to continue teaching our introductory course twice a year with 75 students.

An additional two TA positions are desirable in order to support the new gateway course for the Health Equity Studies major, ESHQ 001: Introduction to Health Equity Studies. Given that ANTH 020: Culture, Health, and Healing easily enrolls 150 students every year, we anticipate that demand for ESHQ 001 will also be high. We plan to teach the course twice a year with 75 students with sections. ESHQ 001 will also be our recruiting course from undeclared freshmen to the Health Equity Studies major. Without the addition of the TAs, we will have to teach it as a smaller class, which would keep it from reaching its full recruitment potential.

C. Staff

The MDU staff seems already stretched to maximum capacity. The ESHQ /Department would not be unique among the programs served by the MDU in advocating for an increase in staffing.

We recommend that a new CHASS unit be established to be shared among ESHQ Department and other departments in order to relieve the impacted MDU staff. This would require:

- One shared FAO
- One shared Financial Analyst

The MDU undergraduate advisers are experienced in supporting the Sustainability Studies majors and they are highly capable of supporting both ESHQ majors. MDU advisors also have the skills to manage the transition from SUST to ESST, phasing out the first while introducing the second. However, as we anticipate ESHQ majors to grow to several hundred students, one dedicated academic advisor for the department may be preferable. Thus, we also wish to request:

- One full academic advisor covering both ESHQ majors

D. Computer

No additional computer facilities are required for the new department.

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
both these majors. This includes diverse subjects in journals from major publishers and societies and specialized databases such as GreenFILE and AGRICOLA. UCR is also home to a medical school and thus supports Health Equity topics through access to fulltext via PubMed, an extensive number of journals including those covered by the new Elsevier contract and specialty databases such as Access Medicine. All subject areas also have options to choose monographs that reflect their specific topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing majors needs i.e. supplementing current collections.

F. Space

Since ESHQ founding core faculty are all current faculty members, we anticipate that the new department will not create additional need for office space. However, we do wish to have a departmental space and a shared conference room that we can have access to. In due time, we would like ESHQ faculty to be consolidated in one place when the opportunity arises for reshuffling office spaces.

- One departmental space/room for department chair and departmental material
- Shared conference room for meetings
- (Future) Consolidate faculty members on one floor in the same building.

VI. Letters of Support

We have obtained letters of support from the following individuals on behalf of their organizations. The letters are provided in a separate file to the reviewers.

UCR

Matthew Barth, Director of the Bourns College of Engineering-Center for Environmental Research and Technology, and UCR Faculty Director of Sustainability

Matthew Barth, Director of Academic Sustainability, Brian Siana, Associate Director of Academic Sustainability, Fortino Morales, Sustainability Officer, Francis Mitalo, Sustainability Program Coordinator from the UCR Office of Sustainability

Xinping Cui, Professor and Chair, Department of Statistics, CNAS

Derick A. Fay, Associate Professor and Acting Chair, Department of Anthropology, CHASS

David Lo, Distinguished Professor of Biomedical Sciences Senior Associate Dean, Research School of Medicine, Founding Director, BREATHE Center Contact PI, Co-Director, U54 Center for Health Disparities Research at UCR
Gerald A. Maguire, Professor and Chair, Psychiatry and Neuroscience, School of Medicine
Michael A. McKibben, Chair and Associate Professor, Department of Earth and Planetary Sciences, CNASS
Adem Orsdemir, Assistant Professor of Operations and Supply Management, School of Business
Judith Rodenbeck, Professor and Chair, Department of Media and Cultural Studies, CHASS
Georgia Warnke, Director, Center for Ideas and Society
Mark Wolfson, Chair, Department of Social Medicine, Population, and Public Health (Pending)

External

Danielle Celemajer, Professor and Deputy Director, Sydney Environment Institute, University of Sydney, Australia

Elizabeth DeSombre, Founding Director of the Environmental Studies Department, Wellesley College

Tonya Huff, Professor, Department of Life Sciences, Riverside City College

Ronnie D. Lipschutz, Professor Emeritus of Politics, University of California, Santa Cruz, President and Codirector, Sustainable Systems Research Foundation

Tracy Osborn, Founding Director of the UC Center for Climate Justice, Associate Professor, Vice Chair and Presidential Chair, Department of Management of Complex Systems, University of California, Merced

Sarah Jaquette Ray, Professor and Chair of the Environmental Studies Department at Humboldt University

Steffanie A. Strathdee, Professor and Harold Simon Chair, Associate Dean of Global Health Sciences, University of California, San Diego

REFERENCES


Shobha Srinivasan, PhD and Shanita D. Williams.


Appendix A: Recent Faculty Grants and Awards

Faculty Grants Received


Cheney, Ann. 2020-2021. PCORI (patient centered outcomes research institute). “MyPlate Dissemination for Latinos in Rural Communities.” Role: PI. $300,000, direct costs.


Gudis, Catherine. 2021-2022. ACLS-Mellon Foundation Society & Scholars Fellowship Program Funding. $16,000.


Kurum, Esra. 2021-2026. NIH/NIDDK. “Multilevel time-dynamic modeling of hospitalization and survival in patients on dialysis.” Role: Co-PI. $720,036.00 (UCR amount).

Lee, Chioun. 2018-2022. NIH/NIA Pathway to Independence Award (K99/R00) “Gender Differences in Early Life Adversity, Adult Obesity, and Cardiovascular Risk.” Role: PI. $763,000.


Leebaw, Bronwyn. 2016-2017 UCEAP. Study Abroad Development Grant for the Global Studies Program. $ 5,000.


Simmons, Dana. UC Humanities Research Institute Mid-Career Manuscript Workshop Grant 2019-2021. “Hungry, Thinking with Animals.” $5,000.


**Faculty Fellowships and Awards**

Firat, Rengin. 2021. NIH Research Centers in Minority Institutions Early Stage Investigator.


Firat, Rengin. 2013. Emerging Diversity Scholar Citation, National Center for Institutional Diversity at the University of Michigan.

Firat, Rengin. 2012-2013. Ballard and Seashore Dissertation Year Fellowship, University of Iowa.


Lehmann, Philipp. 2021-2022. Mellon Second Project Fellowship, Center for Ideas and Society, UCR

Ssasser, Jade. 2017. Blum Initiative Faculty Seed Grant, UCR

Ssasser, Jade. 2019-2020. Dean’s Mellon Fellowship, Center for Ideas in Society, UCR

Syvertsen, Jennifer. 2021-2022. Mellon Second Project Fellowship, Center for Ideas and Society, UCR


Appendix B: Proposal for Undergraduate Major in Environmental and Sustainability Studies

A Proposal for

Bachelor of Arts and Science Degree Programs in

Environmental and Sustainability Studies

April 16, 2021

Revised
May 12, 2021

Submitted by:
Julliann Emmons Allison, Associate Professor, Gender & Sexuality Studies
Bronwyn Leebaw, Associate Professor, Political Science
Jade Sasser, Associate Professor, Gender & Sexuality Studies
Chikako Takeshita, Associate Professor, Gender & Sexuality Studies
This proposal follows the guidelines of the Committee on Education Policy.

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

   Name of the academic program: B.A and B.S. in Environmental and Sustainability Studies

   Department that will administer the program: Environment, Sustainability, and Health Equity (proposed with this major)

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

   The proposed curriculum replaces the existing Sustainability Studies B.S. administered by the Department of Gender and Sexuality Studies. It, furthermore, frees the program from the disciplinary constraints established by the major’s current administering department, and significantly enhances it—theoretically and substantively—by increasing the breadth and interdisciplinarity of its course offerings. These improvements are reflected in a newly designed curriculum, which is better suited for intra- and cross-college cooperation, including an Environmental and Sustainability Studies minor designed to complement major programs across campus.

   Background

   The Sustainability Studies B.S. has grown from 12 majors in 2015 to consistently enrolling 100+ majors during the last few years. In addition to CHASS students who add Sustainability Studies as double major or switch majors entirely, the Sustainability Studies B.S. has been popular among CNAS students who move to CHASS and transfer students from community colleges. The breakdown of enrollments is shown in the table below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Origin</th>
<th>Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CHAS S/double</td>
<td>CNAS</td>
</tr>
<tr>
<td>2015–2016</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016–2017</td>
<td>80</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>2017–2018</td>
<td>106</td>
<td>44</td>
<td>38</td>
</tr>
</tbody>
</table>
Rationale for the new program

Since we established the Sustainability Studies B.S. major in the Gender and Sexuality Studies Department, social and political interest in sustainability and the urgency to address climate change and environmental degradation have both intensified. While students appreciate the major’s emphasis on race, class, gender and other aspects of social and environmental justice, they increasingly express interest in access to greater breadth in course offerings than we have been able to provide from our current home departments. During the Spring 2019 Sustainability Retreat, students publicly expressed a strong desire for a more comprehensive major and an increased cooperation between departments offering sustainability content in CHASS, CNAS, SPP, and Bourns College. Their request coincides with the informal discussions we had been having with colleagues and students in the department in recent years. Reestablishing an Environmental and Sustainability Studies Major in the new Department of Environmental, Sustainability, and Health Equity will enable faculty members to offer courses that are not restricted by the need to approach the subject from a gender or feminist lens. Faculty members will be able to develop new courses for the major that capitalize on a broad range of expertise that they possess and effectively dispense them through various pedagogical approaches. We will also be able to integrate related courses offered by faculty in other departments more centrally into our curriculum.

Our primary motivation for proposing a new curriculum is to meet growing demand and serve the students’ needs. The goal of the Environmental and Sustainability Studies program is to equip students with knowledge, theory, and skills necessary to engage and contribute to a world in which environmental degradation occupies an increasingly significant place in human health and well-being, economics, politics, and governance, ethics, and society in general. The major exposes students to the complex relations between a range of sustainability-related challenges, including climate change, air and water pollution, toxic contamination, energy demands, deforestation and desertification, agriculture, and food and water scarcity, and the broader issues of economic growth and governance, globalization, hunger and poverty, social justice, structural racism, gender inequality, health equity, community resilience, and human/non-human coexistence.

The B.S. degree with a concentration in climate studies exemplifies an interdisciplinary program made possible through collaboration with individual faculty members in CNAS and the Earth and Planetary Sciences Department. The B.S. curriculum offers an opportunity for students who desire an interdisciplinary education on the topic of climate studies with deeper engagement with the natural
world in addition to social science and the humanities. The B.S. combines the core requirements of the B.A. degree with upper-division CNAS courses that provide scientific perspectives on the physical mechanisms, organic effects, and solutions for climate change. The B.S. option is particularly suitable for transfer students or CNAS students coming to CHASS who have satisfied the lower-division prerequisite courses for the selected earth and natural science courses.

The U.S. government has recently 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. Demand for employees with relevant backgrounds is more than likely to increase as organizations create dedicated positions related to sustainability and climate resilience. More sustainability-related job opportunities are slated to open up in green buildings, climate adaptation, sustainable energy, transportation, education, waste management, food and agriculture, business and purchasing, and outdoor recreation. Our students will receive interdisciplinary education that will prepare them for a wide range of careers, including public service, urban and environmental planning, policy advocacy, education, health care, green industry, consulting, research, international development, and non-profit organizations focused on the environment, sustainability, and social justice. Above all, through in-depth, engaged learning experiences, this major nurtures community leaders and global citizens who can meet the challenges of the 21st century.

The Environmental and Sustainability Studies Major will also help attract more students to UCR. The visibility of the current Sustainability Studies program has been limited by the fact that it is embedded in the Gender and Sexuality Studies Department, which has made it difficult to “find” and caused some confusion about the program’s content and aims. While our freshmen enrollment has, consequently, been relatively low, transfer students from community colleges actively seek out our program. We are aware that this same pool of students are considering other programs related to environmental studies and sustainability in California and beyond before they decide to come to UCR. We expect that with a renewed and more robust curriculum, UCR’s major and minor programs in Environmental and Sustainability Studies will be more competitive against comparable programs offered by other UCs and CSUs, including those at UC Santa Cruz, UC Santa Barbara, and UC Irvine as well as CSUs in San Bernardino, East Bay, Humboldt, San Marcos, Monterey Bay, and San Jose.

3. Relationship of the new program to existing programs.

The B.A. and B.S. in Environmental and Sustainability Studies (ESST) will replace the B.S. in Sustainability Studies (SUST) currently administered by the Department of Gender and Sexuality Studies. SUST will stop accepting new majors in Fall 2022 assuming that the new Department and majors are approved by then. SUST major will be gradually phased out as all the students graduate. We will cross-list SUST courses offered
by the Gender and Sexuality Studies Department with corresponding ESST courses to be offered in the new Environment, Sustainability, and Health Equity Department so that ESHQ faculty will be able to administer and teach required courses for both programs during the transition period. Although the SUST major remains in the Department of GSST until Spring 2025 when all students are expected to graduate, GSST faculty will not have to teach courses that are uniquely required for SUST majors.

The existing SUST program currently receives 25–30% of its 100+ majors as transfers from CNAS. While most of these transfers are students who were unable to meet the requirements of the college and were required to transfer to a major program in CHASS, some simply desire a social focus or application for their extant training in the natural or physical sciences. The new major is expected to continue to attract students from CNAS and take the pressure off of impacted majors, especially in the social sciences.

The ESST Minor will facilitate an undergraduate emphasis in environmental and sustainability studies for majors across campus. Environmental issues are increasingly pertinent within a wide range of academic disciplines; however, not all of UCR’s departments are interested in and/or equipped to support programming in environmental studies, sustainability and/or climate resilience. We anticipate that the new minor will be particularly attractive to students who are satisfied with their majors, but seek education and training in social and/or humanistic approaches to environmental issues which will be particularly useful for work in public policy, health care, and social action— all areas of high interest among young adults, and high growth in the workplace.

As a program that mostly focuses on social science and humanities, ESST in CHASS is distinct from the Environmental Sciences (ENSC) major in CNAS, which is decidedly a STEM program. Whereas ENSC trains students to become scientific experts, the ESST trains them to become well-rounded generalists through an interdisciplinary education grounded in the social sciences and humanities. One of the key goals of the ESST major is to train future leaders who understand sustainability issues within the broader complex workings of nature, science, society, and human values. Building climate resilience and addressing environmental injustices require multidimensional approaches. We argue that ESST accomplishes this with an interdisciplinary curriculum including natural science, social science, and humanities, including training for analytical and critical thinking in order to build the students’ ability to address the complex social, political, economic, and cultural components of environmental change. The ESST curriculum will equip students with tools to engage in critical analysis of complex environmental challenges at the local and global levels, to communicate about these challenges and related interventions effectively, and to act as informed citizens and professionals. Doing so will require knowledge of ecological science as well as broad and deep understandings of human systems. These must also be informed by careful reflection on societal concerns, values, and inequalities. As such, ENSC and ESST are complementary, rather than competing or overlapping, programs.

The B.A. in Public Policy degree offers an Urban and Environmental Policy Track. Although there are a few overlapping courses in the two programs, ESST and PBPL have
different goals. PBPL provides the students a strong background in public policy analysis, whereas ESST is not aimed at training students for any particular profession. PBPL and ESST are complementary, not competing or overlapping, programs.

We recognize that there is some concern that ESST and PBPL might compete for students interested in environmental issues. However, it is unlikely that ESST will be making a significant impact on PBPL as a strong program housed in a professional school, which has five other tracks in various policy areas that students can also select from. If anything, ESST would increase student interest in environmental policy and draw more students to PBPL. We are hoping that we will draw more students to UCR to pursue studies in the environment and sustainability rather than divide a finite number of students.

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

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 full proposed curriculum is presented in section #13.

The standard B.A. major consists of lower-division, methods, and upper-division, and capstone requirements. Total required units are 60 units.
**Lower-division** requirements (16 units) include: a) required introductory ESST course taught by core faculty, b) one choice from a list of introductory courses to public policy and global infrastructure, and c) two courses for building scientific literacy chosen from a list of CNAS courses related to sustainability and the environment.

**Methods** requirement (8 units) consists of one quantitative and one qualitative methods course from a selection including ones offered by core faculty.

**Upper-division** requirements (28 units) consist of three core areas, 4 electives, and capstone sequence options. Except for two elective courses, all courses are taught by core or affiliated faculty.

The three core areas -- a) climate change and society, b) environmental justice, and c) environmental politics, policy, and governance -- represent the fundamental topics all majors need to be informed about. Our students will be able to lead informed discussions on climate change and environmental justice, which are at the forefront of the public discourse. Knowledge of politics, policy, and governance will aid them in analyzing environmental issues, identifying obstacles, and devising solutions.

The electives (requirement d) are grouped into seven areas that approach environmental studies from different angles. The seven areas are: i) gender, race, and structural inequity; ii) Native American and non-Western perspectives; iii) space, the built environment, and design; (iv) policy, economics, and development; (v) social movement, change, and activism; (vi) health and well-being; and (vii) science and technology studies. Students will take four elective courses, two of which are chosen from a list of classes taught by core or affiliated faculty.

**Capstone** requirement (8 units) -- The two-quarter capstone series options are designed for seniors to gain deeper experiences in their areas of choice. The junior seminar + senior seminar options are for students interested in conducting research in their profession or going to graduate school. The academic internship option offers students an opportunity to get involved in environmental management or social justice work under the supervision of a supervisor and faculty mentor. The R’Course option will give students the experience of planning and leading a 10-week course on topics related to sustainability and the environment.

**B.S. degree in Environment and Sustainability Studies** major with a concentration in climate studies consists of lower-division, methods, and upper-division including CNAS courses, and capstone requirements, totalling 60 units. The major difference between the **B.A. and the B.S.** is that instead of the four upper-division electives, B.S. students are required to take: a) an additional course from the climate change and society core and b) three upper-division courses from natural and earth sciences that provide scientific perspectives on the physical mechanisms, organic effects, and solutions for climate
change.

The **Minor** requires 20 units total, including the lower-division ESST introductory course and four upper-division ESST courses, which consist of the three core areas and one elective.

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

Teaching will be distributed among affiliated faculty, some of whom will teach elective courses from their home department. Administration of the major will be conducted by FTE faculty who will be the first to transfer their lines to the new department. Advising will be done in coordination with the undergraduate advisors in MDU.

**Affiliated faculty**

Juliann Emmons Allison, Associate Professor, GSST, (critical and feminist theory, community-based and participatory research, global environmental politics, environmental policy, sustainable design, social science research methods)

Matthew Barth, Yeager Families Professor of Engineering, Director of Center for Environmental Research and Technology (CE-CERT) (ESHQ 172/ENGR 172/CNAS 172/PBPL 172)

Ariel Dinar, Distinguished Professor, SPP, (PBPL 130, PBPL 132)

Derick Fay, Associate Professor, ANTH (ANTH 132)

Farah Godrej, Associate Professor, POSC (POSC 106)

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

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

Bronwyn Leebaw, Associate Professor, POSC, (human rights, environmental justice, political theory)

Keith Miyake, Assistant Professor, ETST, (ETST 179)

Patricia Morton, Associate Professor, MCS (MCS 159)

Ellen Reese, Professor of Sociology, SOC 112/112S, SOC 122, SOC 135

Judith Rodenbeck, Associate Professor, MCS (MCS 163)

Freya Schiwy, Professor, MCS (MCS 1XX)
Jade Sasser, Associate Professor, GSST (climate justice, environmental health, environmental activism, international development, science and technology studies, intersectional feminist theory)

Chikako Takeshita, Associate Professor, GSST, (environmental discourse, environmental justice, science and technology studies, feminist theory, posthumanism)

Other

Faculty across CHASS, CNAS, SPP, and BCOE who offer courses that count toward the B.A. in Environmental and Sustainability Studies.

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 Environment, Sustainability, and Health Equity. (proposed with this undergraduate program)

7. Projected enrollment in the program.

The current enrollment for Sustainability Studies is 100–110. By moving the major to a new department and expanding the range of course offerings, we anticipate that enrollment in the program will, at least, double--increasing to 200+ undergraduate students within the first 2-5 years.

From our experience with the Sustainability Studies major, the majority of our students will initially be third and fourth year students as we receive CNAS students and transfer students joining the major as a junior. As visibility of the program improves, we hope to enroll more freshmen.

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

B.A. and B.S. in Environmental and Sustainability Studies

Anticipated number of degrees to be granted when the program reaches steady state: Approximately 75 (65–70 B.A. & 5–10 B.S.) 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.
ESST is anticipated to relieve pressure on impacted departments, particularly in the social sciences. Concerning the many departments in which ESST students will take courses, no one of them is likely to be significantly impacted. Students have a wide range of choices in fulfilling the degree requirements; thus, no one course is likely to enroll more than a handful. The core and elective courses in ESST offered by the department, conversely, are likely to attract students from across campus. Approvals from the department listed under item #12 are included in a separate file.

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

A. One new faculty member through the UC Presidents and Chancellors Postdoc Fellowship Program is highly desirable.

Since the start of the Sustainability Studies B.S. Program 6 years ago, we lost Dr. Margie Waller to retirement. We never received a replacement for Dr. Waller. Three core GSST faculty members have administered the program with assistance from other GSST faculty who taught courses that SUST majors can take to fulfill their requirements.

The three core faculty who are moving their full lines to the new Department of Environment, Sustainability, and Health Equity will be able to cover all the ESST courses initially. We anticipate receiving one half line of our colleague from another department in a couple of years. However, additional faculty members are desired in order to deepen the curriculum and alternate administrative and advisory responsibilities across sabbaticals.

We currently have an opportunity to hire a Chancellor’s Postdoctoral fellow mentored by one of our core ESST faculty. This person’s teaching experience and research expertise not only coincide with the new department’s academic needs, but will also bolster its overall research profile.

B. Two TA positions per year are desired.

Currently GSST 021: Gender & Sustainability, a required course for Sustainability Studies majors, is currently taught twice a year with 75 students, utilizing two TAs. This requirement will be replaced by ESST 002: Culture, Society, and the Environment. ESST 002 will also be our recruiting course from undeclared freshmen and is likely to draw even more students due to its subject matter. We would need two TA-ships to continue teaching our introductory course twice a year with 75 students. In the event that the department has its Masters and Ph.D. programs in place, these TA ships would
logically be drawn from among its own graduate students.

C. Staff (One shared FAO and one shared Financial Analyst)

The MDU staff seems already stretched to maximum capacity. ESST would not be unique among the programs served by the MDU in advocating for an increase in staffing. We recommend that a new CHASS unit be created to be shared by some of the existing departments and the Department of Environment, Sustainability, and Health Equity. In this case, we require one shared FAO and one shared Financial Analyst.

The MDU advisers are experienced in supporting Sustainability Studies majors and they are highly capable of supporting ESST. They also have the skills to manage the transition from SUST to ESST, phasing out the first while introducing the second. We plan to work in tandem with the undergraduate advisors to run the major smoothly. However, it may be preferable to have one full academic advisor who is dedicated to the ESHQ department as our majors (with HQST) may grow to several hundred.

D. Computers

No additional computer facilities are required for the new curriculum

E. Library

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

F. Space

Since ESHQ founding core faculty are all current faculty members, we anticipate that the new department will not create additional need for office space. However, it would be preferable to move faculty offices over time in order to consolidate ESHQ faculty in the same building and floor. ESHQ would also require access to a meeting space, which could be shared with other programs or units. We also wish to request a dedicated space for the Department of ESHQ for the chair and department material.

G. Plans for obtaining resources

We are trying to maximize our capacity through collaboration among all the faculty involved in the departmentalization process.
If and when endowed, we will be able to provide awards to exceptional Environmental and Sustainability Studies undergraduate students from our late colleague Margie Waller’s Memorial Fund. About $1000 per year will be available to grant as scholarships to our undergraduate majors.

Professors Juliann Allison, Jade Sasser, and Chikako Takeshita have jointly been awarded a Remote Course Conversion grant (total $13,000 including training for Online Learning Certificates) from UCOP’s Instructional Technology project. With this, we will first be converting GSST 021 into a high quality online course offered system-wide. With the skills earned, we will create a remote version of ESHQ 002: Society, Culture, and the Environment.

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 ESST 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.

We are working with the Office of Development to solicit donors for the Department of ESHQ.

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

Letters of support have been requested for the Department of Environment, Sustainability, and Health Equity, which includes this proposal for the new undergraduate program. Please see the ESHQ Department Proposal for details.

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 faculty approve this proposal:

Juliann Emmons Allison, Associate Professor, GSST  
Bronwyn Leebaw, Associate Professor, POSC  
Jade Sasser, Associate Professor, GSST  
Chikako Takeshita, Associate Professor, GSST

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

<table>
<thead>
<tr>
<th>CHASS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Juliann Allison, Program Director, Global Studies</td>
<td>approved</td>
</tr>
<tr>
<td>Derrick Fay, Chair, Anthropology</td>
<td>approved</td>
</tr>
<tr>
<td>Sherine Hafez, Chair, Gender and Sexuality Studies</td>
<td>approved</td>
</tr>
<tr>
<td>Steven Helfand, Chair, Economics</td>
<td>approved</td>
</tr>
<tr>
<td>Matt King, Program Director, Asian Studies</td>
<td>pending</td>
</tr>
<tr>
<td>David Lloyd, Chair, English</td>
<td>approved</td>
</tr>
<tr>
<td>Anne McKibben, Program Director, Japan Studies</td>
<td>approved</td>
</tr>
<tr>
<td>John Mdearis, Chair, Political Science</td>
<td>approved</td>
</tr>
<tr>
<td>Jennifer Najera, Chair, Ethnic Studies</td>
<td>approved</td>
</tr>
<tr>
<td>Andrews Reath, Chair, Philosophy</td>
<td>approved</td>
</tr>
<tr>
<td>Ellen Reese, Chair, Sociology</td>
<td>approved</td>
</tr>
<tr>
<td>Judith Rodnbeck, Chair, Media and Cultural Studies</td>
<td>approved</td>
</tr>
<tr>
<td>Jeffrey Sacks, Chair, Comparative Literature</td>
<td>approved</td>
</tr>
<tr>
<td>Michele Salzman, Chair, History</td>
<td>approved</td>
</tr>
<tr>
<td>Melissa Wilcox, Chair, Religious Studies</td>
<td>approved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPP</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurt Schwabe, Associate Dean, School of Public Policy</td>
<td>pending</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CNAS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth Barish, Chair, Physics</td>
<td>approved</td>
</tr>
<tr>
<td>James Borneman, Chair, Microbiology</td>
<td>approved</td>
</tr>
<tr>
<td>Xinping Cui, Chair, Statistics</td>
<td>approved</td>
</tr>
<tr>
<td>Michael McKibben, Chair, Earth and Planetary Sciences</td>
<td>approved</td>
</tr>
<tr>
<td>Leonard Nunney, Chair, Biology</td>
<td>no objections</td>
</tr>
<tr>
<td>Richard Redak, Chair, Entomology</td>
<td>approved</td>
</tr>
<tr>
<td>Patricia Springer, Chair, Botany and Plant Science</td>
<td>approved</td>
</tr>
<tr>
<td>David Volz, Chair, Environmental Science</td>
<td>approved</td>
</tr>
</tbody>
</table>

c. Executive Committee

Approved: May 19th, 2021

d. Dean of CHASS

Approved: June 21, 2021
To be adopted:

Proposed Changes to Environmental and Sustainability Studies

PRESENT: PROPOSED:

Program Description

The goal of the Environmental and Sustainability Studies program is to equip students with knowledge, theory, and skills necessary to engage and contribute to a world in which environmental degradation occupies an increasingly significant place in economics, politics, and governance, ethics, health, well-being, and society in general. The Bachelor of Arts and Bachelor of Science degrees expose students to the complex relations between a range of challenges of sustainability including climate change, air and water pollution, toxic contamination, energy demands, deforestation and desertification, agriculture, and food and water scarcity with the broader issues of economic growth and governance, globalization, hunger and poverty, social justice, structural racism, gender inequality, health equity, community resilience, and human and non-human coexistence. Students will receive interdisciplinary education that will prepare them for a wide range of careers, including public service, urban and environmental planning, policy advocacy, education, health care, green industry, consulting, research, international development, and non-profit organizations focused on the environment, sustainability, and social justice. Above all, through in-depth, engaged learning experiences, this major nurtures community leaders and global citizens who can meet the challenges of the 21st century.

The B.A. degree consists of 60 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
The B.S. degree with a concentration in climate studies offers an interdisciplinary education on the topic with deeper engagement with the natural world in addition to social science and the humanities. The B.S. combines the core requirements of the B.A. degree with upper-division CNAS courses that provide scientific perspectives on the physical mechanisms, organic effects, and solutions for climate change. The B.S. option is particularly suitable for transfer students or CNAS students coming to CHASS who have satisfied the lower-division prerequisite courses for the selected earth and natural science courses.

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

**Major Requirements (B.A)**
The major requirements for the general B.A. degree in Environmental and Sustainability Studies are as follows (60 units total):

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

   a) ESHQ 002

   b) One course from the following: ANTH 020 or ANTH 020S, GBST 001, GSST 021, POSC 020, POSC 020H, PBPL 001, PBPL 002, POSC 005, POSC 005H, POSC 005W,

   c) Two courses from the following list of courses in natural, earth, and environmental Sciences. (Cannot double count with the CHASS math and science 20 unit requirement): BIOL 003, BPSC 011, BPSC 021, ENGR/NAS/HASS 096, ENSC 001, ENSC 002, ENSC 003, ENSC 006/ECON 006, GEO 002, GEO 003, GEO 004, GEO 005,

   d) One course from the following: ANTH 020 or ANTH 020S, GBST 001, GSST 021, POSC 020, POSC 020H, PBPL 001, PBPL 002, POSC 005, POSC 005H, POSC 005W,
GEO 007, GEO 008, GEO 009 or GEO 009H, GEO 010, GEO 011 or GEO 011H, GEO 012, PHYS 018

2) Methods requirement (2 courses, 8 units)

a) One of the following quantitative methods courses: ESHQ 180, STAT 010, STAT 004 (may be substituted by quantitative methods course taken in another major).

b) One of the following qualitative methods courses: ANTH 165G, ESHQ 181, GSST 154, HIST 111, POSC 114 (may be substituted by qualitative methods course taken in another major).

3) Upper-Division Requirements (7 courses, 28 units)

a) One course in climate change and society chosen from: ESHQ 113, ESHQ 123, ESHQ 153, ESHQ 172, GSST 173

b) One course in environmental justice chosen from: ESHQ 135, ETST 179, GSST 171, POSC 137

c) One course in environmental politics, policy, and governance chosen from: ANTH 132, ESHQ 115, ESHQ 136, ESHQ 153, ESHQ 155, PBPL 130, PBPL 132, PBPL 172, POSC 106 or POSC 106S, POSC 127 or POSC 127S, POSC 139 or POSC 139S

d) Four additional courses from a) b) and c) or the following list (i ~ vii). (Minimum of two must be an ESHQ course or taken from the following: ANTH 132, ETST 179, GSST 131, GSST 145, GSST 147, GSST 148, GSST 161, GSST 171, GSST 173, GSST 181, GSST 183, MCS 108, MCS 116, MCS 117, MCS 122, MCS 146F/ENGL 146F, MCS 159, MCS 163, PBPL 130, PBPL 132, PBPL 172, POSC 127 or POSC 127S, POSC 137, POSC 139 or POSC 139S, PHIL 117, SOC 184)

i) Gender, race, and structural inequality; ANTH 114, ANTH 127 or ANTH 127S, ANTH 174, ANTH 182, ESHQ 124, ETST 102, ETST 111, ETST 179, GSST 107, GSST 113, GSST 147, GSST 176, MCS 160, MCS 188, MCS 189, PHIL 117, SOC 161
ii) Native American and non-Western perspectives; ANTH 140E, ANTH 140G, ANTH 140I, ANTH 140P, ANTH 140S, ANTH 162, AST 120/RLST 120, AST 133/CPLT 144/RLST 144, ENGL 120A, ENGL 120B, ENGL 120T, ENGL 140M, ETST 121, ETST 158, ETST 185, ETST 187, ETST 188, HISA 128, HISA 140/ETST 180, HISA 141/ETST 181, HISA 142/ETST 182, HISA 144, HISA 146, MCS 177

iii) Space, the built environment, and design; ANTH 117, ANTH 118, ANTH 173, GEO 157, GSST 145, GSST 148, MCS 116, MCS 159, PBPL 150, SOC 182

iv) Policy, economics, and development; ANTH 122, ANTH 127 or ANTH 127S, ANTH 132, ANTH 133, ANTH 139, ECON 119, ECON 125, ECON 143, ECON 146/URST 146, ECON 148, ECON 173 or ECON 173S, ECON 175, ECON 181, ECON 182, ECON 187/LNST 187, GSST 131, HISA 119, PHIL 116, POSC 116 or POSC 116S, POSC 160, POSC 173 or POSC 173S, PBPL 102, PBPL 103, PBPL 170, PBPL 171/ENGR 171

v) Social movement, change, and activism; ANTH 182, ENGL 142N, ETST 113, ETST 163E, GSST 109, GSST 134/LGBS 134, GSST 136, GSST 169, GSST 181, MCS 106, MCS 119A, MCS 122, MCS 134, MCS 140, MCS 165, MCS 180/JPN 180/AST 180, POSC 141, SOC 112 or SOC 112S, SOC 122, SOC 135 or 135S, SOC 184

vi) Health and well-being; ANTH 144F/GSST 185, ANTH 144O, ANTH 147, ANTH 156, ANTH 158, ANTH 159, ANTH 160, ANTH 162, ANTH 166, ANTH 175, ANTH 187, ESHQ 126, ESHQ 154, ESHQ 157, ETST 116/HISA 147, GBST 103, GSST 183, HIST 107, POSC 180 or POSC 180S, PBPL127/SOC 127, SOC 120, RLST 122, SOC 167

vii) Science and Technology Studies/Multi-species Studies; ENGL 179A, ENGL 179C, ESHQ 177, GSST 104, GSST 161, HIST 104, HIST 105, HIST 106, HIST 107, HIST 109, MCS 108, MCS 109, MCS 117, MCS 146F/ENGL 146F, MCS 163 PHIL 109, PHIL 137

4) Capstone requirements (8 units). One of the following sequences:
ESHQ 192 + ESHQ 191Q
ESHQ 192 + ESHQ 193
ESHQ 198G + ESHQ 198G
ESHQ 190 + EDUC 102 + ESHQ 198 R’Course
ESHQ 190 + ESHQ 195 or ESHQ 195H

Major Requirements (B.S with concentration in climate studies)

Students are responsible for fulfilling the prerequisites for the CNAS upper-division courses. Completing PHYS 002A & PHYS 002B and/or BIOL 005A, BIOL 005B, and BIOL 00C prior to coming to the major is strongly recommended in order to adequately meet the requirements of the B.S. degree. The major requirements for the B.S. degree in Environmental and Sustainability Studies with concentration in climate studies are as follows (60 units total)

1) Lower-Division Requirement (4 courses, 16~17 units)
   a) ESHQ 002

   b) One course from the following: ANTH 020 or ANTH 020S, GBST 001, POSC 020, POSC 020H, PBPL 001, PBPL 002, POSC 005, POSC 005H, POSC 005W

   c) GEO 002, GEO 003, GEO 009, GEO 011, or GEO 001H (Cannot double count with the CHASS math and science 20 unit requirement)

   d) One course from the following list of courses in natural, earth, and environmental Sciences. (Cannot double count with the CHASS math and science 20 unit requirement): BIOL 003, BPSC 011, BPSC 021, ENGR/NAS/HASS 096, ENSC 001, ENSC 002, ENSC 003, ENSC 006/ECON 006, GEO 002, GEO 003, GEO 004, GEO 005, GEO 007, GEO 008, GEO 009 or GEO 009H, GEO 010, GEO 011 or GEO 011H, GEO 012, PHYS 018

2) Methods requirement (2 courses, 8 units)

   a) One of the following quantitative methods courses: ESHQ 180, STAT 010, STAT 004 (may be substituted by quantitative methods course taken in another major).

   b) One of the following qualitative methods courses: ANTH 165G, ESHQ 181, GSST 154,
HIST 111, HIST 198G, POSC 114 (may be substituted by qualitative methods course taken in another major).

3) Upper-Division Requirements (7 courses, 28 units)

a) Two courses in climate change and society chosen from: ESHQ 113, ESHQ 123, ESHQ 153, ESHQ 172, GSST 173

b) One course in environmental justice chosen from: ESHQ 135, ETST 179, GSST 171, POSC 137

c) One course in environmental politics, policy, and governance chosen from: ANTH 132, ESHQ 115, ESHQ 136, ESHQ 153, ESHQ 155, PBPL 130, PBPL 132, PBPL 172, POSC 106 or POSC 106S, POSC 127 or POSC 127S, POSC 139 or POSC 139S

d) Three courses in the natural and earth sciences from: BPSC 166, ENTM 111, ENTM 126, GEO 160, GEO 161, GEO 163, GEO 169, MCBL 128, MCBL 133, PHYS 168 (Can be substituted for by upper-division ENSC courses).

4) Capstone requirements (8 units). One of the following sequences:
ESHQ 192 + ESHQ 191E
ESHQ 192 + ESHQ 193
ESHQ 198G + ESHQ 198G
ESHQ 190 + EDUC 102 + ESHQ 198 R’Course
ESHQ 190 + ESHQ 195 or ESHQ 195H

**Minor Requirements** (20 units)

1) Lower-division requirement (1 course, 4 units)
ESHQ 002

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

a) One course in climate change and society chosen from: ESHQ 113, ESHQ 123, ESHQ 153, ESHQ 172, GSST 173

b) One course in environmental justice chosen from: ESHQ 135, ETST 179, GSST 171, POSC
c) One course in environmental politics, policy, and governance chosen from: ANTH 132, ESHQ 115, ESHQ 136, ESHQ 153, ESHQ 155, PBPL 130, PBPL 132, PBPL 172, POSC 106 or POSC 106S, POSC 127 or POSC 127S, POSC 139 or POSC 139S

d) One additional ESHQ course on the environment and sustainability.

Justification:

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

Approvals:

Approved by the faculty of the Department of ____ESHQ______: (4/21/21)
Approved by the faculty of the College of ____________: (insert date)
Approved by the Executive Committee of the College of __Humanities, Arts, and Social Sciences______: (5/19/21)
Approved by the Committee on Educational Policy: (insert date)
Course Descriptions for ESST Curriculum

1a)
ESHQ 002: Society, Culture, and the Environment 4 Lecture, 3 hours; discussion, 1 hour; individual work 2 hours. Explores the relationship between human society and the natural environment; case studies focus on economic development, population, energy, resource use and management, technology, and environmental social movements. Course also introduces the roles of race, class, and gender in shaping environmental burdens, benefits, and activism.

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

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

GSST 021: Gender and Sustainability
This course is an introduction to the role of gender analysis for understanding the impacts of human society on the natural environment from a multi-disciplinary approach located in the humanities and social sciences. The course focuses on the gender dimensions of the values, paradigms, policies, technologies, and their intricate interactions that have determined humans’ current unsustainable relationship with the earth. Explores the role of women in responding to the challenges inherent in moving society toward a more environmentally sustainable future.

PBPL 001 Introduction to Public Policy Analysis 4 Lecture, 3 hours; discussion, 1 hour. Introduces the basic concepts and processes underlying policy analysis. Includes application of these concepts to economic and budgetary policy, health care policy, welfare and social security policy, education policy, and environmental and energy policy

PBPL 002 Politics and Public Policy 4 Lecture, 3 hours, discussion, 1 hour; individual study, 3 hours; term paper, 2 hours; written work, 1 hour; extra reading, 1 hour; research, 1 hour. Prerequisite(s): none. An introduction to the political institutions and processes that govern public policy in the United States and the tools and techniques used in public policy analysis. Part I presents policymaking models and methods of policy analysis. Part II applies these concepts to specific policy areas, illustrated by real-world case studies.

POSC 005 Political Ideologies 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 3 hours. Prerequisite(s): none. An introductory study of the ideologies of the modern era. Explores selected thinkers and texts representative of liberalism, conservatism, socialism, fascism, nationalism, nonviolence, and feminism, as well as various non-Western ideologies. Credit is awarded for only one of POSC 005, POSC 005H, or POSC 005W.

POSC 020 World Politics 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 3 hours. Prerequisite(s): none. Explores approaches to and models of international relations: theories, the causes of war, international organizations, cooperation and conflict, international political economy, regional economic
agreements, and international social issues such as human rights and the environment. Credit is awarded for only one of POSC 020 or POSC 020H.

1c)

BIOL 003 Organisms in Their Environment 4 Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): none. An introduction to the physiology, ecology, and evolution of living organisms with emphasis on humans. Not recommended for natural science majors. Either BIOL 002 or BIOL 003 may be taken as a breadth requirement in biology; together they provide a general introduction to the field of biology. Credit is not allowed for both BIOL 003 and BIOL 005B.

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

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

ENGR 096 Environment and Society 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): lower-division standing or consent of instructor. Presents major environmental issues facing society from an interdisciplinary perspective. Topics may include water, energy, climate change, and urbanization. Cross-listed with NASC 096, and HASS 096.

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

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

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

ENSC 006 Introduction to Environmental Economics 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to the basic principles of economics and their application to problems of environmental quality and natural resource utilization. Emphasis is on the failure of markets as a cause of environmental degradation and the role of government in resolving problems of resource scarcity. Does not satisfy the Natural Science breadth requirement for the College of Humanities, Arts, and Social Sciences. Crosslisted with ECON 006.
GEO 002 Earth’s Climate Through Time 4 Lecture, 3 hours; laboratory, 3 hours; one 2-day field trip. Prerequisite(s): none. An introduction to the history of Earth’s changing climate and its relationship to the evolution of life on human to geologic time scales. Topics include the interrelationships among short- and long-term carbon cycling; plate tectonics; ocean and atmosphere circulation; and greenhouse gases through time.

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

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

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

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

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

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

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

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

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

PHYS 018 Energy and the Environment 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Covers the physics of energy (thermal, kinetic, potential, chemical, nuclear), its storage and use, primary sources of energy (fossil fuel, nuclear, wind, solar) and their relative effects on the environment. Particular emphasis on determining individual carbon footprints, physical models of global climate change and identifying pathways toward a sustainable infrastructure.

2a) ESHQ 180 Quantitative Research in Environmental and Sustainability Studies 4 Lecture, 3 hours, extra reading, 2 hours, research, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Survey of quantitative methods frequently used in environmental and sustainability studies, focusing on statistical methods and geospatial data analysis. Provides methodological foundation and tools needed to conduct and understand quantitative data and spatial analysis relevant to social scientific inquiry about the natural environment and sustainability.

STAT 010

STAT 004 Elements of Data Science 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. With simulation and data visualization, exploring basic concepts, algorithms and techniques of data science. Topics include summarizing and visualizing data using R or Python; causality, randomness, decision making in the presence of uncertainty, prediction and classification. Utilizes R or Python. Credit is not awarded for STAT 040 if it has already been awarded for STAT 048, STAT 100A, or STAT 100B.

2b) ANTH 165G Methods in Cultural Anthropology 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ANTH 001 with a grade of C- or better. Introduces research methods used by cultural anthropologists. Examines the research process from identifying research problems, to selecting research methods, developing research strategies, collecting and analyzing data, and reporting research findings. Methods and topics covered include participant observation, writing fieldnotes, interviews and surveys, qualitative and quantitative data analysis, and research ethics. Methods In Cultural Anthropology.

ESHQ 181 Qualitative Research in Environmental and Sustainability Studies 4 Lecture, 3 hours, extra reading, 2 hours, research, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Introduction to the epistemology of qualitative social science and survey of qualitative methods frequently used in environmental and sustainability studies. Focuses on: historical and comparative case study analysis, ethnography, actor-network analysis, environmental narrative and discourse analysis. Provides methodological foundation and tools needed to conduct and understand qualitative data and analysis relevant to social scientific inquiry about the natural environment and sustainability.

GSST 154 Feminist Oral History: Theory, Methods, Praxis 4 Lecture, 3 hours; extra reading, 1 hour; written work, 1 hour; activity, 1 hour. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S, GSST 100 or GSST 100S or GSST 107 or GSST 123 or GSST 136 or GSST 188 or GSST 191B. Introduces the
interdisciplinary methods and theories of feminist oral history. Topics include women of color critique, narration, positionality, listening, affect theory, archival concerns, and sound studies. Examines the relationship between narration, knowledge production, and power through an intersectional lens attentive to race, ethnicity, gender, sexuality, and class.

HIST 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.

HIST 198G Public History Practicum 1 to 12 Seminar, 1 to 2 hours; research, 1 to 6 hours; internship 3 to 24 hours. Prerequisite(s): upper-division standing or consent of instructor. Provides practical experience and project-based research in public history. Work with public history faculty or an appropriate professional organization to gain skills related to museum exhibitions, interpreting historic sites, archives and libraries, oral and digital history projects, historic preservation, and other forms of public history. Course is repeatable to a maximum of 16 units.

POSC 114 Theory and Methodology of Political Science 4 Lecture, 3 hours; extra reading, 2 hours; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Covers the development and scope of political science as a discipline. Addresses selected theoretical and methodological issues in contemporary political and social science. Credit is awarded for only one of POSC 114, POSC 114H, or POSC 114S.

3a)

ESHQ 113 Climate Justice 4 Lecture, 3 hours; extra reading, 2 hours, term paper, 1 hours. Prerequisite(s): upper division standing or consent of the instructor. Develops approaches to understanding climate change from a social, ethical, legal, and political perspective. Explores the history and contemporary work of climate justice organizing in global, regional, and local contexts. Explores how theories and concepts in environmental justice, intersectionality, and social movements apply to climate justice theorizing and activism. Addresses the ways activists draw from arguments based on race, gender, class, citizenship, and generational vulnerability to prioritize marginalized groups in climate policy and planning.

ESHQ 123 Climate Change and Society 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Interdisciplinary, critical examination of the social dimensions of climate change. Focuses on global and subnational variation in contemporary societies’ vulnerabilities and capacities to adapt to climate change. Topics include: gender and agricultural production; employment and social income support; migration and human settlement assistance; population policy; poverty and socio-economic inequality; intersectionality and disaster relief; determinants of human health.

ESHQ 153 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. Interdisciplinary examination of
the relationship between politics and climate change and policy responses designed to reduce greenhouse
gas emissions and conserve and enhance greenhouse sinks to stabilize the climate and its impacts on
human societies. Topics include: relationship between climate science and politics; United Nations
Framework Convention on Climate Change (UNFCCC) history and progress; critique of neoliberal
climate policies; the politics of climate justice; significance of the Paris Agreement; international and
subnational low carbon challenges and opportunities; constraints on capacity of individual behavioral
choices to address climate change.

**ESHQ 172 Climate Change Solutions** 4 Lecture, 3 hours, Discussion, 1 hour. Prerequisite(s): upper
division standing or consent of the instructor. Focuses on scalable solutions for carbon neutrality and
climate stability drawing on knowledge and insights from climate scholars across the UC system. Covers
many aspects of climate change and potential solutions ranging from climate science, social science,
societal transformation, technology, ecosystem management, governance, economics and market
incentives. Cross listed with ENGR172, PBPL172, NASC172.

**GSST 173 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.

**3b)**

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

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

**GSST 171 Environmental Health and Social Justice** 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; or
consent of instructor. 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.
POS 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.
Credit is awarded for only one of POSC 137 or POSC 137S.
ANTH 132 Cultural Ecology 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Introduces people’s relationships to their total environment. Explores strategies for managing the environment and its resources, the effects of the environment on culture and society, the impact of human management on the ecosystem, and ways in which human groups view their surroundings.

ESHQ 115 Political Ecology 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Course addresses the relationships between political economy and ecological change. Addresses the ways people interact with nature/the environment, and the power relations that shape these interactions in political, social, economic, and gendered context. Topics include resource conservation, environmental management and surveillance, environmental conflict, and environmental social movements.

ESHQ 136 Population, Environment, and Development 4 Lecture, 3 hours, extra reading, 1 hour, term paper, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. This course addresses theories and concepts linking population growth to environmental change, and the development interventions and social movements that have arisen from them. Specifically, it explores neo Malthusianism and anti-Malthusianism, population control, transnational sexual and reproductive health and rights organizing, reproductive justice, population-health-environment programs, international family planning policies, and the role of contemporary youth advocacy.

ESHQ 155 Environmental Governance 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Introduces the roles of governments, markets, and civil society in the development, adoption and implementation of environmental rules and norms. Focuses on central strategies of environmental policy: traditional public regulation; market-based incentives; corporate social responsibility and other private forms of regulation; and community based resource management. Substantive emphases include: agriculture, air quality, climate change, (renewable) energy, fisheries, and forestry.

PBPL 130 Management of International Water 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores basic concepts of international water law. Examines how these concepts, as well as conflict definitions, negotiation principles, and cooperation principles, are applied to international waters. Includes analysis of several major international water cases utilizing contemporary literature. Cross-listed with GBST 130.

PBPL 132 Water Economics, Management and Policy - California and Beyond 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior. Introduction to the complexities of water resource economics, management and policy in California, and comparison to other states and countries. Evaluates the California water sector, its problems, and approaches used to address them. Explores contemporary water issues and policy interventions that have been attempted, with resulting efficiency and equity.

PBPL 172 Environmental Policy 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): ECON 003 or ECON 003H; restricted to class level standing of junior, or senior. Provides overview of United States and California environmental policy. Examines economic and political justification for government intervention, different policy tools available to improve environmental quality, and the political, legal, and economic forces that determine policy outcomes. Reviews current environmental issues including climate change.
change, air quality, water quality, and energy policy

**POSC 106** 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 POSC 106 or POSC 106S.

**POSC 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 139** 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.

3d)

See above for: ANTH 132, ETST 179, GSST 171, GSST 173, PBPL 130, PBPL 132, PBPL 172, POSC 106, POSC 127, POSC 137, and POSC 139.

3d-i)

**ANTH 114** Blackness and Mass Incarceration 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent by instructor. Introduction to the data, policy, political debates, and grassroots initiatives addressing unprecedented current incarceration in the United States. Critically investigates role of race and blackness in incarceration trends, new trends in policy, and alternatives to incarceration.

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

**ANTH 174** Afro-American Experience in the U.S. 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ANTH 001 or consent of Instructor. Explores the racial politics of African American cultures and identities in juxtaposition with the making of the American nationhood and global capitalism. Critically examines the various anthropological discourses about African Americanness and portrays African Americans as nation-builders.

**ANTH 182** Anthropology of Human Rights 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s):
upper-division standing or consent of instructor. Examines debates in the study of human rights and social injustice. Uses case studies in Asia, Africa, and Latin America to explore legal, cultural, and political practices and representations of rights and reconciliation in postconflict settings. Includes globalization of rights; cultural relativism; indigenous rights movements; advocacy; and gender and health rights.

**ESHQ 124 Queer & Trans Ecologies 4** Lecture, 3 hours; extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Course takes an intersectional approach to exploring how race, gender (including trans, genderqueer, and nonbinary folx), sexuality, disability, and class shape experiences of environmental and climate-based impacts, as well as approaches to activism.

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

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

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

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

**GSST 147 Feminist Animal Studies 4** Lecture, 3 hours; extra reading, 3 hours; written work, 3 hours. Prerequisite(s): GSST 001 or GSST 001S or LGBS 001; GSST 011 or GSST 020 or GSST 020H or GSST 020S or GSST 021 or GSST 022A or GSST 022B or GSST 030 or GSST 030H or GSST 031H or GSST 040 or GSST 010 or GSST 030S or GSST 010S. Examines human-animal relationships from a feminist perspective. Explores the use of animals as pets, subjects and objects of scientific research, and food sources. Analyzes how these uses relate to the exploitation of women and to feminist ethics. Considers the connections between sexism and speciesism.

**GSST 176 Gender, Human Rights, and Transnationalism 4** Lecture, 3 hours; individual study, 2 hours, written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores dynamics of gender and power in human rights activism. Examines the history and evolution of human rights discourse, discourses of liberation, and critical responses to the strategy of framing women’s rights as human rights in a comparative, transnational framework.
MCS 160 Race, State Violence, and Incarceration in the U.S. 4 Lecture, 3 hours; individual study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): MCS 010 with a grade of C- or better; or consent of instructor. Course offers a historical, analytical, and theoretical examination of the cultural formation of criminalization and incarceration in the United States. Contextualizes the US carceral regime’s roots in the cultural-political structures of racial chattel slavery, land conquest, settler colonization, and the statecraft of anti-Black violence.

MCS 188 Media & Militarism 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies the function and effects of militarism and media. Includes how militarism is represented through various media genres such as cinema, television, advertising, documentary films, video games, digital, and new media. Explores its intersection with gender, race, class, religion, and nation. Fulfills the Humanities requirement for the College of Humanities, Arts, and Social Sciences.

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

PHIL 117 Environmental Ethics 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): one course in philosophy or consent of instructor. A philosophic consideration of ethical problems that arise from the use and exploitation of the environment. Topics covered include workplace pollution hazards; environmental pollution and protection of collective natural resources; the rights of future generations; the rights of animals; the protection of endangered species.

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

3d-ii)

ANTH 140E Ethnology of the Greater Southwest 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An introduction to the many varied native cultures of the Greater Southwest. Major differences as well as similarities in the forms of language, social organization, religion, and material culture occurring in the Greater Southwest will be defined and described. The peoples of the Greater Southwest are considered, not only in terms of the ethnographic present, but also through a diachronic perspective, from the prehistoric past through the Spanish colonial era to the present.

ANTH 140G Anthropological Perspectives in Africa 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. A number of African cultures are carefully examined in terms of three or four anthropological topics, such as: subsistence patterns, social organization, and religious

ANTH 140I Cultures of Southeast Asia 4 Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or equivalent. Anthropological interpretations of culture and society in southeast Asia including Indonesia. Topics include prehistory, ethnic groups, social organization and structure, human ecology, and folk and high culture.
ANTH 140P Cultures of the Pacific 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Overview of the cultures and contemporary issues facing the people of Melanesia, Micronesia, and Polynesia. Examines the contribution of Oceanic studies to anthropological theories of kinship and exchange, gender, development studies, and indigenous knowledge systems. Emphasizes how Pacific Islanders draw on their cultural heritage in emerging from formal colonialism to establish new island nations.

ANTH 140S The Peoples of Mexico in 115 | Historical and Global Perspective 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Survey of the cultures and societies of Mexico in historical and global perspective. Emphasis on agrarian communities and the contributions of Mesoamerican ethnography to general anthropological theory systems. The treatment of these cultures follows a brief overview of the geography, history, and linguistic patterns of Africa.

ANTH 162 Culture and Medicine 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Interrelations of health, disease and culture; cross-cultural comparisons of “health,” “disease” and “curing” concepts; effects of cultural behavior on health and illness. Special focus on traditional societies and their belief systems, and on the effects of cultural change (historical and modern) on illness and curing.

AST 133 Buddhist Literature 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Readings in canonical and non-canonical Buddhist texts. Includes Buddhist-influenced literature written by Asian, European, and American authors. Examines themes of emptiness, impermanence, and no-self. Crosslisted with CPLT 144, and RLST 144.

ENGL 120A Native American Literature to 1900 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. A critical study of Native American literature from the era of oral narrative to 1900, with special attention to autobiography and fiction, as well as criticism and theory.

ENGL 120B Native American Literature After 1900 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower-division English course (other than composition) or consent of instructor. A critical study of Native American literature from 1900 to the present, with special attention to poetry, visual culture, fiction, and self-life-narration, as well as criticism and theory.

ENGL 120T Studies in Native American Literature 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower-division English course (other than composition) or consent of instructor. A focused study of a topic, genre, period, or author in Native American literature. Examples might include visual culture, oral narrative, collaborative autobiography, ethnography, or poetry.

ENGL 140M California Literature and Culture 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower-division English course (other than composition) or consent of instructor. Explores California--the idea, the history, the myth, the legend, the reality--through its writing. Discusses issues of mapping, community, and place as they relate to the central themes in California’s literary and cultural history, with some focus on Los Angeles.

ETST 121 California Native Cultures 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Introduces the culture and history of the diverse Indigenous peoples of California. Topics explored include oral histories, traditional ecological knowledge (TEK), material culture, and kinship practices. Discusses contemporary activities of cultural preservation and resistance to assimilation.
ETST 158 American Indian Intellectual Traditions 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Analyzes selected spiritual beliefs of America’s native peoples. Examines sacred beliefs, oral histories, ceremonies, customs, and the historical significance of selected tribes and bands. Explores the conditions and forces which shaped American Indians and influence them today.

ETST 185 Native American Law 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Emphasis on traditional law, civil and criminal rights, water rights, First Amendment religious freedom, and gaming on reservations.

ETST 187 Anticolonialist Thought 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the political-intellectual work of anticolonialist struggle and independence movements.

ETST 188 Native American Women 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An introduction to Native American gender systems and the changing roles of women. Examines the cultural productions of indigenous women that make important interventions in our understanding of gender and social justice in contemporary Native America. Materials include testimonial literature, autobiographies, films, novels, and popular culture.

HISA 128 American Nature Writing, Thoreau - Present 4 Lecture, 3 hours; written work, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. Investigates a broad range of ideas about nature and the place of humans in the natural world through a survey of novels, poetry, essays, and polemics written by Americans since the mid-19th century. Topics include conservation, ecology, environmental activism, and the sanctity of the natural world.

HISA 140 California Indian History 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Provides students with a broad understanding of the rich and varied heritage and history of California Indians from the invasion of the Spanish to the twentieth century. Examines geographically and culturally diverse groups as a means of illustrating the various Euro-American Indian policies that affected native Californians. Course is comparative and thematic. Crosslisted with ETST 180.

HISA 141 Southwestern Indian History 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Presents a historical examination of selected Native American groups in the Southwest. Examines the relationship of Southwestern Indians to the Spanish, Mexican, and United States governments. Focuses on Quechans, Tohono O’Odum, Yavapai, Chiracahuas, Navajos, Zunis, Hopis, Comanches, and selected Pueblos along the Rio Grande. Cross-listed with ETST 181.

HISA 142 Northwestern Indian History 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines selected aspects of Northwestern Indian History, from approximately the 1750s to the twentieth century. Deals with several native groups along the Northwest coast from Alaska to Oregon. Compares policies of the Russian, Spanish, English, and United States governments. Particular emphasis on the 1850s when the U.S. negotiated a number of treaties with Native Americans in the Washington and Oregon territories. Cross-listed with ETST 182.

HISA 144 (E-Z) Topics in Native American History 4 Lecture, 3 hours; individual study, 3 hours. Selected topics addressing the issues of the Native American. Includes reading, research, and discussion.

HISA 146 History of Native American Women 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines selected important aspects of the lives of Native North American women including their political, economic, and religious participation in their societies. Further traces historic changes in Native women’s lives as a result of the colonization of the New World and examines the complex imagery of Native women that developed from colonial contact. Cross-listed with GSST 146.

MCS 177 Indigenous Media 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upperdivision standing or consent of instructor. Examines and compares the strategies indigenous videomakers use to counter the imperial gaze of cinema. Discusses possibilities for turning the art form of capitalism and colonialism into a tool for decolonization

3d-iii) 

ANTH 117 Anthropology of Cities 4 Lecture, 3 hours; field, 1 hour; extra reading, 2 hours. Prerequisite(s): upper-division standing or consent of the instructor. Examines theoretical and methodological debates in the anthropological study of cities and urban life. Uses ethnographic case studies in Asia, Africa, and Latin America to explore cultural practices and representations of urban space, and struggles over rights to the city. Topics include urban inequality, ecology, housing, planning, and redevelopment.

ANTH 118 Origins of Cities 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or ANTH 003 or ANTH 005 or consent of instructor. Explores new forms of social, economic, and political organization that developed with the advent of cities. Examines case studies of the rise of urbanism in both the Old and New Worlds to investigate how and why cities emerged and consolidated.

ANTH 173 Social Meanings of Space 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the range of meanings attached to spaces and places, from small-scale expressions such as houses to larger ones such as cities and landscapes. Explores how spaces can reflect and foster social conflict or social unity. Through a study of diverse cultural traditions, considers both the architecture and occupied but “unbuilt” spaces in ancient and current societies.

GEO 157 Introduction to Geographical Information Science 4 Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): upperdivision standing. Introduces the fundamental theory and application of geographical information science. Topics include geographic information systems, data structures, databases, and spatial data models. Explores various spatial data, including their coordinate systems, data acquisition, and associated errors. Introduces data analysis methods within geographical information systems.

GSST 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.
GSST 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): GSST 145 (GSST 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

MCS 116 On Networks: Digital Culture, Media, Technology 4 Seminar, 3 hours; workshop, 1 hour; research, 1 hour; individual study, 2 hours. Prerequisite(s): MCS 005. Examines theories, histories, forms, aesthetics, and cultures of the network. Establishes touchpoints of network theory and history and uncovers key topic areas. Addresses how networked life transforms understandings of individuality and concepts of agency and helps foster collective units, propagate contagious affect, and re-organize space and place.

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

PBPL 150 Exploring Urban Communities Using Gis 4 Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): PBPL 010 with a grade of C- or better; restricted to class level standing of junior, or senior. Analyzes the spatial structure of cities for a range of socioeconomic issues such as demographic changes, affordable housing, and economic development. Utilizes up-to-date geographic information systems (GIS) techniques to gain hands-on learning experiences with the core theories in urban geography and their policy applications in both U.S. and international contexts.

SOC 182 Urban Problems 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upperdivision standing or consent of instructor. An interdisciplinary examination of selected urban problems such as civil disorders, transportation, housing, welfare, and planning. Cross-listed with URST 182.

3c-iv)

ANTH 122 Economic Anthropology 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W; or consent of instructor. Examines the social and cultural dimensions of production, exchange, saving, borrowing, and consumption. Topics covered include rationality and economizing, reciprocity, gender and household decisionmaking, and neoliberalism.

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

ANTH 133 Anthropology and International Development 4 Lecture, 3 hours; research, 2 hours; written work, 1 hour. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Analyzes the concept of development by examining major theories and approaches in the anthropological study of international development. Focuses on the relationship between anthropology and the
development industry. Topics include ethical issues in development anthropology, causes of failure and success in development interventions, and transformations in development theory and practice.

ANTH 139 Change and Development 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or ANTH 003 or ANTH 005; upper-division standing or consent of instructor. Examines alternative theories of society, change, and development, as well as the assumptions and premises on which they are based. Considers how they are used to explain capitalist development, imperialism, colonial encounters, nationalism, decolonization, socialist revolution, modernization, unequal exchange, uneven development, globalization, and postcolonialism.

ECON 119 Law and Economics 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ECON 003 or ECON 003H; or consent of instructor. Examines issues at the intersection of law and economics. Presents the tools needed for an economic analysis of law. Applies the tools to understand the economic logic of the law, especially property, contract, tort, and antitrust law.

ECON 125 History of Economic Thought 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ECON 002 or ECON 002H; ECON 003 or ECON 003H. Study of the development of major economic theories, including those of Adam Smith, Karl Marx, and John Maynard Keynes. Focus is on how alternative theories define and address economic problems differently and the policy implications that follow.

ECON 143 Environmental Economics 4 Lecture, 3 hours; written work, 3 hours. Prerequisite(s): ECON 003 or ECON 003H; or equivalent; or consent of instructor. An introduction to economic analysis of natural resources, the environment, and environmental quality. Topics include interactions between the environment and the economy, social choice theory, source control costs, damage valuation, efficient pollution control, and design of efficient and equitable environmental policy.

ECON 146 Urban Economics 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ECON 102 or ECON 104A. Applies basic microeconomic principles to the spatial concentration of economic activity, the operation of the urban land, housing, transportation, and labor markets, the role of government in the urban economy, and urban economic problems, including pollution, crime, and homelessness. Cross-listed with URST 146.

ECON 148 Land and Resource Economics 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ECON 102 or ECON 104A. Explores distinctive qualities of land and its rent, as well as valuation of land as an investment. Addresses assembly, division, and development of land, efficiency of the land market and the effects of taxation. Covers concentrated ownership, separation of ownership and management, rent and taxable surplus, and origins and kinds of tenure.

ECON 173 Global Poverty 4 Lecture, 3 hours; written work, 3 hours. Prerequisite(s): ECON 002 or ECON 002H; ECON 003 or ECON 003H. Examines poverty around the world in a comparative perspective. Topics include concepts of poverty, measurement of poverty, and policies intended to reduce poverty. The regions studied include the U.S., other developed countries, and developing countries. Credit is awarded for one of ECON 173 or ECON 173S.

ECON 175 Comparative Economics 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the roles of different economic, political, legal, financial, fiscal, and informal institutions in the economy. Topics also include the theoretical traditions of the debate between market and plan and of the boundaries of market and hierarchy.

ECON 181 Economic Development: Theory and Policy 4 Lecture, 3 hours; individual study, 3 hours.
Prerequisite(s): ECON 002 or ECON 002H; ECON 003 or ECON 003H. A survey of the main theories of economic development and an analysis of the major development strategies and policies.

ECON 182 Trade, Globalization, and Development 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ECON 002 or ECON 002H; ECON 003 or ECON 003H. Explores global development with an emphasis on empirical results regarding the effectiveness of foreign aid, trade, property rights, and other institutions that can influence economic growth. Analyzes the nature and consequences of globalization on individuals, countries, and the world economy.

ECON 187 Contemporary Public Policy Challenges in Latin America 4 Lecture, 3 hours; discussion, 1 hour; individual study, 3 hours. Prerequisite(s): ECON 002 or ECON 002H; ECON 003 or ECON 003H; consent of instructor. A survey of the wide-sweeping policy reforms since the 1980s and of contemporary public policy challenges in Latin America. Challenges discussed include extremely high levels of poverty and inequality; inadequate educational and healthcare systems; pressures for land reform; problems of trade competitiveness; and recurring currency crises. Cross-listed with LNST 187.

GSST 131 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.

HISA 119 Modern U.S. Consumer Culture 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing 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. Credit is awarded for only one of HISA 119 or HISA 119S.

PHIL 116 Business Ethics 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. An inquiry into some of the moral issues arising from business life, such as conflicts of interest, responsibility to consumers, corporate culture and character, and the morality of competition. Also considers the history of ethics and the history business as an institution.

POSC 116 Capitalism, Socialism, and Political Theory 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines debates about economic life. Focuses on issues such as markets and marketization, labor, globalization, freedom, class, corporations, democracy, the welfare state, and power. Credit is awarded for only one of POSC 116 or POSC 116S.

POSC 160 Globalization and Underdevelopment Focuses on the political causes and consequences of the spread of the modern state, the competitive market, and political democracy. Examines how these political institutions interact with one another and shape the possibility of development.

POSC 173 Government and Politics of California 4 Lecture, 3 hours; individual study, 1 hour; extra reading, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines the political process of California. Focuses on both the electoral and legislative politics and the contribution they make to democratic governance under conditions of social diversity. Credit is awarded for only one of POSC 173 or POSC 173S.

PBPL 102 Borderline Immigration Policies and Community Change Process 4 Lecture, 3 hours; research,
3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduces experiences of immigrants in the southwest borderland region of the U.S. Immigration history, trends, and legislation are critical components to the course. Examine immigration policy impact on economic and health indicators as well as the family system. Examine a range of change strategies used to empower the immigrant community.

PBPL 103 Economic Development Policy 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Provide a broad overview of theories and models of urban growth and economic development, as well as the strategies and practices in implementing different strategies. Identifies the challenges of developing regions, cities and communities that are economically dynamic, socially equitable and environmentally sustainable.

PBPL 170 Technology, Policy, and Ethics 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): upper-division standing. Provides contemporary perspectives on interplays between technology, public policy, and ethics. Covers social, legal, and ethical issues such as liability, as well as environmental, patent, and copyright law. Cross-listed with ENGR 170.

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

ANTH 182 Anthropology of Human Rights 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines debates in the study of human rights and social injustice. Uses case studies in Asia, Africa, and Latin America to explore legal, cultural, and political practices and representations of rights and reconciliation in postconflict settings. Includes globalization of rights; cultural relativism; indigenous rights movements; advocacy; and gender and health rights.

ENGL 142N The Politics of Visual Culture 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower-division English course (other than composition) or consent of instructor. Intensive review of critical approaches to the politics of visual representation in art, activism, advertisement, and popular culture. Emphasis is on debates about the ethics of visual representation and on the strategic use of visual images to raise awareness about political issues.

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

ETST 163E Introduction to Queer Studies 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduces the intersections between the social construction of sexuality and the political economy of capitalism. Focuses on the United States. Includes the legacies of queer social movement and coalition building as well as the role of the contemporary United States where capital circulates and sexual identities are produced, contested, and negotiated.
GSST 109 Women, Politics, and Social Movements: Global Perspectives 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or GSST 020 or GSST 020H; or consent of instructor. Introduction to Third World women’s politics. Covers women’s politics from a global perspective emphasizing South Asia, subSaharan Africa, and the Caribbean.

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

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

GSST 169 Gendering Revolution: Gender and Sexuality in “The Arab Spring 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): GSST 167 or GSST 168 or GSST 193; restricted to class level standing of junior, or senior. Addresses the gender politics of The Arab Spring focusing on revolutionary gender activism. Explores a world of dissent, chaos, and violence, but also one of beauty, ethics, and artistic expression as individuals come together to fight for “bread, freedom, and social justice.”

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

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

MCS 119A Topics in Memory and Resistance I 4 Lecture, 1 hour; seminar, 1 hour; workshop, 1 hour; research, 3 hours. Prerequisite(s): restricted to class level standing of sophomore, junior, or senior; or consent of instructor. Introduces the theory, methods, ethics, and political stakes of Memory and Resistance work. Offers training in and application of needed media skills including the production of short form media. Course is repeatable as content or topic changes to a maximum of 8 units.

MCS 122 Sustainability as the Future of Democracy 5 Lecture, 3 hours; screening, 3 hours; activity, 3 hours. Prerequisite(s): upper division standing or consent of instructor. A critical cultural analysis of the discourses underlining and validating the degradation and destruction of our natural environments, engendering vast income inequalities.
MCS 134 Transmedia: Demonstration Project 4 Lecture, 2 hours; workshop, 1 hour; screening, 3 hours. Prerequisite(s): upperdivision standing or consent of instructor. Introduces strategies for organizing and presenting materials, ideas, and arguments in various media. Includes visual, written, and audio texts; the spoken word; and performance.

MCS 140 Alternative Media Production and Social Movements 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper division standing or consent of instructor. Introduces the history, theory, and practice of alternative forms of media production. Focuses on how various media forms were used to disseminate information in order to motivate audiences to take action for social change. Provides opportunities to learn documentary making, experiment with media forms, and produce alternative media projects. Course is repeatable as topics change to a maximum of 12 units.

MCS 165 The Queer 1980s 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): MCS 001. An examination of film, video, print media, music, and other expressive forms from the U.S. and the United Kingdom during the 1980s. Considers how the Reagan/Thatcher era and the emergence of the AIDS pandemic gave rise to various forms of activism leading to the development of queer studies.

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

POSC 141 Women and the American Political Process 4 Lecture, 3 hours; individual study, 1 hour; term paper, 1 hour; written work, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. A general introduction to the field of women and politics. Explores the ways in which gender enters and shapes politics, primarily in the U.S. context. Topics include women’s activism, voting behavior, and opinions. Also addresses women as candidates and in government

SOC 112 Sociology of the Labor Movement 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): SOC 001 or SOC 001. Introduces sociological literature related to the labor movement. Provides a comparative and historical overview of research on unions, workers’ centers, and other organizational forms and collective actions through which workingclass people have sought to improve their working and living conditions. Credit is awarded for only one of SOC 112 or SOC 112S.

SOC 122 Social Change 5 Lecture, 3 hours; research, 3 hours; extra reading, 3 hours. Prerequisite(s): SOC 003 with a grade of “C-” or better or consent of instructor. A study of patterns of social change, resistance to change, and change-producing processes and agencies

SOC 135 Conflict 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): SOC 001 or SOC 001H. Analysis of the sources of social conflict, especially class conflict. Studies social movements arising out of such conflicts, which attempt to bring about fundamental social change. Credit is awarded for only one of SOC 135 or SOC 135S.

SOC 184 Environmental Sociology 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): SOC 001 (or SOC 001H) and SOC 004 and SOC 005 with grades of “C” or better, or consent of instructor. A
sociological approach to the study of mainstream environmentalism. Addresses societal implications of environmental reform; the nature of distributive impacts (costs and benefits); environmental conflict resolution; land-use decision making; and the placement of noxious facilities in minority, working class, and poor communities.

3d-vi)

ANTH 144F Gender, Race, and Medicine 4 Lecture, 3 hours; written work, 1 hour; extra reading, 1 hour; individual study, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores the relationship between Western medicine and women, racial minorities, and non-Western citizens. Investigates how gender ideology, racial inequity, and colonialism shape the medical representation of bodies, sexuality, and pathology. Examines how patients have renegotiated their relationships with medicine through health movements and alternative healing practices. Cross-listed with GSST 185.

ANTH 144O - ANTHROPOLOGY OF BODIES
4 Units, Lecture, 3 hours; research, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Explores various anthropological discourses about the constitution of bodies focusing on how bodies differ across cultures and historical moments.

ANTH 147 Reproduction: Policies, Politics, and Practices 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines reproductive policies, politics, and practices from a cross-cultural and historical perspective. Discusses political and economic processes and sociocultural dynamics; population control; sex preference; infanticide and neonatal neglect; adoption and foster parenting; abortion; technologically assisted conception; and gestational surrogacy. Cross-listed with GSST 140.

ANTH 156 Anthropology of Human Immunodeficiency Virus (hiv) 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. Cross-cultural examination of the global Human Immunodeficiency Virus (HIV) epidemic from an anthropological perspective.

ANTH 158 Biological Approaches to Medical Anthropology 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ANTH 002 or consent of instructor. Introduces medical anthropology from the biological perspective. Explores topics on evolution, health, and medicine; human biological variation in relation to disease; bioarchaeology; and the history of health. Takes the integrative and multidisciplinary approach.

ANTH 159 Drugs and Culture 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. A cross-cultural examination of drug use and its relation to race, class, gender, morality, laws, and health policy.

ANTH 160 Political Economy of Health 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines critical medical anthropology. Focuses on the linkages between political economy, health, and healthcare systems in modern societies. Considers the effects of poverty, occupation, and environmental transformation in particular social contexts. Reviews four case studies: the political economy of HIV/AIDS, poverty, famine, and nuclear regulation.

ANTH 162 Culture and Medicine 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Interrelations of health, disease and culture; cross-cultural comparisons of “health,” “disease” and “curing” concepts; effects of cultural
behavior on health and illness. Special focus on traditional societies and their belief systems, and on the effects of cultural change (historical and modern) on illness and curing.

ANTH 166 Anthropology of Global Health 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the overlaps, debates, and potential of medical anthropology to address contemporary issues in global health. Focuses on how the historical development, theoretical frameworks, methodological approaches, and ethical debates within medical anthropology can contribute to a just and inclusive version of “global health.”

ANTH 175 Public Health, Media, and Risk Management 4 Seminar, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines media and politics in public health and risk management. Focuses on the role that effective communication, public relations, media, and crisis management can play in both informing the public and reducing and preventing serious threats to human health.

ANTH 187 Anthropology of Risk 4 Lecture, 3 hours; extra reading, 1 hour; research, 1 hour; term paper, 10 hours per quarter. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W; upper-division standing; or consent of instructor. Examines theoretical and ethnographic works related to the perception of risk. Focuses on a range of arguments that view risk as an objective hazard, a symbolic construction, or as historically, politically, and socially contingent. Topics include law, health, pollution, and migration.

ESHQ 126 Toxic Bodies 4 Lecture, 3 hours; extra reading, 1 hour, term paper, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. This course explores the embodied effects of various kinds of toxic environmental exposures in local, national, and transnational contexts. It addresses the effects of exposure to radiation, polluted air, water, soil, and food. It also surveys the history and current manifestations of community based and policy oriented responses.

ESHQ 154 The Good, the Bad and the Ugly: Scientific Research on Inequalities and Well-being 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Investigates scientific approaches to the study of inequalities, well-being and their relationship. The course is organized into two sections. The first half focuses on social inequalities and various implicit and explicit biases. The second half covers the brighter side of human relationships including happiness, diversity and sustainable living practices.

ESHQ 157 Global Environmental Change and Mental Health 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Introduces mental health concepts of disorder, distress, well-being, and resilience in the context of global environmental change. Focuses on research and public health policy related to: climate change impacts on mental health and well-being; social and environmental justice challenges associated with mental health; individual and community resilience and psychosocial adaptation to climate-related environmental change. Topics include: the psychology of climate change denial; ecological grief and mourning; mindful response to extreme weather events and natural disasters; and best practices for coping with environmental change.

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

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

GSST 183 Feminist Politics of Food 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; or consent of instructor. Explores politics of food using gender, race, class, and globalization as analytical lenses. Examines expressions of gender and sexuality in food consumption. Investigates relationships between diet and structural racism and between feminist politics and food movements. Topics include food and advertisement, industrial and sustainable agriculture, food security, health, and bioengineering.

HIST 107 Disease and Society 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Covers a world history of disease and how it relates to massive population change, cultural shocks, and globalization. Evaluates the complex and reciprocal relationship between illness and society. Analyzes how cultures, states, and individuals shape the spread of contagious disease, as well as how disease affects societies.

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

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

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

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

ENGL 179A History of Science Fiction 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s):
upper-division standing or lower-division English course (other than composition) or consent of instructor. A historical survey of science fiction literature from the nineteenth century to the present. Covers major works by H.G. Wells, Arthur C. Clarke, Stanislaw Lem, Ursula K. Le Guin, and William Gibson.

ENGL 179C Science and Science Fiction 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower-division English course (other than composition) or consent of instructor. Investigates the relationship between science and science fiction and the role of culture in producing scientific knowledge. Readings include novels and scholarship in the history and sociology of science. Covers work by Nancy Kress, Greg Bear, Greg Egan, Thomas Kuhn, Donna Haraway, and Bruno Latour.

ESHQ 177: Non-human Agents and the Environment 4 Seminar, 3 hours; extra reading, 2 hours; term paper, 1 hour. Prerequisite(s): upper-division standing. Develops methods for thinking about non-human organisms and non-living environmental elements as actants. Examines the interactions between human and non-human agents and their implications for ecological thinking. Topics include: political artifacts, trans-species becoming, trans-corporeality, human microbiome and microvirome, micorrhizal network, symbiosis, symbiogenesis, and human/non-human coexistence.

GSST 104 Witches, Magic, and Religion 4 Lecture, 3 hours; activity 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines magic and witchcraft as distinctive forms of epistemology articulated by women throughout history. Traces the position of religion and science versus these intellectual fields led by women in various settings around the world. Investigates how masculinization of the knowledge production process enabled male dominance.

GSST 161 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 GSST 161 or GSST 161S.

HIST 104 The Scientific Revolution 4 Lecture, 3 hours; online discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. History of the scientific revolution of the sixteenth and seventeenth centuries from Copernicus through Newton, stressing the cultural interaction of science, philosophy, and religion, with secondary attention to the historical sociology of science.

HIST 105 Science in the Modern World 4 Lecture, 3 hours; online discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. History of science in the nineteenth and early twentieth centuries, stressing the rise of the Darwinian worldview, the genetic revolution and its social consequences, and the romantic rejection of science.

HIST 106 Science in Triumph and Crisis 4 Lecture, 3 hours; online discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. History of science in the twentieth century with attention to the revolutions in physics and biology, the role of scientists in the world wars, the social responsibility debate, and the rise of the United States as a scientific power.
HIST 109 Technology in Modern Europe and America, 1700-Present 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the emergence of modern Europe through the first and second industrial revolutions in Europe and America. Explores the development of device commodities as the typical form of consumer technology in the nineteenth and twentieth centuries, as well as addresses philosophical issues in understanding technology. Cross-listed with ENGR 109

MCS 108 Electric Earth: Media Ecology Theory Culture 4 Seminar, 3 hours; individualized study, 3 hours. Prerequisite(s): MCS 001 with a grade of C- or better. Introduces media ecology theory and history. Explores key topics, concepts, and issues at the upper-division level. Develops methods for thinking about contemporary media ecology, examining objects such as smart cities, animal technologies, and the media saturated planet. Outside class assignments include readings and conducting individual research and writing projects.

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

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

MCS 146F/ENGL 146F Special Topics in Technoculture and Digital Media 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior. Advanced study of theories and practices of reader and audience interaction with technologies of cultural production in general and digital media in particular. Includes praxis-oriented composition or research. F. Media, Materialism, and the Environment: While narratives of technological development. This course restores a materialist history and theorization of media, specifically exploring the entanglements between digital culture and the elemental world (eg conflict minerals in geology of media, ocean cables as internet infrastructures, the data bunkers of cloud storage.)

MCS 163 Special Topics in Art Criticism and Theory: The Anthropocene

PHIL 109 Philosophy of Technology 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. An introduction to philosophical issues concerning technology. Includes the nature of technology; technical artifacts and design; technological knowledge; techno-science; the development of technology; ethical problems concerning technology; technology and gender; socio-technological systems and technocracy; anti-technology; technology and art; and technology and the environment

PHIL 137 Philosophy of Science 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): one course in philosophy or consent of instructor. Topics discussed include understanding scientific objectivity in the light of history and sociology of science; realism and anti-realism about scientific theories; scientific methodology and its logic; and the nature of scientific explanation. Credit is awarded for only one of PHIL 137 or PHIL 237.
EDUC 102 Democratic Pedagogy: Developing R’courses 1 Workshop, 1 hour. Prerequisite(s): restricted to class level standing of sophomore, junior, or senior; and consent of instructor. Supports the R’Course process of student facilitated, shared, active learning. Provides opportunities for student facilitators to discuss pedagogical theory and prepare meaningful resources to put into practice. Graded Satisfactory (S) or No Credit (NC). Course is repeatable as content or topic changes to a maximum of 4 units.

ESHQ 190 Independent Study Special Studies 1 to 4 Individual Study, 3 to 12 hours. Prerequisite(s): upper-division standing and consent of instructor. Independent study and research by qualified undergraduate students. Take 4 units as a prerequisite for Senior Thesis. Total of 4 units of this course are required for students to teach an R’Course as part of the capstone series. Must be taken for letter grade in order to count for fulfilling the senior capstone series in ESST.

ESHQ 191E Seminar in Research Methods: Community Based and Participatory Approaches to Research in Environmental Studies and Public Health 5 Lecture, 3 hours, Discussion, 1 hour, extra reading, 2 hours, research, 1 hour, practicum, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Research seminar in Community-Based Participatory Research (CBPR) and Participatory Action Research (PAR), two related approaches to collaborative knowledge production and action designed to address environmental and/or health disparities at the community level. Students will apply community based, and participatory research strategies in a research project that builds on community partnerships previously initiated by the instructor.

ESHQ 192 Junior Seminar: Critical Studies of Science 4 Lecture 3 hours; extra reading 1 hours; activity 1 hours; term paper 1 hours. Prerequisite(s): ESHQ 002; upper-division standing. Considers scientific knowledge production in historical, cultural, social, and political contexts. Analyzes the concept of “objectivity” in science and alternative epistemologies. Compares scientific and other ways of knowing about the natural world. Examines how indigenous, local, and lay expertise produce vital knowledge about the ecosystem and the environment.

ESHQ 193E: Senior Seminar: Research Practicum in Environmental and Sustainability Studies 4 Seminar, 3 hours; extra reading, 1 hour; research, 1 hour; term paper, 1 hour. Prerequisite(s): ESHQ 192; ESHQ 180; ESHQ 181 or consent of instructor. Provides interdisciplinary theoretical and practical experience in framing, developing, and implementing projects pertaining to environmental equity and climate resilience. Students will work independently to develop their own original research projects, working from the design phase, through implementation, data analysis, and presentation of findings. Course will build on students’ prior training in quantitative and qualitative research methodologies.

ESHQ 195 Senior Thesis 4 Thesis 12, Prerequisite(s): senior standing; consent of instructor. Thesis composition under the guidance of a faculty member. Course is repeatable to a maximum of 8 units. Must also complete 4 units of ESHQ 190 if completing the capstone series for the ESST major.

ESHQ 198G: Group Internship: Environment, Sustainability, and Health Equity 1 to 12 Seminar, 1 hour; written work, 1 hour; internship, 10 hours. Prerequisite(s): ESHQ 001 or ESHQ 002; and consent of instructor. Examines issues of environment, sustainability, health equity, and social justice in public and
private organizations and non-profit and advocacy organizations. Includes supervised experience in community settings such as environmental and environmental justice organizations, healthcare settings, municipalities, and campus organizations engaged in sustainability and/or health and wellbeing. Course must be repeated for 8 units if completing the capstone series for the ESST major.

**ESHQ 198 R’Course:** Variable Topics 1 Activity hours vary per R’Course proposal. Prerequisite(s): permission needed from department; sophomore standing or better. An opportunity for UCR undergraduate students to develop leadership skills, innovate the undergraduate curriculum, and promote democratic, experiential education. Original course topics are variable and unique from other departmental course offerings, designed to highlight the student facilitators’ expertise while working closely with a faculty mentor. Letter Grade when taken as part of the Capstone Series. Course is repeatable as topics change to a maximum of 8 units.

**Climate Studies Concentration**

3-d)

**BPSC 166 Plant Physiological Ecology** 4 Lecture, 3 hours; workshop, 1 hour. Prerequisite(s): BIOL 005C or consent of instructor; university-level courses in mathematics, physics, and chemistry are recommended. Topics include plant responses to light, temperature, evaporative demand, and limiting soil conditions. Explores photosynthesis, plant-water relations, and plant-temperature relations. Gives attention to plant adaptation to climates with varying aridity and temperature extremes.

**ENTM 111 Molecular Biology and Genomics of Human Disease Vectors** 3 Lecture, 2 hours; discussion, 1 hour. Prerequisite(s): BIOL 005A with a grade of C or better, BIOL 05LA with a grade of C or better. Introduces human diseases transmitted by insects/arthropods (insect vectors) that claim about a million deaths annually and cause enormous suffering globally. Highlights adaptations that have contributed to the evolutionary success of disease vectors as well as biotechnological advances in vector control.

**ENTM 126 Medical and Veterinary Entomology** 4 Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): BIOL 005B, BIOL 005C; or consent of instructor. Covers biology, ecology, and management of arthropods that affect human and animal health. Considers arthropods as direct pests and vectors of notorious diseases (e.g., malaria, plague). Also addresses disease epidemiology and prevention, as well as control of pests and associated diseases.

**GEO 160 Global Climate Change** 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor; PHYS 002B or PHYS 02HB or PHYS 040B or PHYS 040HB recommended. Surveys historical and paleoclimate change using basic principles on gas laws, radiant energy exchange, atmospheric circulation and oceanography, and proxy data. Topics include variability in modern climate, greenhouse gases, global warming, El Nino, Pacific decadal oscillation, ozone hole, volcanism, ice age climate, and Milankovitch cycles. Also covers stable isotope profiles, plate tectonics, greenhouse climates, paleovegetation, modern species diversity, and snowball Earth.

**GEO 161 Cenozoic Climate Change** 4 Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): one of the following courses with a grade of “C-” or better; GEO 001 or GEO 002 or GEO 009 or GEO 011. Examines physical, chemical, and biological evidence of climatic and environmental change throughout the Cenozoic Era (last 65 million years) to provide a framework for understanding natural environmental change and for predicting future change. Introduces students to computer-based numerical methods of data analysis for interpreting past records of environmental change.

**GEO 163 Global Physical Climatology** 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): PHYS
002B or PHYS 02HB or PHYS 040B or PHYS 040HB; restricted to class level standing of junior, or senior. Introduces elemental physical components of the Earth’s climate system that include the atmosphere, the ocean, the land surface, and the cryosphere. Topics include global energy balance, atmospheric general circulation, ocean general circulation, atmosphere-ocean interaction, hydrological cycle, land surface processes, cryosphere, and natural climate variability.

GEO 167 Conservation Biogeography 4 Lecture, 3 hours; laboratory and field, 3 hours. Prerequisite(s): BIOL 005C with a grade of “C-” or better or BIOL 010/GEO 003 with a grade of “C-” or better. Application of biogeographic and ecological theories in the conservation of plants, animals, and wildlands. Topics include biological preserve design, ecological consequences of land development, and wildlife-habitat relationships

GEO 169 California Vegetation 4 Lecture, 3 hours; laboratory, 3 hours; two 1-day field trips. Prerequisite(s): BIOL 005C with a grade of “C-” or better or BIOL 010/GEO 003 with a grade of “C-” or better. Survey of the flora, distribution, and ecology of California ecosystems, including Mediterranean shrubland, conifer forests, desert scrub, valley forbfields, and exotic grasslands. Discusses vegetation in relation to climate, physiography, fire, landscape steady states, biological invasions, paleobotany, and broad scale change due to land development, invasive species, grazing, and fire suppression

MCBL 128 Field Mycology: Ecology, Evolution, and Diversity of Fungi 4 Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C; or consent of instructor. Overview of fungal diversity, morphology, ecology, and societal impacts. Topics include fungal diversity, mushroom identification, fungal culturing, molecular methods, and bioinformatics. Explores impacts of fungi on ecosystem functions such as decomposition and symbiosis, as well as impacts of fungi on society including art, medicine, poisons, and food. Credit is awarded for one of the following MCBL 128 or MCBL 228.

MCBL 133 Environmental Microbiology 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C; or consent of instructor. Introduction to nonpathogenic microorganisms in the environment. Topics include an introduction to microbial biology and microbial and metabolic genetic diversity; methods; symbiotic interactions; biofilms; and geomicrobiology and biogeochemistry. Explores life in extreme environments and the effects of the physical and chemical environment on microbes. Cross-listed with ENSC 133.

PHYS 168 Energy and the Environment 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): MATH 010B with a grade of C- or better, PHYS 040C with a grade of C- or better or PHYS 041C with a grade of C- or better; or consent of instructor. Explores physical insights into primary energy uses in society such as electricity, transportation, and heating. Explains how that energy is obtained and transformed (e.g., fossil fuels, nuclear, hydropower, heat engines). Also addresses renewable energy (photovoltaics, wind, batteries, fuel cells) in the context of climate change and sustainability.
Appendix C: Proposal for Undergraduate Major in Health Equity Studies

A Proposal for

Bachelor of Arts Degree Program in

Health Equity Studies

April 16, 2021

Submitted by:

Juliann Allison, Associate Professor, Gender & Sexuality Studies
Kim Yi Dionne, Associate Professor, Political Science
Rengin Firat, Assistant Professor, Sociology
Tanya Nieri, Associate Professor, Sociology
Chioun Lee, Assistant Professor, Sociology
Jade Sasser, Associate Professor, Gender & Sexuality Studies
Dana Simmons, Associate Professor, History
Jennifer Syvertsen, Assistant Professor, Anthropology
Chikako Takeshita, Associate Professor, Gender & Sexuality Studies
This proposal follows the guidelines of the Committee on Education Policy.

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

   Name of the academic program: B.A. in Health Equity Studies
   Department that will administer the program: Environment, Sustainability, 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.

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

   The proposed major responds to the vision statement in UCR’s Future Fluent Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability” through “inclusive excellence.” The Strategic Plan outlines four key areas of research strength at UCR, which the university will build upon in coming years, including social equity and health. The Health Equity Studies major responds directly to the intersection of health and social equity.

   Health and health care occupations are among the fastest growing occupational sectors. According to the US Bureau of Labor Statistics, healthcare occupations are expected to “grow 15 percent from 2019 to 2029, much faster than the average for all occupations, adding about 2.4 million new jobs” (https://www.bls.gov/ooh/healthcare/home.htm). The course work our major provides will prepare students for health and health care related careers including health administration & management, health education, social work and health advocacy & policy in non-profits or government health organizations, hospitals, health or senior care centers, and educational settings or pursuing higher education in health sciences. With the Health Equity Studies major, UCR will offer undergraduates an innovative and timely degree, which prepares students for healthcare-related careers focusing on human, social, and environmental sustainability.
The Health Equity Studies major offers an excellent foundation for students entering professional schools of medicine, nursing, pharmacy or public health. For students who choose not to pursue postgraduate study, Health Equity Studies provides training and skills for work in community relations, community outreach, social services, administration and advocacy. Please see Appendix A below, “Careers in Health Care and Policy.” For example, Kaiser Permanente provides its members (including one in four Inland Empire residents) a “Thrive Local” program linking health and community social services; this is a staff-intensive program that also requires a robust network of community service providers, each with their own staff. In 2013, the California State Legislature established an Office of Health Equity within the California Department of Health. The OHE vision is that “everyone in California has equal opportunities for optimal health, mental health and well-being.”

The Center for Disease Control and Prevention’s Office of Minority Health and Health Equity (OMHHE) “supports internship opportunities for eligible undergraduate and graduate students to gain meaningful experiences in public health settings.” Such programs are currently expanding rapidly under the pressure of pandemic needs and increased state funding for community health research and interventions.

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

While the relatively newly formed UCR Medical School addresses these needs for the severe doctor shortage, the deficit of workforce in other health and health care professions in the Inland Empire are still unmet. Instituting a Health Equity Studies major in a Hispanic Serving Institution in the Inland Empire will both address the current demand for healthcare services workforce and contribute to the goal of diversifying health and health care workforce.

Many of us teaching health-related courses have observed that demand for these courses is very high; our courses fill quickly and students ask us for more. In particular, the

3 About OHE
6 ibid.
HQST major is an excellent option for students transitioning from CNAS or BCOE to CHASS, and who wish to build on prior data science, health or biomedical knowledge. The HQST minor allows students in biomedical or scientific degree programs to complement their curriculum with a social-scientific and humanities perspective. The HQST minor would also be appropriate for students in Public Policy or any CHASS major, who wishes to complement disciplinary study with more focused attention to health and health disparities and inequities.

The HQST program offers students an opportunity to focus their learning on inequities -- an issue that deeply matters to them -- in theoretically grounded scholarly literature that transcends disciplinary boundaries, includes innovative and community-engaged approaches, and prepares students to create and communicate evidence-based ideas and solutions to overcome these inequities. Our majors will gain methodological tools to grasp dynamic interactions of social, economic and political inequities, health, disability and disease. Majors will understand how to read statistical data and how to communicate it to broader audiences. They will be able to analyze relationships between the local, national and global scales, and to identify structural causes of individual phenomena. They will gain experience with community-based research and engagement. They will have training in ethnographic methods, sociological analysis and historical research. Majors will bring a humanist, social-scientific toolkit and a critical consciousness to work in health-related fields.

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

The proposed HQST major is part of a national trend, as witnessed by similar programs recently established at peer institutions. American University School of International Studies offers an undergraduate program in Environmental Sustainability and Global Health. American University’s program is less than seven years old and is growing rapidly, with faculty in fields from anthropology, geography, political science to public health and economics, and 65 undergraduate majors.

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

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

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

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

3. Relationship of the new program to existing programs.

This program responds to undergraduate interest and demand for coursework in public health, pre-medicine, and health equity studies without duplicating existing programs. The School of Public Policy (SPP) offers an undergraduate degree with a track in Health and Population Policy, which focuses on issues related to policy and public health. HQST courses would support SPP students in this track by providing more options to fulfill their major. Anthropology offers a concentration for its majors in Medical Anthropology; some of these courses will overlap with HQST because of shared faculty, but the anthropology degree has another set of unique requirements that go beyond the scope of health. In addition, there is an undergraduate minor in Medical and Health Humanities (MHH), which draws from diverse courses in the humanities, social sciences, literature, English, and related areas. Students pursue the MHH minor in conjunction with another degree program. Whereas MHH engages with a broad humanities field concerned with representations of the body, health and disability, HQST offers a more focused set of requirements specifically around health disparities and health inequities. That said, HQST classes would also support the MHH program and the HQST major is entirely compatible with an MHH minor.

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

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 B.A. degree in Healthy Equity Studies consists of 48 units and focuses primarily on humanities and social science studies of health inequity. See section 13 in this document for full details.

**Lower-division requirements** include 3 courses (12 units):

a) ESHQ001 Introduction to Health Equity  
b) One course in Data Science from among three course options  
c) One course in Medical and Health Humanities from among eight course options

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

a) Three courses in HEALTH DISPARITIES AND INEQUITIES from among 18 course options.  
b) Three courses in HEALTH PRACTICES, POLITICS AND POLICIES from among 13 course options.  
c) One research methods course  
d) One elective course  
e) One capstone course (for seniors)

The requirements for an undergraduate minor in Health Equity Studies consist of 20 units:
Lower-division requirements include 1 course (4 units):
ESHQ 001 Introduction to Health Equity

Upper-division requirements include 4 courses (16 units):
Two courses from among the HEALTH DISPARITIES AND INEQUITIES course options.
Two courses from among the HEALTH PRACTICES, POLITICS AND POLICIES course options.

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

Teaching will be distributed among affiliated faculty, some of who will teach elective courses from their home department. Administration of the major will be conducted by FTE faculty who will be the first to transfer their full lines to the new department. Advising will be done in coordination with the undergraduate advisors in MDU.

Juliann Allison, Associate Professor, Gender & Sexuality Studies, ESHQ 191E
Cecilia Ayón, Professor, Public Policy, PBPL 160
Kim Yi Dionne, Associate Professor, Political Science, ESHQ 131, ESHQ 191
Rengin Firat, Assistant Professor, Sociology, ESHQ 001, ESHQ 154, SOC 127, SOC 120
Esra Kurum, Assistant Professor, Statistics
Chioun Lee, Assistant Professor, Sociology, ESHQ 128, SOC 127, SOC 167, SOC 183H
Bruce Link, Distinguished Professor of Sociology and Public Policy, SOC 127, SOC 120
Tanya Nieri, Associate Professor, Sociology, ESHQ 191, SOC 127, SOC 167
Jade Sasser, Associate Professor, Gender & Sexuality Studies, ESHQ 010, ESHQ 126, ESHQ 136
Dana Simmons, Associate Professor, History, ESHQ 001, HIST 042, HIST 107, ESHQ 134, ESHQ 140, ESHQ 150
Jennifer Syvertsen, Assistant Professor, Anthropology, ANTH 020/ANTH 020S, ANTH 144F, ANTH 144I, ANTH 144K, ESHQ 140, ANTH 144N
Chikako Takeshita, Associate Professor, Gender & Sexuality Studies, ESHQ 001, ESHQ 015, ESHQ 110, ESHQ 111
Rachel Wu, Assistant Professor, Psychology
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 Environment, Sustainability, and Health Equity (proposed with this undergraduate program)

7. Projected enrollment in the program.

We anticipate that enrollment in the program will be about 100 undergraduate students.

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

Bachelor of Arts in Healthy Equity Studies.

Anticipated number of degrees to be granted when the program reaches steady state: 40 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.

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

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

A. Faculty

The Health Equity Studies major does not require new faculty hires in order to begin
accepting students. Four core faculty members are already faculty in CHASS departments, as are six affiliated faculty. One affiliated faculty member is in the School of Medicine, one in the School of Public Policy and one is in CNAS. Most of the proposed courses for the HQST major will be cross-listed with faculty’s home departments and therefore can be taught without any additional cost.

Three required courses are specific to HQST and will require dedicated faculty to teach them: ESHQ 001 (Introduction to Health Equity); ESHQ 191E-Z (Seminar in Research Methods) and ESHQ 193 (Senior seminar).

We anticipate that faculty will be available within the Department of Environment, Sustainability and Health Equity (proposal attached) to teach the HQST core courses. If the new department is not approved, we would require funds for a faculty to direct the major, and funds to buy out three courses each year for the HQST core curriculum.

B. Teaching Assistants

An additional two TA positions are desirable in order to support the new gateway course, ESHQ 001: Introduction to Health Equity Studies. We anticipate that ESHQ 001 will easily attract 75 students or more including non-majors. As an introductory course, discussion sessions would be an important part of ESHQ 001. If TAs are not approved, the course will have to be smaller and taught without discussion sections. We plan to offer the course twice a year.

C. Staff

The MDU staff seems already stretched to maximum capacity. HQST would not be unique among the programs served by the MDU in advocating for an increase in staffing. We recommend that a new CHASS unit be created to be shared by some of the existing departments and the Department of Environment, Sustainability, and Health Equity. In this case, we require one shared FAO and one shared Financial Analyst.

The MDU undergraduate advisers are highly experienced in supporting interdisciplinary programs like HQST. We plan to work in tandem with the undergraduate advisors to run the major smoothly. Given that the ESHQ Department is likely to grow to several hundred majors, it may be preferable to have a dedicated academic advisor for the department.

D. Computer facilities

No additional computer facilities are required for the new curriculum.

E. Library

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

F. Space

Since ESHQ founding core faculty are all current faculty members, we anticipate that the new department will not create additional need for office space. However, it would be preferable to move faculty offices over time in order to consolidate ESHQ faculty in the same building and floor. ESHQ would also require access to a meeting space, which could be shared with other programs or units. We also wish to request a dedicated space for the Department of ESHQ for the chair and department material.

G. Plans for obtaining resources

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

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

As demand for ESHQ 001 grows, we will teach it during the summer, which will bring in 52% of the revenue to the department.

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.

Letters of support have been requested for the Department of Environment, Sustainability, and Health Equity, which includes this proposal for the new undergraduate program.

We have received letters from:

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 faculty approve this proposal:

Juliann Allison, Associate Professor, Gender and Sexuality Studies
Cecila Ayón, Professor, Public Policy
Kim Yi Dionne, Associate Professor, Political Science
Rengin Firat, Assistant Professor, Sociology
Esra Kurum, Assistant Professor, Statistics
Chioun Lee, Assistant Professor, Sociology
Bruce Link, Distinguished Professor of Sociology and Public Policy
Tanya Nieri, Associate Professor, Sociology
Jade Sasser, Associate Professor, Gender and Sexuality Studies
Dana Simmons, Associate Professor, History
Jennifer Syvertsen, Assistant Professor, Anthropology
Chikako Takeshita, Associate Professor, Gender and Sexuality Studies

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

List of chairs from whom approvals have been requested

**CHASS**

Derrick Fay, Chair, Anthropology [approved]
Sherine Hafez, Chair, Gender and Sexuality Studies [approved]
Steven Helfand, Chair, Economics [approved]
John Mdearis, Chair, Political Science [approved]
Jennifer Najera, Chair, Ethnic Studies [approved]
Andrews Reath, Chair, Philosophy [approved]
Ellen Reese, Chair, Sociology [approved]
Judith Rodnbeck, Chair, Media and Cultural Studies [approved]
Michele Salzman, Chair, History [approved]
Melissa Wilcox, Chair, Religious Studies [approved]
Fuson Wang, Program Director, Medical and Health Humanities [approved]

**SPP**

Kurt Schwabe, Associate Dean, School of Public Policy [pending]

**CNAS**

Xinping Cui, Chair, Statistics [approved]

c. Dean of CHASS

Approved June 21, 2021
d. Executive Committee

Approved May 19, 2021
To be adopted:

Proposed Changes to Health Equity Studies

PRESENT: PROPOSED:

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

The B.A. degree consists of 48 units and focuses primarily on humanities and social science studies of health inequity.

Major Requirements
1) Lower-Division Requirement (3 courses, 12 units)
a) ESHQ 001

b) One course in Data Science from among the following: PBPL 010, STAT 010, STAT 004

c) One course in Medical and Health Humanities from the following: ANTH 20 or ANTH 20S, GSST013 or GSST013S, ESHQ 002, ESHQ 010, ESHQ 015, HIST 042, MHHS 001, PHIL 009 or PHIL 009H

Lower-division courses taken elsewhere may be counted toward the lower-division requirement; up to four advanced placement units earned in high school may count toward its fulfillment as well. Please consult with the academic advisors for further details.

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

a) Three courses in health disparities and inequities from among the following: ANTH 144F, ANTH 144I, ANTH 144K, ECON 129, ESHQ 111, ESHQ 126, ESHQ 128, ESHQ 154, ESHQ 157, HIST 107, MCS 160, PBPL 127/SOC 127, PBPL 160, SOC 120, SOC 167, SOC 183H,

b) Three courses in health practices, politics, and policies from among the following: ANTH 144N, ESHQ 110, ESHQ 130, ESHQ 131, ESHQ 134, ESHQ 136, ESHQ 140, ESHQ 150, ESHQ 189E, ESHQ 189F, ETST116/HISA 147, MCS 106, PBPL 161, PBPL 162, PHIL 167, POSC180 or POSC 180S, RLST 110, RLST 122

c) One research methods course from among the following: ESHQ 191E

d) One elective course from (a), (b) or (c) above or ESHQ 199/ESHQ 199H or ESHQ 198I

e) One capstone course: ESHQ 193Q

Justification:

Include justifications for EVERY change/addition/deletion that is made.
Course Descriptions for HQST B.A. Curriculum

1a)

**ESHQ 001 Introduction to Health Equity** 4 Lecture, 3 hours; extra reading 3 hours. Introduces theories and methodologies for the study of health equity and health disparities. Identifies health disparities trends, patterns and causes in the US and globally, including historical, social and structural factors. Considers policies and interventions addressing health disparities, including community-engaged research and patient-centeredness.

1b)

**PBPL 010 Introduction to Geographic Information Systems** 4 Lecture, 3 hours; discussion, 1 hour. Provides an introduction to the fundamental concepts of Geographic Information Systems (GIS), Geographic Information Science (GIScience), and their application to public policy and social science research. Also covers the use of geographic data and software in public policy and related practice.

**STAT 010 Introduction to Statistics** 5 Lecture, 3 hours; discussion, 1 hour; laboratory, 3 hours. Prerequisite(s): MATH 005 or MATH 006B or MATH 009A or MATH 09HA or MATH 007A; or consent of instructor. A general introduction to descriptive and inferential statistics. Topics include histograms; descriptive statistics; probability; normal and binomial distributions; sampling distributions; hypothesis testing; and confidence intervals. Credit is awarded for one of the following STAT 010 or STAT 048.

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

1c)

**ANTH 020 Culture, Health, and Healing** 4 Lecture, 3 hours; consultation, 1 hour. Surveys health, disease, curing, and nutrition in a cross-cultural perspective. Covers how different cultural groups consider disease, health maintenance, and healing; how traditional beliefs about health and nutrition arise; and what one can and cannot learn from traditional health seeking practices. Credit is awarded for one of the following ANTH 020 or ANTH 020S. Cross-listed with ANTH 020 (and 20S).
GSST013/GSST 013S Gender and Disability 5 Lecture, 3 hours; discussion, 1 hour; written work, 1 hour; extra reading, 2 hours. Examines gender and disability from a feminist perspective. Explores how gender and disability shape all aspects of social life: institutions, identities, bodies, discourses. Introduces feminist and queer theories of disability. Critically engages with societal responses to disability such as eugenics, exclusion, and institutionalization. Considers possibilities for feminist disability justice. Credit is awarded for one of the following GSST 013S or GSST 013.

HIST 042 Medical Racism, Eugenics and the Tuskegee Study of Untreated Syphilis 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): none. Grapples with the history of racism, eugenics and medicine in 20th-century United States, through close study of the Tuskegee Study of Untreated Syphilis (1932-1972). Examines medical racism and healthcare activism before, during and after the Tuskegee Study.

ESHQ 002 Society, Culture, and the Environment 4 Lecture, 3 hours; discussion, 1 hour; individual work 2 hours. Explores the relationship between human society and the natural environment; case studies focus on economic development, population, energy, resource use and management, technology, and environmental social movements. Course also introduces the roles of race, class, and gender in shaping environmental burdens, benefits, and activism.

ESHQ 010 Public Health and Climate Change 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Introduces the health impacts associated with climate change in local and global contexts. Addresses shifting temperatures, extreme weather events, sea level rise, and other climate effects, and related outcomes in respiratory, cardiovascular, reproductive, and mental health, as well as infectious diseases and injuries.

ESHQ 015 Giving Birth 4 Lecture 3 hours; extra reading 1 hours; activity 1 hours; term paper 1 hours. Examines the history of childbirth methods from the medieval period to the present. Compares obstetrics to alternative models of maternity care including midwifery care, homebirth, and traditional birth attendants in the global South. Considers health equity in the context of maternal care and childbirth.

MHHS 001 Introduction to Medical and Health Humanities 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): none. Introduces medical and health humanities. Explores the importance of humanities and arts to medicine, the diverse understandings of health and illness, and the complex social and economic forces that inform how people are cared for during times of illness. Mandatory course in the Medical and Health Humanities minor.
PHIL 009/PHIL 009H Biomedical Ethics 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): none. Introduces the major camps in ethical theory - utilitarianism, deontology, virtue ethics, and feminist ethics. Applies these theories to critically examine contemporary issues in bioethics. Includes stem-cell research, assisted reproductive technologies, contract gestation, maternal-fetal conflicts, genetic and pharmacological enhancements, access to health care, and physician-assisted suicide. Credit is awarded for only one of PHIL 009 or PHIL 009H.

2a) ANTH 144F Gender, Race, and Medicine 4 Lecture, 3 hours; written work, 1 hour; extra reading, 1 hour; individual study, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores the relationship between Western medicine and women, racial minorities, and non-Western citizens. Investigates how gender ideology, racial inequity, and colonialism shape the medical representation of bodies, sexuality, and pathology. Examines how patients have renegotiated their relationships with medicine through health movements and alternative healing practices. Cross-listed with GSST 185.

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

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

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

ESHQ 111 Political History of Birth Control Technologies 4 Lecture 3 hours; extra reading 1 hours; activity 1 hours; term paper 1 hours. Examines the relationship between reproductive politics and the development of modern contraceptives. Examines the relationship between birth control technologies and women’s (dis)empowerment. Topics include: eugenics, population control, women’s health movement, anti-abortion movement, racial economy, side effects, hormonal contraceptive methods, IUD, male methods, female condoms, long-acting reversible methods.
**ESHQ 126 Toxic Bodies** 4 Lecture, 3 hours; extra reading, 1 hour, term paper, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. This course explores the embodied effects of various kinds of toxic environmental exposures in local, national, and transnational contexts. It addresses the effects of exposure to radiation, polluted air, water, soil, and food. It also surveys the history and current manifestations of community based and policy oriented responses.

**ESHQ 128 Aging, Life Course, and Health** 4 Lecture, 3 hours; Research 3 hours. Prerequisite(s): upper division standing or consent of the instructor. This course provides students an overview of theories and methods across disciplines for life-course or lifespan approaches to investigate health and aging. It will cover substantive topics on aging and health research, including minority aging, early origins of adult health, linked lives and intergenerational influences, and historical impact, structural constraints, and the role of human agency on health and wellbeing.

**ESHQ 154 The Good, the Bad and the Ugly: Scientific Research on Inequalities and Well-being** 4 Lecture, 3 hours; extra reading 2 hours, activity 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Investigates scientific approaches to the study of inequalities, well-being and their relationship. The course is organized into two sections. The first half focuses on social inequalities and various implicit and explicit biases. The second half covers the brighter side of human relationships including happiness, diversity and sustainable living practices.

**ESHQ 157 Global Environmental Change and Mental Health** 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Introduces mental health concepts of disorder, distress, well-being, and resilience in the context of global environmental change. Focuses on research and public health policy related to: climate change impacts on mental health and well-being; social and environmental justice challenges associated with mental health; individual and community resilience and psychosocial adaptation to climate-related environmental change. Topics include: the psychology of climate change denial; ecological grief and mourning; mindful response to extreme weather events and natural disasters; and best practices for coping with environmental change.

**HIST 107 Disease and Society** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Covers a world history of disease and how it relates to cultural shocks, environmental change, and survival. Evaluates the complex and reciprocal relationship between illness and society, and the historical dynamics around power, race, gender, and class which define disease and shape life chances, medicine and health.
MCS 160 Race, State Violence, and Incarceration in the U.S. 4 Lecture, 3 hours; individual study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): MCS 010 with a grade of C- or better; or consent of instructor. Course offers a historical, analytical, and theoretical examination of the cultural formation of criminalization and incarceration in the United States. Contextualizes the US carceral regime’s roots in the cultural-political structures of racial chattel slavery, land conquest, settler colonization, and the statecraft of anti-Black violence.

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

PBPL 160 Immigrant Health and Wellbeing

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

2b)

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

ESHQ 130 Health and the Body Politic. 4 Lecture 3 hours; extra reading 1 hours; activity 1 hours; term paper 1 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the relationships between government policy and health focusing on bodies as sites for enacting and contesting power. Topics include health and the state, health and globalization, shifting healthcare landscapes, body as agents, and liberation theology.

ESHQ 131 Pandemics and Politics 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the intersection of politics and disease pandemics. Covers state and society responses to historical and recent pandemics, comparing
across countries. Builds on ideas from the study of political institutions, public opinion, social movements, public policy, and public administration. Topics include health inequities, colonial legacies, and pandemic othering and blame. Cross-listed with POSC 1XX.

**ESHQ 134 Health and Disability Activism** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Analyzes social movement activism around medicine, health and disability. Topics include Black Panther Party survival programs, medicine and civil rights, occupational safety, HIV/AIDS, environmental justice, genetic testing, food systems, disability rights and healthcare access.

**ESHQ 136 Population, Environment, and Development** 4 Lecture, 3 hours, extra reading, 1 hour, term paper, 2 hours. Prerequisite(s): upper-division standing or consent of the instructor. This course addresses theories and concepts linking population growth to environmental change, and the development interventions and social movements that have arisen from them. Specifically, it explores neo-Malthusianism and anti-Malthusianism, population control, transnational sexual and reproductive health and rights organizing, reproductive justice, population-health-environment programs, international family planning policies, and the role of contemporary youth advocacy.

**ESHQ 140 Harm Reduction and Social Justice** 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper-division standing or consent of the instructor. Considers how communities address harm from a social justice standpoint. Examines theories of justice and healing related to drug addiction, violence and trauma; evaluates practices of harm reduction in social activism and public health. Considers practices of community accountability, restorative and transformative justice, which seek to repair collective damage.

**ESHQ 150 Healing and Historical Trauma** 4 Lecture 3 hours; extra reading 1 hour; activity 1 hour; term paper 1 hour. Analyzes health and healing through the framework of historical trauma. Through specific case studies such as obesity and diabetes, stress, respiratory diseases and disability, evaluates the bodily legacies of colonization, racism, misogyny and ableism. Considers the ways in which medical experts and community groups structure healing in light of historical trauma.

**ESHQ 189E Medical Spanish in Clinical and Public Health Settings** 4 Lecture, 3 hours; experiential learning, 4 hours. Prerequisites: SPN 001, SPN 002; SPN 003; SPN 004; SPN 005; SPN 006; ANTH 020. Focuses on Spanish-language learning in clinical and public health settings. Includes classroom instruction and experiential learning opportunities in Spanish-speaking clinics and public health contexts in inland southern California. Lays a foundation to understand how structure and inequality influence patient and population health and well-being.
ESHQ 189F Medical Spanish in Research Settings, 4 Lecture, 3 hours; research involvement, 4 hours. Prerequisites: SPN 001, SPN 002; SPN 003; SPN 004; SPN 005; SPN 006; ANTH 020. Focuses on Spanish-language learning in health disparities research. Includes classroom instruction and involvement in research studies engaging Spanish-speaking immigrant communities. Lays a foundation to understand inequality in health among Spanish-speaking immigrant communities.

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

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

PBPL 161 Introduction to Public Health

PBPL 162 Health in All Policies

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

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

RLST 110 Yoga: Ancient and Modern 4 Lecture, 3 hours; individual study, 1 hour; research, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Investigates yoga in its transition from an ancient Indic system of contemplative practice to its modern postural forms. Engages the history of yoga in India and its primary texts and current cultural and religious debates activated through the globalization of modern postural yoga.
RLST 122 Medicine and Asian Religions in Global Circulation 4 Lecture, 3 hours; individualized study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): Restricted to class level standing of Sophomore, Junior, or Senior. Considers the relationship between religious cosmologies, the organization of knowledge, and the practices for managing bodily and natural order that underpin three major medical traditions of Asia in premodern and modern periods: Ayurveda, Traditional Chinese Medicine, and Tibet’s Four Tantra Tradition.

2c)

ESHQ 191 E-Z Seminar in Research Methods 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ESHQ001 or ESHQ 002; upper-division standing. Provides training in methods (logics and application) for health equity research in the humanities and social sciences. Begins with strategies for deriving empirical questions. Proceeds with strategies for collecting and analyzing data to answer such questions. Provides knowledge and skills for evaluating research in health disparities and health equity. Considers possible applications of health equity research in community-based settings.

ESHQ 191E Community Based and Participatory Approaches to Research in Environmental Studies and Public Health 5 Lecture, 3 hours, Discussion, 1 hour, extra reading, 2 hours, research, 1 hour, practicum, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Research seminar in Community-Based Participatory Research (CBPR) and Participatory Action Research (PAR), two related approaches to collaborative knowledge production and action designed to address environmental and/or health disparities at the community level. Students will apply community based, and participatory research strategies in a project that builds on community partnerships previously initiated by the instructor.

2d)

ESHQ 198I Individual Internship in Health Inequity (1-12) laboratory, 4-36 hours. Prerequisite(s): consent of instructor and upper-division standing. Individual interns will learn about the policies and operations of cooperating agencies, such as community organizations, social service agencies, clinics and hospitals. Students will become familiar with the on-going operations of these organizations, and will conduct relevant research under faculty supervision. Course is repeatable to a maximum of 16 units.

ESHQ199 Senior Research (1-5) Outside research, 3-12 hours. Prerequisite(s): ESHQ 191 and consent of instructor; not open to students in the University Honors Program. Work individually with the instructor to continue and expand a research paper or project begun in an ESHQ course. Course is repeatable to a maximum of 8 units.
**ESHQ 199H Senior Honors Research** (1-5) Outside research, 3-15 hours. Prerequisite(s): admission to the University Honors Program or consent of instructor. Offers the opportunity for directed research at an honors level. Course is repeatable to a maximum of 8 units.

2e)

**ESHQ 193Q Capstone** Prerequisite(s): ESHQ 191E-Z and senior standing. Under the guidance of a Health Equity Studies faculty member, completion of a capstone project that synthesizes and integrates the knowledge and skills obtained throughout the program. Required for all Health Equity Studies majors. Develops skills in the formulation and selection of research questions on Healthy Equity topics. Includes the identification of research questions and the use of primary or secondary data, and theory to seek answers. Addresses techniques in the organization and presentation of writing.
Appendix A: Careers related to Health Equity Studies for undergraduate majors

From University of Maryland, Baltimore County (UMBC) Health Administration and Policy Program (http://careers2.umbc.edu/tools/major-sheets/HAPP.pdf).

HOSPITALS
• Medical Records Administrator
• Patient Representative
• Health Educator
• Human Resources Generalist
• Public Relations Specialist
• Admissions Staff
• Volunteer Services Director
• Medical Records Technician
• Credit Analyst
• Fundraising/Development Specialist
• Risk Management Specialist
• Support Specialist
• Health Information Technician
• Administrative Assistant
• Recruiter

LONG-TERM CARE FACILITIES/ HOME HEALTH CARE SERVICES
Nursing Homes, Retirement Centers, Adult Day Care Centers, Home Health Care Agencies
• Admissions Representative
• Marketing Specialist
• Program Coordinator
• Insurance Specialist
• Human Resources Manager
• Recreation Leader
• Recruiter
• Volunteer Coordinator
• Health Educator
• Hospice Coordinator
• Adult Day Care Coordinator

MANAGED CARE ORGANIZATIONS (INSURANCE) HMOs, PPOs, POSs
• Physician Relations Specialist
• Health & Benefits Claim Manager
• Account Manager
• Quality Assurance Specialist
• EAP Coordinator
• Claims Examiner
• Provider Relations Coordinator
• Insurance Compliance Analyst
• Claims Adjuster
MEDICAL OFFICE ADMINISTRATION
Clinic, Medical/Dental Offices, Mental Health Centers, Behavioral Health Facilities
• Office Manager
• Financial Officer
• Personnel Assistant

MEDICAL-RELATED SALES
Medical & Dental Suppliers, Dental & Medical Equipment Manufacturers • Assistant Buyer • Sales Representative • Marketing Specialist • Market Researcher • Product Trainer

CORPORATE BENEFITS PROGRAMS
• Benefits Coordinator
• Wellness Program Developer
• EAP Administrator
• Health Policy Analyst
• Fitness Specialist
• Benefits Coordinator
• Training/Education Specialist
• Health Promotions Officer
• Project Analyst

HEALTH INFORMATICS
• Clinical
• Clinical Research
• Consumer Health
• Dental
• Mental Health
• Nursing
• Pharmacy
• Primary Care
• Public Health
• Telemedicine/Mobile Computing
• Translational Bioinformatics
• Veterinary

PUBLIC HEALTH ADMINISTRATION
VA, Public Health Departments, Regulation Agencies
• Outreach Assistant
• Program Developer
• Inspector
• Research Assistant
• Public Health Researcher
• Project Coordinator
• Public Health Educator
• Social Service Administrator
• Health Coordinator
• Community Outreach Worker
• Community Health Worker
• Health Statistician

POLICY / ADVOCACY
Congress / State Legislatures / Local Governments
• Congressional/Legislative Aide
• Legislative Correspondent
• Policy Analyst
• Legislative Research Assistant
• Campaign Staffer/Aide
• Committee Staff

Volunteer/Assistance Organizations Peace Corps, Red Cross, Blood Banks, Domestic Violence Shelters, Meals on Wheels
• Volunteer Coordinator
• Community/Field Organizer
• Project Manager
• Program Coordinator
• Public Relations Specialist
• Health Educator
• Fund-Raiser/Development Associate
• Membership Coordinator
• Advocate
• Domestic Violence Prevention Spec.
• Community Health Volunteer
• Parent Educator
• Sexual Assault Prevention Educator
• Abuse Prevention Educator
• Community Relations
• Pregnancy Counselor
• Substance Abuse Prevention Educator

Health-Related Professional Associations, National Organizations AMA, AARP, American Lung Association
• Project Manager
• Membership Coordinator
• Program Developer
• Political Organizer
• Meetings Coordinator
• Research Assistant
• Fund-Raiser/Development Associate
• Public Relations Specialist
• Public Policy Analyst
• Legislative Advocate
• Special Events Planner
• Writer/Editor
Advantages for UC Riverside
Department of Environment, Sustainability, and Health Equity
B.S. & B.A. Environmental and Sustainability Studies
B.A. Health Equity Studies

Advances UCR’s Strategic Plan

- Vision: “to drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability”
- Key Research Areas: “social equity, health, and mitigating climate change”

Drives Revenue for UCR

- Increase student enrollment
- Grow extramural research funding
- Attract targeted donations

Puts UCR on the Map of Employers

Our majors correspond to the growth in jobs
- Bureau of Labor Statistics project a 15% increase in healthcare occupation between 2019 & 2029
- According to BLA, half of the growth in employment expected by 2026 will be in eco-friendly jobs.

Employers are seeking employees who can address cross-disciplinary concerns in health and sustainability.

Provides Opportunities for Donors

Donors are looking for programs that meet the challenges of the 21st century such as climate change and healthcare to fund. Some are particularly interested in supporting students in social justice focused studies. UCR development office calls ESHQ “immensely fundable”

Draws Prospective Students to UCR

ESHQ programs directly address issues that students are interested in including:
- Growing job market in health and sustainability
- Climate Change
- Health inequity experienced in the pandemic
- Air Pollution and Environmental Issues in SoCal
- Social justice and community-focus

Essential & Impactful Academic Programs

Environmental and Sustainability Studies B.A. & B.S.
Equips students with knowledge, theory, and skills necessary to engage and contribute to a world in which environmental degradation occupies an increasingly significant place locally, nationally, and globally.
- Student demand is already proven by Sustainability Studies B.S. (grew to 100+ majors from 12 in 2015)
- Interdisciplinary Environmental Studies programs in other UC campuses have seen significant growth (UCSC & UCSB award approx. 250 degrees/year)

Health Equity Studies B.A.
Equips future healthcare workers and health-disparities researchers with methodological tools necessary to address structural racism, gender and sexuality, economic disparity, and historical dispossession in the uneven distribution of wellness and healthcare.
- More than 5000 UCR students are planning a career in healthcare (Health Profession Advising Center)
- Health Equity Studies provide an educational background that students are seeking before moving on to professional schools in public health & medicine

Foundation for Innovative Research & Grants

- One of the first universities to institutionalize the academic response to the intertwining challenges of climate change, environmental degradation, health inequity, and social justice.
- Departmentalization increases core faculty’s capacity to collaborate sustainably on interdisciplinary research projects and compete for extramural funding.
Frequently Asked Questions
Proposal for the Department of Environment, Sustainability, and Health Equity

Many colleagues have read our proposal during the course of its development and provided us with feedback and questions. This document responds to the 3 questions that were most commonly asked by our colleagues.

Q1. Why create a new department now, when resources are tight?

Our Responses:

a. The proposal is not only timely, but urgent.
The new department is precisely the area of national priorities and campus strategic planning and vision for its future role in scholarship and public service. Environmental crisis and health inequities associated with climate change and global and domestic inequalities are intertwined, pressing issues that require urgent scholarly and educational attention, particularly in our region. The COVID-19 pandemic has further highlighted the need for attention to these challenges of the century. Many other institutions are taking steps to meet these challenges. We need to be at the front end of this effort. We are uniquely well situated to pool our resources and begin preparing undergraduates for the professional and academic careers that will enable them to play important roles in addressing such challenges. Establishing this department and developing the two majors in environmental and health equity now will enhance UCR’s profile as a university that is swiftly responding to the complex problems that require interdisciplinary scholarship.

b. The new majors will draw more students to UCR.
Student enrollment is the primary way the campus brings in funds. Our Sustainability Studies Program offered by the Gender and Sexuality Studies Department grew quickly from 12 majors in 2015 to 100+ majors, and is expected to at least double in size once housed in the new department. The major can grow even larger given that Environmental Studies programs at UCSC and UCSB enrolls about 300 and 900 students each year. The Medicine, Health, and Society program at Vanderbilt University, founded in 2013, enrolled 600 majors and conferred 200 degrees a year by the end of 2019. UC Berkeley and UC Irvine Public Health Programs also have been awarding around 200 B.A. degrees a year. The two majors in ESHQ will attract motivated young people and grow the number of students and income for UCR.

c. It will take very little additional resources to start up the new department.
The new department can be run initially by the seven faculty who are transferring their full lines. We need very few resources to establish this department. (For breakdown of required resources, please see Resources Required starting on p. 32). Perceived constraints in resources should not forestall kick-starting this project.
d. The new department will help impacted departments.  
The two majors are expected to absorb some of the students from impacted departments in the social sciences in CHASS, and thus lighten some of the course load/student enrollments that these departments must meet. (For anticipated enrollment, please see p.21).

e. Now is the right time to begin planning for future directions.  
We must be ready to retain and recruit faculty and students as the COVID budgetary crisis recedes. Now is the right time to begin articulating plans to attract innovative early-career faculty, increase undergraduate applicants, support multidisciplinary research grants, and expand opportunities for experiential learning and pre-professional development. There is no reason to wait for an unspecified “optimal” time.

Please see also the one-page document titled “Advantages for UCR”

Q2. Why not make the majors freestanding interdisciplinary programs rather than construct a new department for them?

Our Responses:

a. Interdisciplinary programs with no home departments are often under-resourced and struggle to serve the students’ needs.  
It is extremely important that the two proposed majors are housed in their own department for their stability and ability to serve the students. Freestanding interdisciplinary programs lack infrastructure and staff and must operate on an extraordinarily slim budget. They face great challenges because without FTE, there are few, if any, faculty charged with teaching the courses required for students to complete their degrees. Students majoring in freestanding interdisciplinary programs often have a difficult time finding faculty mentors as the majority of courses are taught by adjunct faculty. Such a faulty institutional structure would be no way to prepare students to confront challenges associated with existing and anticipated threats to the natural environment, the sustainability imperative, and the crushing need for health equity.

b. Projected enrollment exceeds the capacity of a freestanding interdisciplinary program.  
Freestanding interdisciplinary programs cannot reasonably support more than 100 students due to the constraints explained above. (The Global Studies Program made a conscious decision to keep the number of majors below 100). Student demand for sustainability studies has already been proven, and is expected to double from the 100+ enrollment we have in the Sustainability Studies major currently housed in the Gender and Sexuality Studies department. Health Equity Studies is likely to enroll at least 100 students given that more than 5,000 UCR undergraduates are planning a future career in healthcare. We anticipate that the ESHQ Department will enroll 300+ majors and will draw incoming freshmen and transfer students to UCR. Majors of this size cannot be run on faculty and staff overtime. As some courses are shared and some faculty teach in both majors, it only makes sense for the new department to house the two majors.
c. The proposal for a department builds on the success of existing collaborations and programming. Sustainability Studies already exists in a department, has been tested, and is successful. It doesn’t make sense to remove resources from it by moving it to a program. On the contrary, it makes sense to support its growth. Furthermore, the Healthy Equity faculty have been working together for several years in various ways, such as through the Center for Ideas and Society Faculty Commons on Health Inequities. They are seeking to formalize relations, and a joint department with Environment and Sustainability makes sense given the large number of synergies. The synergy also extends to teaching as some faculty will teach in both majors. The point here is that the department would be not starting from scratch; rather existing activity, collaboration, and curriculum is well poised to expand into a department.

Q3. Why not create an interdisciplinary research center instead of a department?

Our Responses:

a. Interdisciplinary research collaboration is often dependent on the commitment of individual faculty, who may not be receiving institutional support for their work.
Interdisciplinary programs and centers (especially in CHASS) operate largely on faculty and staff overtime. Ad-hoc projects tend to fade after a few years due to funding, faculty turnover, or burnout. Furthermore, interdisciplinary scholarship is not always valued in disciplinary-centered departments, making it difficult, particularly for junior faculty, to invest in collaborative work. Departmentalization is needed to provide the institutional and scholarly support necessary for interdisciplinary research and ongoing collaborations in environmental studies, sustainability, and healthy equity. Departmentalization is particularly important for ensuring that interdisciplinary scholars’ advancement is supported.

b. Consolidating our efforts into a department will enhance our ability to obtain competitive multidisciplinary research grants, attract top scholars, and retain underrepresented scholars.
A number of agencies and organizations increasingly acknowledge the importance of areas of inquiry that relate to environment, sustainability, and health equity, and many have also committed to funding interdisciplinary research. We expect the ESHQ Department to function as a multiplier, leveraging existing resources and collaboration across campus for ambitious research projects, attracting extramural grants as an appealing institutional home. Furthermore, with its explicit agenda on social justice and equity, the ESHQ Department will also bolster UCR’s ability to recruit and retain faculty from diverse backgrounds in strategically important areas.

c. Departmentalization will attract funding from donors.
Donors are looking for programs that meet the challenges of the 21st century to fund. Donors are particularly excited about supporting students in these fields, not only through coursework but opportunities for hands-on research training with a social justice focus on our area. The
fundraising and development office at UCR calls our new department “immensely fundable” through foundation funding in the health and environmental humanities as well as opportunities on the federal grant side, including grants to support pipeline programs to diversify STEM fields. Some donors have already expressed interest in providing research and scholarship funding for a Department of Environment, Sustainability, and Health Equity. This is an opportunity that is available to UCR to seize.

d. **Departmentalization is a precondition for the two undergraduate majors and faculty recruitment.**
   
   As we indicated in response to Q2, we believe that our majors must be housed in a department rather than run as programs by a committee. If we do not create a department, the two majors, which are excellent additions that are expected to increase enrollment for UCR and donations, will not be established. Furthermore, departments, not research centers, provide faculty lines. The opportunity for recruitment and retention of underrepresented faculty that a department can offer will be lost without departmentalization.
April 5th, 2021

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Bourns College of Engineering-Center for Environmental Research and Technology (CE-CERT) in enthusiastic support of the proposal for a new **Department of Environment, Sustainability and Health Equity**. Created in response to the *Future Fluent* Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability,” this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Department of Environment, Sustainability, and Health Equity (ESHQ) will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. ESHQ 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 related workforce.

As Director of CE-CERT and also serving as UCR’s Faculty Director of Sustainability, I am eager to see new courses offered by ESHQ that will further our curricular goals through innovative pedagogies that connect undergraduate academics to the many learning opportunities within and beyond the UC Riverside community. I fully support the development of **Department of Environment, Sustainability and Health Equity**. Our students will be well-served by this curriculum as part of their education at UC Riverside.

Sincerely,

Matthew Barth
Yeager Families Professor of Engineering
Director, Center for Environmental Research and Technology
UCR Faculty Director of Sustainability
University of California, Riverside
To members of the UCR Academic Senate,

The Office of Sustainability at the University of California, Riverside is writing in support of the establishment of a Department of Environment, Sustainability, and Health Equity in the College of Humanities and Social Sciences.

In our office, we organize and facilitate sustainability-oriented curriculum and research, and student sustainability projects. In this role, it is clear that our students are deeply interested in sustainability, addressing climate change and other environmental damage, and addressing inequities borne by marginalized communities. Indeed, the students believe, as do we, that addressing these issues is one of the principal struggles of their generation. The proposed department will help address this growing demand for sustainability-oriented curriculum and research by accommodating more student sustainability majors and broadening the scope of sustainability curriculum in CHASS.

Sustainability is becoming an increasingly interdisciplinary subject. It is important for those working on the science and technology aspects of sustainability to also understand the policies, incentives, and structures that have led to ecological breakdown, environmental racism and health inequities. Therefore, it is exciting that this new department will be offering a minor for students in other majors, and especially for those in other colleges (e.g. CNAS and BCOE). These future scientists and engineers can now leave UCR with a better understanding of the social impacts of their work.

The Office of Sustainability is excited about the possibility for student participation in making changes on campus and within the UC system in regards to climate change. We hope to partner with the new department to facilitate internships, experiential learning, and within courses as relevant. While there has more than a decade of campus sustainability efforts within the UC system, there is a growing realization that those changes have been operations based, and have not fully addressed social and cultural changes or solutions. We are excited that this department would be make these concepts and understandings central to their curriculum and learning. It’s exactly what the world needs today.

The UCR Office of Sustainability

Matthew Barth  
Director of Academic Sustainability

Brian Siana  
Associate Director of Academic Sustainability

Fortino Morales  
Sustainability Officer

Francis Mitalo  
Sustainability Program Coordinator
04/09/2021

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Statistics at UC Riverside College of Natural and Agricultural Sciences in enthusiastic support of the proposal for a new Department of Environment, Sustainability and Health Equity. Created in response to the Future Fluent Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability,” this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the university. The campus effort in forming this new department on a timely theme is outstanding.

The Department of Environment, Sustainability, and Health Equity (ESHQ) will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. 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 related workforce.

As the Chair of the Department of Statistics, I am eager to see new courses offered by ESHQ that will further our curricular goals through innovative pedagogies that connect undergraduate academics to the many learning opportunities within and beyond the UC Riverside community. Our department faculty unanimously support the development of Department of Environment, Sustainability and Health Equity and we are also excited to see one of our faculty members is part of this important endeavor. Our students will be well-served by this curriculum as part of their education at UC Riverside.

Sincerely,

Xinping Cui, Ph.D.
Professor and Chair
Department of Statistics
University of California, Riverside
Tel: (951) 827-2563 | Fax: (951) 827-3286
E-mail: Xinping.Cui@ucr.edu
April 6, 2021

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Anthropology at UC Riverside in enthusiastic support of the proposal for a new Department of Environment, Sustainability and Health Equity. Created in response to the Future Fluent Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability,” this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the university. It will speak to concerns at the center of contemporary anthropology, include many anthropology courses as electives, and includes anthropology faculty and members of other departments trained in anthropology among its leaders.

Moreover, the Department of Environment, Sustainability, and Health Equity (ESHQ) will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. ESHQ 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 related workforce.

As Acting Chair of the Department of Anthropology, I am eager to see new courses offered by ESHQ that will further our curricular goals through innovative pedagogies that connect undergraduate academics to the many learning opportunities within and beyond the UC Riverside community. I fully support the development of Department of Environment, Sustainability and Health Equity, and welcome the many synergies between its programming and that of my own Department. Our students will be well-served by this curriculum as part of their education at UC Riverside, and its creation will further enhance the university’s reputation as a site of critical engagement with inequality and diversity.

Sincerely,

Derick A. Fay, Ph.D.
Associate Professor and Acting Chair
Department of Anthropology
May 10, 2021

Academic Senate
Campus Administration
University of California, Riverside

Re: Proposal for a Department of Environment, Sustainability, and Health Equity

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

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

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

Third, I am Principal Investigator and co-Director (with Juliet McMullin) of the NIH-funded U54 Center for Health Disparities Research at UCR, a new center entirely funded by extramural (NIH) funds, establishing a new model for research centers on campus. This center aims to train and promote a new generation of researchers in topics related to health disparities, social equity, and community engagement. The NIH and other agencies, including the California Air Resources Board (CARB) have begun to recognize the critical need to promote work in environmental and social justice to address health needs, and the necessary role of community networks as full partners in the research. The growth in attention and funding in this area provides important opportunities for undergraduate education and future career opportunities,
and the ESHQ programs will be timely in helping to launch UCR students in entirely new types of careers of service to the community. The fact that so many UCR students are first generation and from underserved communities will mean that the ESHQ programs can promote a pipeline of workers in areas such as medicine and public policy that also draws directly from the communities most in need of this important work.

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

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

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

Sincerely,

[Signature]

David D. Lo, M.D., Ph.D.
Distinguished Professor of Biomedical Sciences
Senior Associate Dean, Research
School of Medicine

Founding Director, BREATHE Center
Contact PI, Co-Director, U54 Center for Health Disparities Research at UCR
April 5, 2021

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Earth and Planetary Sciences in enthusiastic support of the proposal for a new Department of Environment, Sustainability, and Health Equity. Created in response to the Future Fluent Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability,” this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the University. It is important to supply tools for both scientific and critical thinking to the preparation of students pursuing this field, making partnerships between CNAS departments and the new CHASS program essential.

The Department of Environment, Sustainability, and Health Equity (ESHQ) will further our campus’ research and educational priorities and respond to UCR’s stated core values of social justice, sustainability, and the common good. ESHQ will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy, and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Chair of the Department of Earth and Planetary Sciences, I can attest that my colleagues and I are eager to see new courses offered by ESHQ that will further our curricular goals through innovative pedagogies that connect undergraduate academics to the many learning opportunities within and beyond the UC Riverside community. The Department of Earth and Planetary Sciences had a long history of active research, teaching, and outreach addressing sustainability and climate change. Our lower division course offerings covering these and related topics are taken by hundreds of students from the College of Humanities, Arts and Social Sciences each year. We are excited to welcome students from the newly proposed B.A., B.S., and minor in Environmental and Sustainability Studies into these courses. Moreover, we welcome students from these programs into our multiple upper-division offerings in Climate Change. Our faculty have previously taught students from the existing Sustainability Studies Major in these upper division courses with great success. Finally, courses developed by the ESHQ department are sure to interest majors in our department, particularly those focused on Climate Change. We wholeheartedly support the opportunity for our students to gain the rich interdisciplinary perspective that these courses will offer.

Sincerely,

Michael A McKibben, Ph.D.
Chair and Associate Professor of Geology
Department of Earth and Planetary Sciences
michael.mckibben@ucr.edu
(951) 581-5459 (cell)
April 15, 2021

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing as Chair of the Department of Psychiatry and Neuroscience at UC Riverside School of Medicine to voice my enthusiastic support of the proposal for a new Department of Environment, Sustainability and Health Equity. Created in response to the Future Fluent Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability,” this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Department of Environment, Sustainability, and Health Equity (ESHQ) will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. ESHQ 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 related workforce. Such a development is especially important to meet the unmet mental health needs of our region. To provide optimal behavioral health, one must utilize the skills and expertise of a diverse multidisciplinary team. Our faculty and trainees in Psychiatry and Neuroscience are eager to partner with our colleagues from the proposed Department of Environment, Sustainability and Health Equity.

As Chair of Psychiatry and Neuroscience, I am eager to see new courses offered by ESHQ that will further our curricular goals through innovative pedagogies that connect undergraduate academics to the many learning opportunities within and beyond the UC Riverside community. I fully support the development of Department of Environment, Sustainability and Health Equity. Our students will be well-served by this curriculum as part of their education at UC Riverside.

Sincerely,

[Signature]

Gerald A. Maguire, MD
Professor and Chair, Psychiatry and Neuroscience
Dear Members of the UCR Academic Senate and UCR Administration:

I am writing in enthusiastic support of the proposal for a new Department of Environment, Sustainability and Health Equity, which was created in response to the Future Fluent Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability.”

As someone with a research interest in social responsibility and environmental sustainability, I believe that this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the university. It will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. ESHQ 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 related workforce.

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

Sincerely,

Adem Orsdemir
Assistant Prof. of Operations and Supply Chain Management
School of Business
University of California, Riverside
May 4, 2021

Dear Colleagues:

The Department of Media & Cultural Studies writes to express our unanimous support for the establishment of a Department of Environment, Sustainability, and Health Equity. We find the proposal urgent, future-oriented, and fully in keeping with the Strategic Plan of the university. We also believe the subject area of the proposed department to be vital to a sense of the university’s place locally and regionally.

The proposed department responds in a meaningful and pro-active way to UCR’s position as a regional anchor for knowledge-production and employment as well as to the university’s stated core values of social justice, sustainability, and the common good. This new department will serve the Inland Empire and beyond, as well as our local students and community, by preparing students for behavioral, administrative, policy, and advocacy related environmental and healthcare careers. Additionally, it will increase the representation of well-prepared BIPOC advocates in the related workforce.

MCS envisions cross-listing a number of our course offerings with this new department. We have offerings in theorizing the Anthropocene, in data-visualization, in sustainability, and in creative/artistic intervention already in our curriculum and are therefore very pleased to see that pedagogical work taken up and extended synergistically by this proposed department. We fully support the development of this new department and are positive that our students at UCR will be well-served by the proposed curriculum.

Sincerely,

Judith Rodenbeck
Associate Professor and Chair
Media & Cultural Studies
March 29, 2021

To the Members of the UCR Academic Senate and UCR Administration:

I am writing as the current director of the Center for Ideas and Society (CIS) at UC Riverside to support enthusiastically the proposal for a new Department of Environment, Sustainability and Health Equity (ESHQ).

Geared to UCR goals of creating knowledge, innovating, helping to drive economic development, and enhancing human, social, and environmental sustainability, this new department will offer exciting new curricular opportunities to UCR students. It 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 it has the potential of increasing diversity in related workforce areas.

As CIS Director I look forward to the new courses offered by ESHQ as they will further curricular goals through innovative pedagogies and connect undergraduate academics to the many learning opportunities within and beyond the UC Riverside community. Our students will be well-served by this curriculum as part of their education at UC Riverside. Moreover, it will further UCR’s research and educational priorities and respond to its commitment to social justice, sustainability and the common good.

Sincerely,

Georgia Warnke
Director, Center for Ideas and Society
Professor, Political Science
To whom it may concern,

I wish to express my support for the proposed Department of Environment, Sustainability, and Health Equity (ESHQ) at UCR. As a scholar committed to universities making tangible research and teaching contributions to the critical environment and justice challenges of our time, I read the proposal for this new department with real excitement.

As has been repeatedly observed, the types of environmental, health and sustainability challenges that we face today can be neither understood nor addressed through one dimensional approaches. Just as the problems along each dimension are interlocking and produced through larger systems of inequality, exploitation and structural violence, so too, they can only be addressed through multidimensional interventions. And yet, even while researchers across disciplines document the interdependent nature of the underlying causes of the wicked problems in each area, for the most part, the structures of our universities impede multidimensional research and teaching.

As the proposal observes, scholars with different types of expertise at UCR have historically mounted various efforts to overcome the siloed nature of disciplinary or field specific research and teaching, and they have done so because of their justice commitments. They have, however, been doing so against the grain of the institution. By forming an explicitly interdisciplinary department that brings together environmental, health and sustainability studies through the lens of equity, UCR would be providing a framework where such work would take place as a matter of course. Students would similarly be the beneficiaries, both by virtue of being able to make sense of problems more powerfully and being afforded the training to take up positions where they can more effectively address them. What I find particularly impressive about the proposal is its attentiveness to the contributions the department would make across different scales. That is, it has a clear focus on how research and graduates would contribute to addressing the complex social, medical, and environmental issues in Inland Southern California region. At the same time, it has a national and global vision.

Should this department be constituted, I know that many colleagues across the world would be eager to collaborate with its scholars. I certainly hope that you see the value of supporting it.

Kind regards,

Professor Danielle Celermajer  
Deputy Director  
Sydney Environment Institute  
University of Sydney
To Whom It May Concern:

I am writing to give my support for a new Department of Environment, Sustainability, and Health Equity at UC Riverside. I was hired at Wellesley College for the creation of our Environmental Studies Department, after previously being hired at Colby College for the creation of the Environmental Studies program there, so I have much experience creating new interdisciplinary departments. This one fills what seems to be an important gap at UC Riverside.

The social sciences and humanities are a key part of any examination of environment, sustainability, and health. Science and engineering can answer important questions about how and why certain environmental or health problems are created, but preventing or mitigating them is a fundamentally social endeavor. There is no one right way to determine how to act and no magical solution to how to conserve precious resources (or even which resources one should be conserving) and keep everyone healthy. And science will not save us from having to make social decisions – there is no one right solution to environmental problems, only tradeoffs among options with different advantages and disadvantages for varying groups of people. There is no technology that will magically create sustainability; there are different choices, among different priorities, that need to be managed through decisions that society makes.

This is even more true when it comes to the issue of equity; different populations are differently affected by society’s decisions – or lack of decisions – about pollution, resource use, and other environmental conditions. An ability to examine the implications of these decisions on different populations (and the social structures that lead to inequities in the first place) is a key strength of many social science and interdisciplinary fields.

Students and scholars need an interdisciplinary background, that draws from science and medicine, social sciences, and humanities. The proposal for this new department brings together scholars and teachers who have decades of experience thinking about these issues and the intersections between them. It has the ability to contribute significant educational goals and prepare students to genuinely help the world navigate difficult issues with important equity implications. I strongly support the creation of this new academic unit.

Please feel free to contact me if there is any additional information I can provide.

Sincerely,

Elizabeth R. DeSombre
Camilla Chandler Frost Professor
June 6, 2021

To Whom it May Concern,

I am writing in support of the proposed Department of Environment, Sustainability, and Health Equity and the B.A. and B.S. degrees in Environmental and Sustainability Studies. I believe that these topics are relevant, necessary, and in-demand and that such programs 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 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 begun developing a Sustainability major for our students. This major is meant to be a pipeline from RCC to the ESST major at 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 ESST major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. As our cohort of Sustainability students begins to grow, we hope to continue to collaborate with the proposed 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 students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
April 5, 2021

Academic Senate & Administration
University of California, Riverside

Dear Colleagues,

I write this letter in support of the proposal by UCR Sustainability Studies faculty to move the program into a new Department of Environment, Sustainability and Health Equity. As I understand the matter, the Sustainability Studies degree has been administered by the Department of Gender and Sexuality Studies since 2014. I assume this placement was a result of the composition of the collaborating faculty and the likely reluctance of other, more closely related departments to take on the task of administering another degree program (certainly, that reluctance has been the case at UCSC). 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 and Co-director 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, the inter-disciplines of sustainability studies and sustainability science are more essential than ever. Over the past 40 years, approaches to understanding and addressing these environmental challenges have 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 proposed ESHQ 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 an ESHQ Department 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. (That has certainly been the case at UCSC.) The proposed ESHQ Department will be highly visible, appropriately funded (I hope) and able to provide students with the focused care, advising and training required to succeed in sustainability studies and science (as well as health equity).

There are many other reasons to support the creation of an ESHQ Department at UCR, not the least that similar initiatives exist or are being launched across the country and the world. I endorse this initiative in the strongest terms and hope UCR will create and fund this new department.

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

Yours sincerely,

Ronnie D. Lipschutz
Professor Emeritus of Politics
President & Codirector, Sustainable Systems Research Foundation
April 15, 2021

Dear members of the UC Riverside Academic Senate,

I write to enthusiastically express my support for the creation of the Department of Environment, Sustainability, and Health Equity in the UC Riverside College of Humanities, Art, and Social Sciences. Now is the right time for such a department, 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 and departments 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, this proposed department charts a course that is reinforced by trends showing increases in interdisciplinary environmental and sustainability studies programs.

In my capacity as Director of the new, system-wide 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 in the proposal for the Department of Environment, Sustainability, and Health Equity is exactly what is needed to broaden these offerings for UCR students. I offer my strongest support to this endeavor.

Sincerely,

Tracey Osborne, PhD
Founding Director, UC Center for Climate Justice
Associate Professor, Vice Chair and Presidential Chair
Department of Management of Complex Systems
University of California, Merced
April 23, 2021

To whom it may concern:

I write to support the proposal for a new department of Environment, Sustainability, and Health Equity at UC-Riverside.

My 12 years building and growing environmental studies departments that center social justice afford me an important perspective on supporting such a proposal as UCR’s. I have worked with colleagues around the nation to identify demand for and best ways to implement justice and equity-focused environmental programming at institutions of higher ed. I currently serve on the design team for UC Center for Climate Justice and served as the CSU program leader for the UC/CSU Knowledge Action Network for Transformation Climate Education and Action (2016-2019). Crucially, I am also on the planning committee for the **UC Climate Justice Symposium for Transforming Education** happening this week (April 28-May 1). The principal investigators on the grant for this event were from USCB’s otherwise very distinct and separate health school and Sustainability office. The reason it was funded is because it brings together these fields—testament to the UC’s investment in enlisting the health professions in a just transition and in focusing on justice as key to any sustainable and effective response to climate change.

As a result of being immersed in all of these discussions about why and how California’s institutions might rise to the occasion of the myriad accelerations and transitions that the world is facing—related to health, justice, climate, technology, information, and culture—I can attest to the need for institutions of higher education to respond at scale. A Department of Environment, Sustainability, and Health Equity is exactly such a response.

The proposed department offers a crucial intervention in the historic focus of sustainability and environmental programs on technological, policy, or scientific solutions. That intervention is evident in the work of climate and environmental justice scholarship and action that has entered the mainstream in the past year or more. It is increasingly evident that sustainable solutions won’t last if they don’t also account for human systems, including justice and culture.

Furthermore, it is increasingly clear that human health is the way that people are going to really experience and respond to both the urgent and long-term effects of climate change (see the work of David Pellow, Catherine Flowers, Rob Nixon, and many others). It is imperative that we produce experts that bring these realms of expertise together for planetary health, to focus more on health in the sustainability world, and to respond the needs of future, not the past. I would also add that environmental psychology and disaster mental health are part of this vision.
of a sustainable future, and am encouraged by the proposal’s focus on a holistic (and justice-based) definition of “health” to include mind, body, community, and ecosystem.

Please let me know if I can offer any stronger endorsement of this proposal. I wholeheartedly agree with everything written in the proposal and will also be working on developing similarly interventions in sustainability and health at my institution. I look forward to learning from the team that will successfully launch this important initiative.

Sincerely,

Sarah Jaquette Ray  
Chair and Professor  
Environmental Studies Department  
Humboldt State University  
Sarah.ray@humboldt.edu
March 30, 2021

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Division of Infectious Diseases and Global Public Health at the University of California, San Diego (UCSD) in enthusiastic support of the proposal for a new Department of Environment, Sustainability and Health Equity at the University of California, Riverside (UCR). The proposed department will bring exciting new curricular opportunities to address environmental and health disparities in California and beyond.

The Department of Environment, Sustainability, and Health Equity (ESHQ) will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability, and the common good. ESHQ will serve the community and student needs in the Inland Empire by preparing students for a variety of environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in higher education and the general workforce.

As the Associate Dean of Global Health Sciences at UCSD, I am excited by the innovative curriculum that addresses some of the most pressing global health concerns of our time. The interdisciplinary program furthers the University of California’s commitment to innovative pedagogies and scholarship that addresses the diverse needs of our underserved communities. I hope that the program will grow to offer graduate education and serve as an interdisciplinary hub for learning opportunities and research collaborations across the UC campuses.

In sum, I strongly support the development of the Department of Environment, Sustainability and Health Equity at UCR. Students will be well-served by this cutting edge curriculum. I look forward to fruitful cross-campus collaborations with this department in the future.

Sincerely,

Steffanie A. Strathdee, PhD
Professor and Harold Simon Chair,
Associate Dean of Global Health Sciences
COMMITTEE ON COURSES

May 5, 2021

To: Chikako Takeshita, Associate Professor
    Department of Gender and Sexuality Studies

From: Ming Lee Tang, Chair
    Committee on Courses

Re: Proposed New Subject Code ESHQ

The Committee on Courses reviewed the revised proposal for the ESHQ (Environment, Sustainability, and Health Equity) subject code at their May 5, 2021 meeting and voted to approve the creation of the subject code. The Committee appreciates the program’s consultation with the School of Medicine’s Department of Social Medicine, Population and Public Health.

cc Bracken Dailey, Registrar
    Melinda Miller, Course Specialist
Dear Department Chairs and Program Directors,

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

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

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

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

If you need additional information, please let me know. If everything looks good, please send me your approval to include your department's or program's course(s) in the proposals at your earliest convenience before April 9th. A short email message will be sufficient.

Thank you very much for considering this request.

Best regards,
Chikako

--

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

I approve including Philosophy 109, 116, 117 and 137 in the Environmental and Sustainability Studies (ESST) curriculum; and Philosophy 9/9H in the Health Equity Studies (HQST) curriculum. You might also want to include Philosophy 167: Biomedical Ethics in the HQST curriculum. Best regards,

Andy Reath

Andrews Reath
Chair, Department of Philosophy
University of California, Riverside
Riverside, CA 92521

http://philosophy.ucr.edu/andrews-reath/

Like abstract art? Check out www.saintoyantstudio.com
Just acknowledging receipt of your request. I would like to consult with Sociology faculty on this at our next regular faculty meeting, which is scheduled for 4/13 before I consider this request. We already have a workshop scheduled for Tues, 4/6 so our next regular faculty meeting will be held on Tues, 4/13. Can we respond to your request sometime after 4/13?

Best,
Ellen Reese

Best,
Ellen Reese
Professor and Acting Co-Chair of Sociology
Chair of Labor Studies
UC-Riverside

Most recent book

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

Other Books

Backlash Against Mothers Past & Present (UC Press, 2005)

They Say Cutback, We Say Fight Back! (ASA Rose Series/Russell Sage, 2011)


Handbook of World Social Forum Activism (co-edited, Routledge, 2015)

---

Leonard Nunney <nunney@ucr.edu> Thu, Apr 1, 2021 at 10:16 AM
To: Chikako Takeshita <chikakot@ucr.edu>

Hi Chikako:

For BIOL courses you listed 30, 40 and 5C; however, Biol 5C has a lot of prerequisites, so you might want to consider a couple of alternatives - Biol3 is the closest to 5C (but without the prerequisites) and another option that might be good for some students is Biol34.

Regards,
Len

On Thu, Apr 1, 2021 at 9:26 AM Chikako Takeshita <chikakot@ucr.edu> wrote:
[Quoted text hidden]
Sorry, but I cannot approve of this. Given the proposed curriculum the students will be ill-prepared for the upper division courses, and the lower division bee keeping course is already maxed out with a waiting list exceeding 100% capacity; it cannot handle any more.

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

[Quoted text hidden]

Hi Chikako,

The course listed under my name, URST 146, is not my course. I’m not sure who teaches that course. You and I had discussed MCS 159 Race, Space and Identity, which is cross-listed with Urban Studies as URST 159.

Best,

Pat

[Quoted text hidden]

<Table of courses from other departments.pdf>

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

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

Thank you,

David

Steven M Helfand <steven.helfand@ucr.edu> Thu, Apr 1, 2021 at 3:17 PM

Hi Chikako,

Thanks for sharing this info. about this wonderful proposal and the list of courses. I have no objection personally, but I would need to run this sort of issue past the faculty in my department. I am not sure if this can happen by 4/9 as we don’t have a meeting scheduled.

More importantly, I would like to ask if the CHASS Executive Committee has already discussed and approved this issue. This is the first that I have heard of it, and it seems like a broad discussion should happen in CHASS surrounding the proposal to create a new Department.

Best wishes,

Steven

From: Chikako Takeshita <chikakot@ucr.edu>
Sent: Thursday, April 1, 2021 9:26 AM
Dear Department Chairs and Program Directors,

[Quoted text hidden]

Chikako Takeshita <chikakot@ucr.edu>  Thu, Apr 1, 2021 at 8:05 PM
To: Andrews Reath <reath@ucr.edu>

Thank you very much. I will pass on that recommendation.

Chikako

[Quoted text hidden]

Chikako Takeshita <chikakot@ucr.edu>  Thu, Apr 1, 2021 at 8:08 PM
To: Ellen Reese <ellenr@ucr.edu>
Cc: B Glenn Stanley <stanley@ucr.edu>

Ellen,
Thank you for the acknowledgement. Please note that this is not a request to cross-list any courses. It is simply including them in the new curriculums.
I am submitting the proposal to the CHASS Executive committee on April 15th, so if we can get a response right after your department meeting, that would be great.

Best,
Chikako

[Quoted text hidden]

Chikako Takeshita <chikakot@ucr.edu>  Thu, Apr 1, 2021 at 8:14 PM
To: Leonard Nunney <nunney@ucr.edu>

Hi Len,
I realized that I made a typo. I meant to say 003, 005C, and 040.
But I will take your suggestion and drop 005C and add 034.

So could we have permission to include 003, 034, 040?

Thank you,
Chikako
Hi Pat,
Yes, I have MCS 159 as one of the courses we would like to cross-list. That would come later.
URST 146 turns out to be an ECON course.
So I will see what the ECON department will say.

Thank you,
Chikako
At this point in the process, I think I can safely say that I don't see any major hurdles in including Biol 003, 034, 040 as options. I presume that there is still a Senate process to be followed, and I guess it is possible that something might crop up, so I can't give an absolute answer. I hope this is enough for you for right now.

Regards,
Len

Chikako Takeshita <chikakot@ucr.edu>
To: David Lloyd <dclloyd@ucr.edu>

Dear David,
I am sorry, the 096 was a mistake. So you can ignore the 096.

Thank you,
Chikako

Hi Len,
I understand that there is no guarantee.
The Committee on Education Policy's procedure for submitting new curriculum proposals require that I acquire all the permissions before I submit the proposal to them. I can understand that CEP would not want to review a proposal and approve something that the departments did not approve of. So that is why I am soliciting responses that says "it is okay with the department" now.

Best,
Chikako
I have confirmed with the instructors who teach the upper-division ENTM courses that there is no problem as long as students have completed the prerequisites. We have many transfers from CNAS who come to our major in their third year for various reasons, so one cannot assume that our students do not have any scientific training or that they are not capable of handling upper-division science courses. I think it is worth giving them the opportunity to benefit from UCR's renowned entomology program.

Chikako

Chikako Takeshita <chikakot@ucr.edu> Thu, Apr 1, 2021 at 9:02 PM
To: Tanya Nieri <tanya.nieri@ucr.edu>, Jennifer Syvertsen <jseyvers@ucr.edu>, Rengin Firat <rbfirat@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>, Ann Cheney <ann.cheney@medsch.ucr.edu>

Hi HQST curriculum authors,
The chair of Philosophy suggests including Philosophy 167: Biomedical Ethics in the HQST curriculum. I am just passing this along to you.

Chikako

Dana Simmons <dana.simmons@ucr.edu> Thu, Apr 1, 2021 at 9:13 PM
To: Chikako Takeshita <chikakot@ucr.edu>
Cc: Tanya Nieri <tanya.nieri@ucr.edu>, Jennifer Syvertsen <jseyvers@ucr.edu>, Rengin Firat <rbfirat@ucr.edu>, Ann Cheney <ann.cheney@medsch.ucr.edu>

Thanks, I missed that one. Will add in. I'm glad that was easy!
Dana

--
Dana Simmons
Associate Professor, Department of History
University of California, Riverside


@danajsimmons
University of California, Riverside
1212 HMNSS Building
900 University Avenue
Riverside, CA 92521
(951) 732-8091

Chikako Takeshita <chikakot@ucr.edu> Thu, Apr 1, 2021 at 9:14 PM
Draft To: Alec Gerry <alecg@ucr.edu>, Alexander Raikhel <araikhel@ucr.edu>, Amy Murillo <alock001@ucr.edu>

Dear Amy, Alec, and Alexander
You were very generous to allow me to include ENTM 111 and ENTM 126 as one of the courses in our proposal for Environmental and Sustainability Studies. I still believe that some of our students can handle your courses and would benefit from gaining scientific knowledge of disease vectors like mosquitoes given that we will be seeing more of them due to climate change.
As you see in the following exchange, Rick Redak is not giving permission to include your courses in our curriculum. Please know that I was very much looking forward to including them and that I welcome your continued support.

-------- Forwarded message --------
From: Chikako Takeshita <chikakot@ucr.edu>
Date: Thu, Apr 1, 2021 at 8:59 PM
Subject: Re: Request for Permission to include Courses in new curriculum proposals

Rick Redak <richard.redak@ucr.edu> Thu, Apr 1, 2021 at 9:22 PM
To: Chikako Takeshita <chikakot@ucr.edu>

I am not sure who you spoke with but both Gerry and Raikhel agreed with my decision. At a minimum for Forensics they will need a full year of the Biol 5 series and a full year of Chem 1 series (They need to start the chem prior to starting the Bio). For the molecular course they will need a full year of O chem and a genetics course to survive. They have those courses they can try and get in. The Forensics course, like beekeeping, has waitlists if 100% capacity.

I am curious to see the data that tells us how many students in CHASS have these courses completed.

Rick Redak Sent from mobile phone

Steven M Helfand <steven.helfand@ucr.edu> Thu, Apr 1, 2021 at 9:26 PM
To: Chikako Takeshita <chikakot@ucr.edu>

Hi Chikako,

I am scheduling a dept. meeting on Friday 4/23. I can put it on the agenda then.

Good luck,

Ellen Reese <ellenr@ucr.edu> Thu, Apr 1, 2021 at 9:50 PM
To: Chikako Takeshita <chikakot@ucr.edu>
Cc: B Glenn Stanley <stanley@ucr.edu>

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

Similarly, thanks for putting this together and sharing. I know there's been a committed group of faculty who have been working hard for some time to further develop and build upon the sustainability major on campus; thus it's exciting to see this moving forward in multiple dimensions.

As far as specific comments, I haven't had a chance to present this to our faculty or Executive Committee, but do have a meeting with some representatives mid-week next week to discuss. But, we look forward to working with you to see this develop but also to (i) ensure your new program/department can interact in a synergistic (and not cannibalistic) manner with two of our tracks in Public Policy (i.e., the Environment and Urban policy track, and the Health and Population Policy track), (ii) that redundancies are minimized with our programs, and (iii) that capacities are considered for any courses your students will be expected to take that we may be teaching (which will be useful for planning). I really appreciate you already having reached out to us to start considering these issues and ways we can address them.

I'm not sure what sort of approvals I can get to you by the 9th -- it will depend on the discussions I have with our exec committee chair, the chair of our undergrad committee, and a few others -- but we will get comments back to you.

Best,

Kurt

Kurt Schwabe, Ph.D.
Associate Dean and Professor of Environmental Economics and Policy
School of Public Policy
University of California
Adjunct Professor, Center for Global Food and Resources
University of Adelaide
Adjunct Fellow, Water Policy Center
Public Policy Institute of California
Ph: (951) 827-2361
https://profiles.ucr.edu/app/home/profile/schwabe
Pronouns: He/His

Jeffrey Sacks

To: Kurt Schwabe
Cc: Steven M Helfand, Chikako Takeshita, Derick Fay, Matthew King, Jingsong Zhang, Leonard Nunney, Patricia Springer, David Lloyd, David Volz, Richard Redak, Jennifer R Najera, Juliann Allison, Michael A McKibben
Hi Chikako, hi all,

Thanks so much for this, Chikako; this is a great initiative.

And thanks for asking about CPLT 144; I don't think we've offered it in recent memory, but I'm asking around.

I'm also checking in to see if any other courses offered in Comp Lit might make sense to think of including as well.

All best wishes,

Jeff

Chikako Takeshita <chikakot@ucr.edu> Fri, Apr 2, 2021 at 1:37 PM

Hi Kurt,

Thank you for getting back to me and for meeting with your faculty to discuss our proposal. I am in complete agreement with you in terms of the three key considerations you raised and would definitely like to work synergistically with your programs. Please take the time you need on your side and bring us to the table when you are ready. I can indicate on our proposal that we are having this conversation now and the decision is pending.

Best wishes,

Chikako

On Fri, Apr 2, 2021 at 12:33 PM Kurt Schwabe <schwabe@ucr.edu> wrote:
[Quoted text hidden]
[Quoted text hidden]

Chikako Takeshita <chikakot@ucr.edu> Fri, Apr 2, 2021 at 1:38 PM

Hi Kurt,

Thank you for getting back to me and for meeting with your faculty to discuss our proposal. I am in complete agreement with you in terms of the three key considerations you raised and would definitely like to work synergistically with your programs. Please take the time you need on your side and bring us to the table when you are ready. I can indicate on our proposal that we are having this conversation now and the decision is pending.

Best wishes,

Chikako

On Fri, Apr 2, 2021 at 12:33 PM Kurt Schwabe <schwabe@ucr.edu> wrote:
[Quoted text hidden]
[Quoted text hidden]
Jeff,

Thank you for asking around to see if there are any other courses in CPLT that might go well with our majors!

Best,

Chikako

[Quoted text hidden]


On Fri, Apr 2, 2021 at 12:33 PM Kurt Schwabe <schwabe@ucr.edu> wrote:

On Fri, Apr 2, 2021 at 12:39 PM Jeffrey Sacks <jeffsack@ucr.edu> wrote:

On Fri, Apr 2, 2021 at 12:39 PM Michael A McKibben <michael.mckibben@ucr.edu> wrote:
Dear Chikako:

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

Mike McKibben

Prof. Michael A. McKibben

Chair, Dept. of Earth and Planetary Sciences

407 Geology Building

University of California, Riverside 92521

(951) 581-5459 (cell)

https://epsci.ucr.edu/
Dear Department Chairs and Program Directors,

[Quoted text hidden]

**Anne McKnight** <amcknigh@ucr.edu>

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

Dear Chikako~

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

With best wishes,

Anne McKnight

~~~~~~~~~~~~~~~~~~~~

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

[Quoted text hidden]

**Juliann Allison** <juliann@ucr.edu>

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

Fri, Apr 2, 2021 at 4:43 PM
Great. Thank you!
~ jea

Julian Emmons Allison
(she/her/hers)
Associate Professor, Gender & Sexuality Studies
Director, Global Studies Program
Most Recent Publications:

[Quoted text hidden]
Hi Chikako,

Of course.

~ jea  

Juliann Emmons Allison  
(she/her/hers)  
Associate Professor, Gender & Sexuality Studies  
Director, Global Studies Program  

Most Recent Publications:  

Thank you for including STAT010 and STAT 040 in your programs. Although I believe Statistics Department will likely approve it, I would need to discuss this issue at the faculty meeting on 4/9 and will get back to you with confirmation.

Thanks,

Xinping

Sandra Turner <sandrakt@ucr.edu>  
Sun, Apr 4, 2021 at 11:16 AM
Hi Chikako,

As Mike indicated in his previous email, EPS approved the courses you listed, but we had a few comments.

First, we suggest adding GEO 003, "Headlines in the History of Life," to your list of lower-division courses. This class covers how climate has influenced the evolution of life through Earth history.

Next, in the upper division, we have not offered GEO 167, "Conservation Biogeography," in many years and do not have any faculty intending to offer this class in the near future. For that reason, you may not want to include it in your suggested curriculum.

Best,
Sandy

--
Sandra Kirtland Turner, Ph.D.
Associate Professor of Paleoclimate/Paleoceanography
Department of Earth and Planetary Sciences
University of California, Riverside
Riverside, CA 92521
(951) 827-3191 (office)
Subject: Request for Permission to include Courses in new curriculum proposals

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

Judith Rodenbeck <judithr@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

Dear Chikako:

These courses all belong as cross-listed for ESHQ. We have our faculty meeting on Tuesday and I will put this approval to our colleagues. It will only be a formality, I am sure—especially as so many of us are teaching relevant content already.

All best,

Judith

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

Mind is primarily a verb. - John Dewey

Chikako Takeshita <chikakot@ucr.edu>
To: Judith Rodenbeck <judithr@ucr.edu>

Thank you, Judith. I look forward to hearing from you!
Hi Chikako,

You can also put Ethnic Studies down as pending departmental review. Our next faculty meeting is April 19th, so I will put it on the agenda.

Warmly,

Jennifer

--

Jennifer R. Nájera
Associate Professor & Chair
Department of Ethnic Studies
University of California, Riverside

Author of The Borderlands of Race (University of Texas Press, 2015)
Hi Chikako,

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

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

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

Patty

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

pspringer@ucr.edu
bpschair@ucr.edu
951-827-4413 (Chair's office)
951-827-5785 (Faculty office)
http://plantbiology.ucr.edu
Rick Redak <richard.redak@ucr.edu>

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

Chikako,

You originally asked for support/provide permission to these proposed students. I indicated I do not support it as two of the three courses were already heavily impacted with waitlists exceeding 100% of max enrollment (more people on the wait list than are allowed to enroll), and two of the three classes require students to have completed Biol 5A series (which in turn requires them to have completed the Chem 1 series as well as two quarters of calculus). One of the courses requires the full life sciences core curriculum to enroll. Thus I do not see these courses as realistically viable options for this major. Having said that, you can of course list them for the major and if the students can get in, great. But my objection basically comes down to listing these courses (and other upper division life science courses) provides students with an unrealistic expectation of available courses.

Perhaps more importantly, do you wish us to only comment on a course listing, a new major, a new program (how is that different than a major) or a new department? By now I am not really clear on what you are requesting.

[Quoted text hidden]

Chikako Takeshita <chikakot@ucr.edu>

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

Rick,

Thank you, Patricia, for the course approvals.
I would be happy to discuss any concerns that you may have about the proposal.

Best,
Chikako

[Quoted text hidden]
Thank you for pointing out all of the prerequisites. You might be right that we are raising students expectations too much. I will go back and confirm with our undergraduate advisors that CNAS transfers to CHASS, at least some of them, have the BIOL 005 series completed (This was the impression I was under after my first conversation with them).

At this time, on this email, I am only asking for permission to include everyone's courses in our curriculum proposal. However, we are reaching out to faculty, groups, and departments whose interests might coincide with ours to get their input. And if anyone is interested in our efforts in any way, we are happy to engage sooner than later because we want to create synergies with existing programs and the best time to do that is now at this early stage. But we can do this off this list individually.

Thank you!
Chikako

Anne McKnight <amcknigh@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

Hi Chikako,

I have a very long list of doc films about Fukushima from Yamagata Film Fest, 4 years ago. It is seriously long…I could make a copy, if you want some titles to look at. Some of my colleagues at UCI and Berkeley have been working with Kawakami Hitomi. I have a bunch of her DVDs, I think, in my office, if you are interested and don’t have them…And Nuclear Nation/双葉kらから遠く離れて by Funahashi is available on Kanopy. You may know those already but I will see if I can find the Yamagata list. It’s such a great festival, and they regularly do programs on Fukushima, as they are so close in Tohoku...https://www.yidff.jp/2017/program/17p7.html

BTW, I have also been working with a community garden in Riverside pretty extensively, as volunteer and also grant-writer. They are doing a LOT in terms of health disparity, though that language is not really their thing. They are closely connected to IEHP and host social work in terms from CBU as well as nutrition interns from CSUSB. I have found it a lot easier to work with them than with the farm at UCR, which was a bit difficult. I haven’t really seen UCR people besides UCR grads from Riverside Mutual Aid there, and I am sure they would be open to some interns or programming. I used to teach Japanese lit and film in community gardens @ UCLA and USC, and work with policy and bio students quite extensively too, and am hoping to do that kind of thing again…

Anyway, when you are not totally harried, maybe we could get coffee or something. Good luck on your project…I’m interested to hear about it, when you have time, one of these days.

Anne

~~~~~~~~~~~~~~~~~~~~~
Associate Professor, Dept of Comparative Literature and Languages
Mailing: 2401 HMNSS Building, UC Riverside, Riverside CA, 92521 USA
Office & Office Hours: 2508 HMNSS Building, M 1-2pm, Th 2-3:20pm and 5:30-6:30. Email for link.
email: anne.mcknight@ucr.edu

Kenneth N. Barish <Kenneth.Barish@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

Dear Chikako,

The department of Phys & Astro approves of the inclusion of Phys 18. We can't guarantee how often it will be offered, but I don't think that is being asked.
I also wanted to mention that **Phys 168 is also relevant**, and could be added as an option. It will likely only happen in rare cases (sine requires a year of physics), but maybe that possibility should be left open (e.g., for students who transfer from another major). I also mentioned this to Brian Sianna.

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

Best Regards,

Ken

[Quoted text hidden]

---

**John Medearis**

<medearis@ucr.edu>

Mon, Apr 5, 2021 at 1:46 PM

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

**John Medearis**

<medearis@ucr.edu>

Mon, Apr 5, 2021 at 1:46 PM

Dear Chikako,

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

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

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

Best,

John

---

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

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

**To:** Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia Springer
Dear Department Chairs and Program Directors,

Thank you, John, for the approval to include the courses in the proposal. Your interpretation is correct. We just entered the process of putting together the package that will be evaluated by the CHASS Executive Committee. From there the proposal will go to the Senate Committees where the merits of the proposal will be discussed thoroughly. Because I cannot list courses without permission from the home department, that is what I am doing right now.

At the same time, we are welcoming anyone who wants to get involved at this early stage. So please feel free to get in touch with me.

Chikako

Rick Redak <richard.redak@ucr.edu>  

I don't think you really need our permission to include a course on your list of options
**Melissa M. Wilcox** <melissa.wilcox@ucr.edu>

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

Dear Chikako,

The Religious Studies faculty have conferred about this over email, and we are happy to have you list our courses. In addition, we would suggest adding RLST 110: Yoga: Ancient and Modern to the Health Inequities major.

Thanks so much,

Melissa

---

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

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

In the spirit of Rupert and Jeanette Costo’s founding relationship to UCR’s campus, I would like to respectfully acknowledge and recognize my responsibility to the original and current caretakers of this land, water and air: the Cahuilla, Tongva, Luiseño, and Serrano peoples and all of their ancestors and descendants, past, present and future. Today this meeting place is home to many Indigenous peoples from all over the world, including UCR faculty, students, and staff, and I am grateful to have the opportunity to live and work on these homelands.
Thank you so much, Melissa.
I will relay your recommendation to the HQST curriculum team.

Best,
Chikako

---

Chikako Takeshita <chikakot@ucr.edu>
To: Tanya Nieri <tanyan@ucr.edu>, Jennifer Syverts <jsyverts@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>, Rengin Firat <rbfirat@ucr.edu>, Chioun Lee <chiounl@ucr.edu>, Ann Cheney <ann.cheney@medsch.ucr.edu>, Esra Kurum <esra.kurum@ucr.edu>

HQST curriculum team,
We have another recommendation from Religious Studies for a course that you can add to the HQST major.

Chikako

---

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

Rick,
The Committee on Education Policy does require these permissions before they would review a new curriculum proposal. We had to do this when we proposed the Sustainability Studies curriculum.

Chikako

---

Tanya Nieri <tanyan@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

That is a great addition!

Sent from my iPhone

---

On Apr 5, 2021, at 5:27 PM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
Hi Chikako,

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

Best,
Sherine

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

Co-Editor, Journal of Middle East Women’s Studies (JMEWS)
https://jmews.org/current-editorial-team/sherine-hafez-co-editor/

An Islam of Her Own https://nyupress.org/books/97808147773048/


Pronouns: She | Her | Hers
Subject: Re: Request for Permission to include Courses in new curriculum proposals

Hi Chikako,

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

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

Dave

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

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

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

[Quoted text hidden]
[Quoted text hidden]
To: David Volz <dvolz@ucr.edu>  
Cc: Roya bahreini <bahreini@ucr.edu>, Hoori Ajami <hooria@ucr.edu>  

Thank you, David.  
I understand the condition that ENSC is put in due to the low allocation of TAs. Our students have many courses to select from, so it shouldn't be a problem for us. On the other hand, if you would like us to support your efforts to acquire more TAs, we might be able to help by placing the ENSC courses more prominently on our curriculum and go to the Dean together -- I can ask the CHASS Dean to help out as well -- and Brian mentioned that he was willing to help.

Best,  
Chikako

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

Thank you, Sherine.  
Chikako

David Volz <dvolz@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  
Cc: Roya bahreini <bahreini@ucr.edu>, Hoori Ajami <hooria@ucr.edu>  

Hi Chikako,

As I mentioned during our meeting, I have already sent a memo and communicated directly with the CNAS Dean and Divisional Deans requesting additional TA allocations to help support expansion of enrollment within our classes and our own major.

Dave

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

Office: (951) 827-4450  
E-mail: david.volz@ucr.edu
MCS faculty yesterday voted unanimously and enthusiastically to support this effort.

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

Mind is primarily a verb. - John Dewey

Chikako Takeshita
To: Judith Rodenbeck
Cc: Sherine Hafez, John Medearis, Derick Fay, Matthew King, Jingsong Zhang, Leonard Nunney, Patricia Springer, Jeffrey Sacks, Steven Helfand, David Lloyd, David Volz, Richard Redak, Jennifer R Najera, Juliann Allison, Michael A McKibben, Michele Salzman, Anne McKnight, James Borneman, Guillermo Aguilar, Fuson Wang, Kurt Schwabe, Ellen Reese, Xinpai Cui, Patricia Morton

Thank you, Judith!

Chikako

Xinping Cui
To: Chikako Takeshita
Cc: Derick Fay, Matthew King, Jingsong Zhang, Leonard Nunney, Patricia Springer, Jeffrey Sacks, Steven Helfand, David Lloyd, David Volz, Richard Redak, Jennifer Najera, Juliann Allison, Michael A McKibben, Michele Salzman, Anne McKnight, James Borneman, Guillermo Aguilar, Fuson Wang, Kurt Schwabe, Andrews Reath

Thank you, Judith!
Dear Chikako,

Statistics Department unanimously and enthusiastically supports the inclusion of STAT010 and STAT004 in your new curriculum proposal. Note that STAT040 has been renumbered to STAT004 and will be effective in Fall 2021.

Thanks,

Xinping

Xinping Cui
Professor and Chair
Department of Statistics
University of California, Riverside

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

Thank you, Xinping.
I will make corrections to the course number.

Chikako

Michele Salzman <michele.salzman@ucr.edu> Thu, Apr 8, 2021 at 8:24 PM

Dear Chikako:

Thank you for your email. I am happy to consider the course number for STAT004.

Michele Salzman

The History Department met today and approved these courses from History for your new major. There was much support for this initiative. I will email you tomorrow with some suggested additional courses from History.

Best,
Michele

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

[Quoted text hidden]

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

Michele Salzman <michele.salzman@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

Thu, Apr 8, 2021 at 8:28 PM

Dear Chikako:
I got the recommended courses earlier than anticipated.
Please confirm receipt of the additional courses.
Thanks!
Michele
[Quoted text hidden]
[Quoted text hidden]

ProposedCrossListingsESST_HQST4-9-21-1.doc
33K

Michele Salzman <michele.salzman@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

Fri, Apr 9, 2021 at 12:10 PM

Dear Chikako:
Just following up on the courses that History Approved.
I assume that you got my emails? Please confirm.
Thanks,
Michele
[Quoted text hidden]

James Borneman <borneman@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>, James Borneman <borneman@ucr.edu>
Cc: Emma Aronson <emmmaa@ucr.edu>, Sydney Glassman <sydney.glassman@ucr.edu>, James Borneman <borneman@ucr.edu>

Fri, Apr 9, 2021 at 4:31 PM
Hi Chikako,

Please feel free to include MCBL 128 and MCBL 133 as electives in the Environmental and Sustainability Studies major.

All the Best,

James

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

[Quoted text hidden]
<Table of courses from other departments.pdf>

James Borneman, Ph.D., Professor
Department of Microbiology and Plant Pathology
University of California
Riverside, CA 92521
Phone: 951-827-3584
Fax: 951-827-4294
borneman@ucr.edu

Chikako Takeshita <chikakot@ucr.edu>
To: Michele Salzman <michele.salzman@ucr.edu> Sat, Apr 10, 2021 at 2:33 PM

Michele,
Yes, I got the recommendations. I'm sorry this email thread has gotten out of hand and I couldn't figure out which ones were new anymore!
I will look at it right now.

Best,
Chikako
[Quoted text hidden]

Chikako Takeshita <chikakot@ucr.edu>
To: Michele Salzman <michele.salzman@ucr.edu> Sat, Apr 10, 2021 at 4:36 PM
Michele,
Thank you for the suggestions.
I added the courses to the list.
HISA 119 for the Policy, economics, and development electives
HISA 144 and 146 for the Native American and non-Western perspectives electives
HIST 198G in the Qualitative Methods requirement.

Best wishes,
Chikako

Chikako Takeshita <chikakot@ucr.edu>
To: James Borneman <borneman@ucr.edu>
Cc: Emma Aronson <emmaa@ucr.edu>, Sydney Glassman <sydney.glassman@ucr.edu>, James Borneman <borneman@ucr.edu>

James,
Thank you very much for the permission!

Chikako

Chikako Takeshita <chikakot@ucr.edu>
To: "Kenneth N. Barish" <Kenneth.Barish@ucr.edu>

Thank you very much, Ken.
I am going to ask Brian if he wants me to include his course.

Best,
Chikako

Michele Salzman <michele.salzman@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

Great!
Michele

Chikako Takeshita <chikakot@ucr.edu>
To: Brian Siana <bsiana@ucr.edu>

Hi Brian,
Ken suggested adding PHYS 168 to the option and leaving it up to the students in case someone has the requirements.
I know you told me not to list it.
I can go either way.
Hi Matt,
Are you the director of the Asian Studies program? If so, can I have your permission to use AST 120, AST 133, and AST 180 in the ESST curriculum?

Thank you,  
Chikako

---

Steven M Helfand
4:53 PM (30 minutes ago)

Hi Chikako,

The Econ faculty met last Friday and discussed this issue. We are supportive of the creation of these majors, and would be happy to have these students take our classes so long as they have the prerequisites. Some of the classes that you list actually don’t require more than one lower div class, so those might be particularly attractive. Others, like Health Econ (129), require intermediate micro which might be more of an obstacle for many students.

Some faculty did express concern about the creation of a new department, rather than a program, given the difficult budgetary environment that we are in. There was a general feeling that it would be more prudent to create a program first, and wait to have a discussion about the creation of a department until there are sufficient students in the major to warrant it. We imagine that the CHASS Executive Committee, and Dean’s office, will be weighing the tradeoffs.

Good luck with the initiative!

Best,
Ellen Reese <ellenr@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  
Cc: B Glenn Stanley <stanley@ucr.edu>  

Hi Chikako,

Today, the Sociology faculty met and they approved a motion to support the inclusion of the following courses in your ESHQ curriculum proposal. They also identified another proposed new course (Soc 120) that they suggested be included:

SOC 112 (requires Soc 1)  
SOC 120 (no prerequisites, proposed new course on Mental Health by Dr. Firat and Dr. Link)  
SOC 122 (requires Soc 3)  
SOC 127 (requires Soc 1)  
SOC 135 (requires Soc 1)  
SOC 161 (requires Soc 1)  
SOC 183H (no prerequisites)  
SOC 184 (requires Soc 5)  
SOC 167 (no prerequisites; cross-listed with SOPP)  
SOC 182 (no prerequisites; cross-listed with SOPP)

We considered but faculty were not yet ready to vote on potential cross-listing of any of the above courses. They might support it but wanted additional information before voting.

Good luck with your proposal! I assume you don't need to vote count for this. If you do, let me know and I'll send it to you when I receive the tally.

All the best,

Ellen Reese  
Professor and Acting Co-Chair of Sociology  
Chair of Labor Studies  
UC-Riverside

Chikako Takeshita <chikakot@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: B Glenn Stanley <stanley@ucr.edu>  

Dear Ellen,

Thank you very much for your department's approval. We would be happy to provide any additional information the department needs to consider the cross-listing.

Best wishes,
Chikako

[Quoted text hidden]  
--  

Chikako Takeshita  
Associate Professor  
Gender & Sexuality Studies Department  
University of California, Riverside  
https://profile.ucr.edu/chikako.takeshita
Request for Permission to include Courses in new curriculum proposals

Rick Redak <richard.redak@ucr.edu>  Fri, Apr 30, 2021 at 6:45 PM
To: Chikako Takeshita <chikakot@ucr.edu>
Cc: Patricia S Springer <patricia.springer@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknight@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>, Alexander Raikhel <alexander.raikhel@ucr.edu>, Amy Murillo <alomillo001@ucr.edu>, Alec Gerry <alecg@ucr.edu>, "studentdeancnas@ucr.edu" <studentdeancnas@ucr.edu>

Again, I don't really think you need my permission to list a class so sure go ahead.

But this comes with a warning! Med Ent (126) is full of students that have had Entomology 100 (I don't know why it is not a pre-req as it should be) and is taught with the assumption that they know something about insects. Entm 111 is filled with premeds that have had Biol 102 and Biol 107A and is taught at that level as well (and it should at a minimum probably have Biol 102 [genetics] as a pre-req).

[Quoted text hidden]