

New Academic Program Workflow Form

General

Proposed Name: Southwest Studies

Transaction Nbr: 00000000000110

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2022 

Details

Department(s):

SBSC

| DEPTMNT ID | DEPARTMENT NAME | HOST |
|------------|-------------------------------|------|
| 0443 | Social & Behavioral Sci Admin | Y |

Campus(es):

MAIN

| LOCATION | DESCRIPTION |
|----------|-------------|
| TUCSON | Tucson |

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: N Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 05.0122, Regional Studies (U.S., Canadian, Foreign).

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: N

Transcript: N

Conditions for Admission/Declaration for this Major:

This minor requires a minimum of a 2.0 GPA, completion of Foundations of Writing Requirement and the student to meet with Southwest Studies Advisor.

Requirements for Accreditation:

NA

Program Comparisons

University Appropriateness

Transdisciplinary Programs, the Southwest Studies (SWS) minor will offer an expansive undergraduate experience rooted in the intensive study of the peoples, places, and landscapes of the Southwest and borderlands region. Students minoring in SWS will develop a strong intellectual foundation and the practical skills to become engaged and compassionate global citizens committed to lifelong learning. The SWS minor leverages the University of Arizona's traditional strengths in research and education focused on the US Southwest, Northern Mexico, and the US-Mexico borderlands to foster an environment of collaborative exploration, diversity and inclusion, (inter)cultural competency, social justice, and an ethical commitment to the region by way of a reflective understanding of its many facets. Given its focus on questions of culture, language, ethnicity, gender, and race, the SWS minor likewise offers a natural outlet for engaging the university's growing Hispanic and Native American student populations, strengthening UArizona's mission as a Hispanic Serving Institution (HSI), American Indian and Alaska Native Serving Institution (AIANI), and as a Land Grant University. By exploring the region's diverse peoples, institutions, traditions, histories, ecologies, languages, and places, SWS students will be exposed to a broad range of topics and fields, as well as to innovative methods by which to study and understand them. Core courses are curated around an intercultural, interlingual and transdisciplinary approach so that students deepen awareness of the region's diverse ethnic and cultural traditions and enhance the capacity for critical reflection on their connections to global forces. The SWS minor complements a variety of majors, including, among others: American Indian Studies, Anthropology, Architecture, Art History and Museum Studies, Geography, Gender and Women's Studies, Journalism, Latin American Studies, History, International Studies, Library and Information

Science, Linguistics, Mexican American Studies, Education, English, Renewable Natural Resources, Geosciences, Sociology, and Spanish and Portuguese. With a focus on both social-scientific and humanistic inquiry, it will also round out degrees in the Earth and Life Sciences and Agriculture by helping students deepen their awareness and understanding of the social and cultural dimensions of the earth's physical processes. The SWS minor will prepare students across the disciplines to pursue advanced degrees and/or work in diverse fields, including: education, city and state government, law, cultural resource management, planning, public health, social work, marketing and communications, nonprofits, research, philanthropy, the service industry, and business.

Arizona University System

| NBR | PROGRAM | DEGREE | #STDNTS | LOCATION | ACCRDT |
|-----|---------|--------|---------|----------|--------|
|-----|---------|--------|---------|----------|--------|

Peer Comparison

Comparing to Colorado College- major and minor in Southwest Studies and Texas State University, San Marcos - Minor in Southwest Studies.

Faculty & Resources

Faculty

Current Faculty:

| INSTR ID | NAME | DEPT | RANK | DEGREE | FCLTY/% |
|----------|------------------|------|-------------|----------------------|---------|
| 00371769 | Jennifer Jenkins | 0429 | Professor | Doctor of Philosophy | 1.00 |
| 00724995 | Jeffrey Banister | 0443 | Assoc. Prof | Doctor of Philosophy | 1.00 |
| 01874844 | Robin Reineke | 0443 | Instructor | Doctor of Philosophy | 1.00 |
| 22076186 | Emma Perez | 0443 | Instructor | Doctor of Philosophy | 1.00 |

Additional Faculty:

NA

Current Student & Faculty FTE

| DEPARTMENT | UGRD HEAD COUNT | GRAD HEAD COUNT | FACULTY FTE |
|------------|-----------------|-----------------|-------------|
| 0443 | 0 | 0 | 4.00 |

Projected Student & Faculty FTE

| DEPT | UGRD HEAD COUNT | | | GRAD HEAD COUNT | | | FACULTY FTE | | |
|------|-----------------|------|------|-----------------|------|------|-------------|------|------|
| | YR 1 | YR 2 | YR 3 | YR 1 | YR 2 | YR 3 | YR 1 | YR 2 | YR 3 |
| 0443 | 5 | 10 | 15 | 0 | 0 | 0 | 4.00 | 4.00 | 4.00 |

Library

Acquisitions Needed:

NA

Physical Facilities & Equipment

Existing Physical Facilities:

NA

Additional Facilities Required & Anticipated:

NA

Other Support

Other Support Currently Available:

NA

Other Support Needed over the Next Three Years:

NA

Comments During Approval Process

2/2/2022 3:14 PM

DFEEHS

| Comments |
|-----------|
| Approved. |



New Academic Program - Standalone Undergraduate Minor
CURRICULAR INFORMATION

I. MINOR DESCRIPTION:

The Southwest Studies (SWS) minor offers an expansive undergraduate experience rooted in the intensive study of the peoples, places, and landscapes of the Southwest and borderlands region. Students minoring in SWS will develop a strong intellectual foundation and the practical skills to become engaged and compassionate global citizens committed to lifelong learning. The SWS minor leverages the University of Arizona’s traditional strengths in research and education focused on the US Southwest, Northern Mexico, and the US-Mexico borderlands to foster an environment of collaborative exploration, diversity and inclusion, (inter)cultural competency, social justice, and an ethical commitment to the region by way of a reflective understanding of its many facets. By exploring the region’s diverse peoples, institutions, traditions, histories, ecologies, languages, and places, SWS students will be exposed to a broad range of topics and fields, as well as to innovative methods by which to study and understand them. Core courses are curated around an intercultural, interlingual and transdisciplinary approach so that students deepen awareness of the region’s diverse ethnic and cultural traditions and enhance the capacity for critical reflection on their connections to global forces. With a focus on both social-scientific and humanistic inquiry, the SWS minor will prepare students across the disciplines to pursue advanced degrees and/or work in diverse fields, including education, city and state government, law, cultural resource management, planning, public health, social work, marketing and communications, nonprofits, research, philanthropy, the service industry, and business.

II. JUSTIFICATION/NEED FOR THE MINOR:

Employment Potential – National, State, and Local Levels

****Data generated using Program Insight from Burning Glass Technologies;
based on bachelor’s degree in regional studies**

Project Criteria

| | |
|--------------|-------------------|
| Validate | Programs |
| Location | Nationwide |
| Degree Level | Bachelor's degree |

| | |
|--|--|
| Time Period | 9/1/2018 - 8/31/2019 |
| Selected Programs | Regional Studies (U.S., Canadian, Foreign) (05.0122) |
| Career Outcomes mapped to Selected Programs of Study | Enrollment / Eligibility Specialist, Human Resources Assistant, Proofreader, Sales Representative, Residential Assistant / Advisor, Insurance Sales Agent, Reporter, Editor, Technical Writer, Copywriter, Writer, Travel / Tour Guide, Recruiter, Event Planner, Account Manager / Representative, Policy Analyst, Social Science Researcher, Enrollment / Admission Counselor, Paralegal / Legal Assistant, Legal Support Specialist |

NATIONAL LEVEL

How Many Jobs are there for your Graduates?

For your project criteria, there were **1,096,810** job postings in the last 12 months.

Compared to:

- 31,389,607 total job postings in your selected location
- 11,211,265 total job postings requesting a Bachelor's degree in your selected location

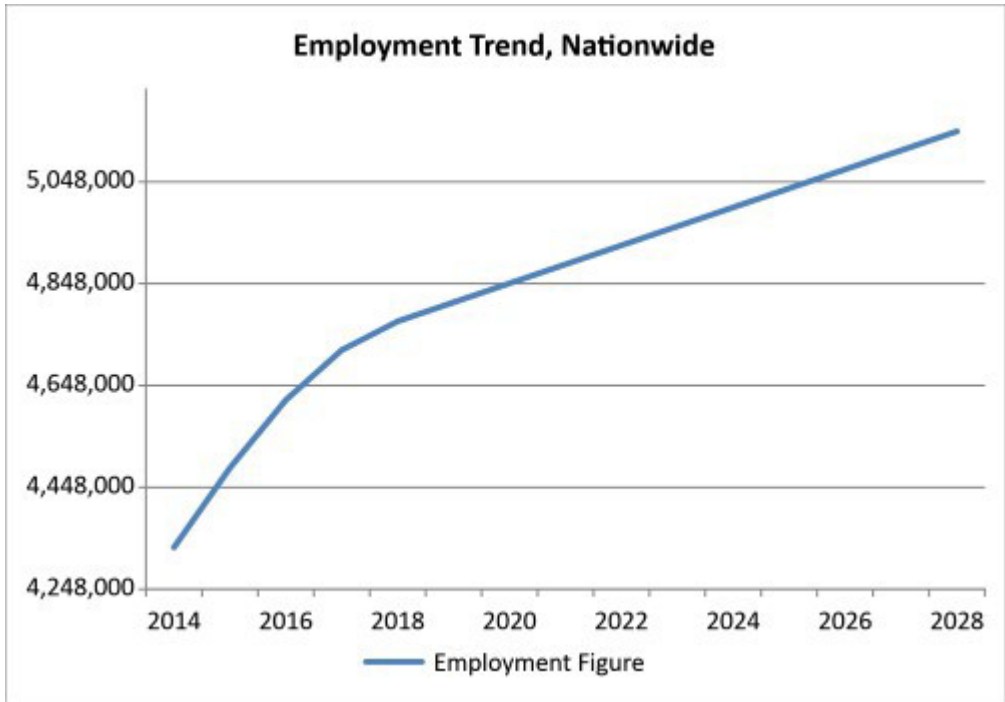
The number of jobs is expected to **grow** over the next 8 years.

Growth by Geography

| Geography | Selected Occupations | Total Labor Market | Relative Growth |
|------------|----------------------|--------------------|-----------------|
| Nationwide | 7.81 % | 5.78 % | Average |

How has Employment Changed for Career Outcomes of your Program?

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2028 |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Employment (BLS) | 4,330,080 | 4,486,170 | 4,619,550 | 4,717,713 | 4,774,175 | 5,147,208 |



Employment data between years 2019 and 2028 are projected figures.

What Salary will my graduates make?

The average salary in **the nation** for graduates of your program is **\$54,487**

This average salary is **Above** the average living wage for your region of **\$31,450**

STATE LEVEL

Project Criteria

| | |
|--|--|
| Validate | Programs |
| States | Arizona |
| Degree Level | Bachelor's degree |
| Time Period | 9/1/2018 - 8/31/2019 |
| Selected Programs | Regional Studies (U.S., Canadian, Foreign) (05.0122) |
| Career Outcomes mapped to Selected Programs of Study | Enrollment / Eligibility Specialist, Human Resources Assistant, Proofreader, Sales Representative, Residential Assistant / Advisor, Insurance Sales Agent, Reporter, Editor, Technical Writer, Copywriter, Writer, Travel / Tour Guide, Recruiter, Event Planner, Account Manager / Representative, Policy Analyst, Social Science Researcher, Enrollment / Admission Counselor, Paralegal / Legal Assistant, Legal Support Specialist |

How Many Jobs are there for your Graduates?

For your project criteria, there were **28,558** job postings in the last 12 months.

Compared to:

- 875,530 total job postings in your selected location
- 275,216 total job postings requesting a Bachelor's degree in your selected location

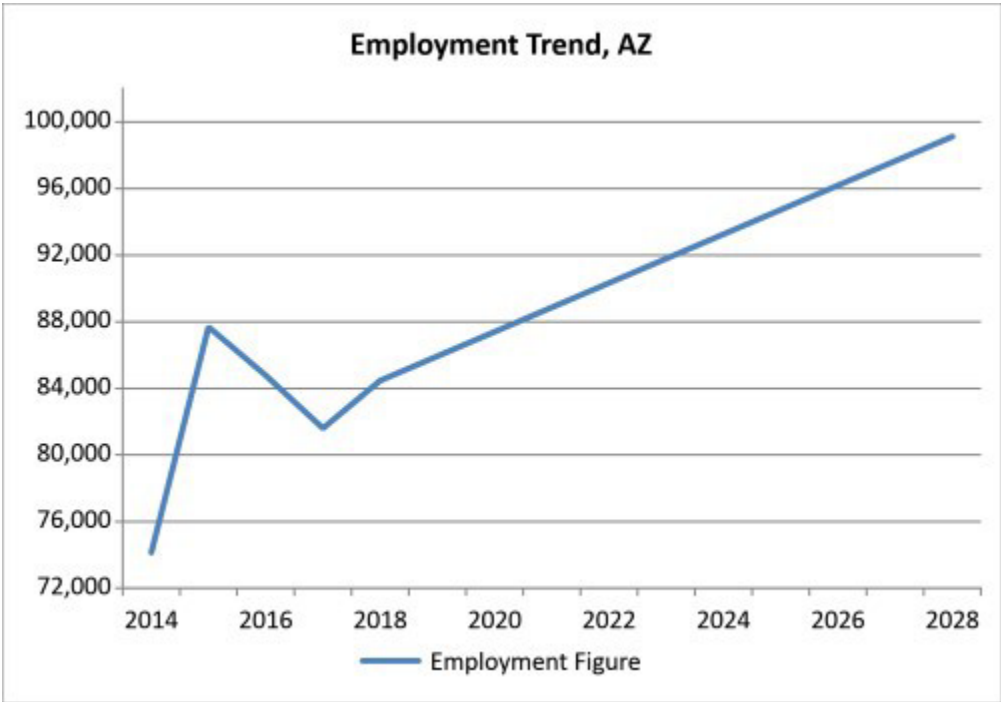
The number of jobs is expected to **grow** over the next 8 years.

Growth by Geography

| Geography | Selected Occupations | Total Labor Market | Relative Growth |
|------------|----------------------|--------------------|-----------------|
| Arizona | 17.35 % | 14.97 % | Average |
| Nationwide | 7.81 % | 5.78 % | Average |

How has Employment Changed for Career Outcomes of your Program?

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2028 |
|------------------|--------|--------|--------|--------|--------|--------|
| Employment (BLS) | 74,140 | 87,690 | 84,780 | 81,605 | 84,469 | 99,125 |



Employment data between years 2019 and 2028 are projected figures.

What Salary will my graduates make?

The average salary in **Arizona** for graduates of your program is **\$51,612**
 This average salary is **Above** the average living wage for Arizona of **\$32,531**

LOCAL LEVEL – TUCSON AND SOUTHERN ARIZONA

| | |
|--|--|
| Validate | Programs |
| Metro Areas (MSAs) | Tucson, AZ |
| Degree Level | Bachelor's degree |
| Time Period | 9/1/2018 - 8/31/2019 |
| Selected Programs | Regional Studies (U.S., Canadian, Foreign) (05.0122) |
| Career Outcomes mapped to Selected Programs of Study | Enrollment / Eligibility Specialist, Human Resources Assistant, Proofreader, Sales Representative, Residential Assistant / Advisor, Insurance Sales Agent, Reporter, Editor, Technical Writer, Copywriter, Writer, Travel / Tour Guide, Recruiter, Event Planner, Account Manager / Representative, Policy Analyst, Social Science Researcher, Enrollment / Admission Counselor, Paralegal / Legal Assistant, Legal Support Specialist |

How Many Jobs are there for your Graduates?

For your project criteria, there were 2,943 job postings in the last 12 months.

Compared to:

- 111,367 total job postings in your selected location
- 32,031 total job postings requesting a Bachelor's degree in your selected location

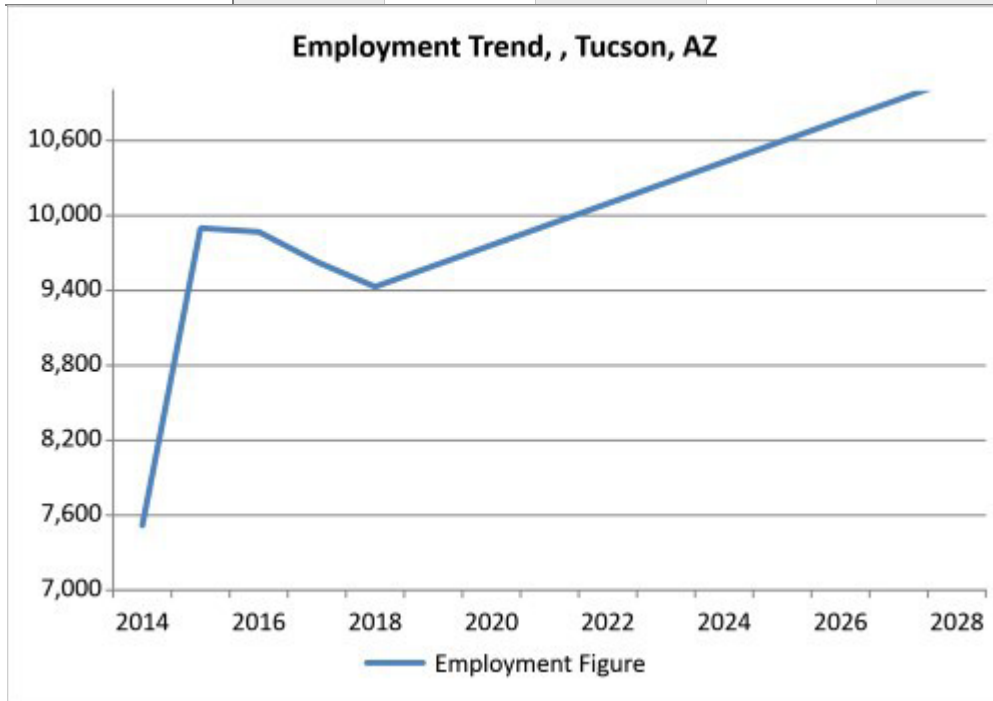
The number of jobs is expected to **grow** over the next 8 years.

Growth by Geography

| Geography | Selected Occupations | Total Labor Market | Relative Growth |
|------------|----------------------|--------------------|-----------------|
| Tucson, AZ | 17.68 % | 17.14 % | Average |
| Arizona | 17.35 % | 14.97 % | Average |
| Nationwide | 7.81 % | 5.78 % | Average |

How has Employment Changed for Career Outcomes of your Program?

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2028 |
|------------------|-------|-------|-------|-------|-------|--------|
| Employment (BLS) | 7,520 | 9,900 | 9,870 | 9,630 | 9,430 | 11,097 |



Employment data between years 2019 and 2028 are projected figures.

Results of a survey of students in GEOG 408 – Geography of Arizona and the Southwest, conducted in spring 2020:

Question: “If the University of Arizona were to offer an interdisciplinary minor in Southwest Studies, I would be interested in pursuing such a program of study (even if you are a graduating senior or are too far along in your studies to pursue this minor,

please let us know whether you would have been interested).” Participating students overwhelmingly supported the idea of a SW Studies minor. Of a total 48 responses, 15 strongly agreed; 28 agreed; 4 neither agreed nor disagreed; 1 disagreed somewhat; and no one strongly disagreed.

III. MINOR REQUIREMENTS: Complete the table below. All University of Arizona minors require at least 18 units. Note: information in this section must be consistent throughout the proposal documents and will be used to build the Academic Advisement Report (ADVIP). Please include letters of support for any courses not offered by the proposing department (see Workflow Input form). Delete the **EXAMPLE** column before submitting/uploading.

| | |
|--|---|
| Minimum total units required | 18 |
| Minimum upper-division units required | 9 |
| Total transfer units that may apply to minor | 9 |
| List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.) | <ul style="list-style-type: none"> • 2.0 minimum cumulative GPA • Completion of Foundations Writing Requirement • Meet with Southwest Studies academic adviser |
| Minor requirements. List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your | <p>SWS Minor Core Courses (9 credits):</p> <p>Required: NEW – SBS 3XX – Introduction to Southwest Studies (3 credits)</p> <p>Take two of the following core courses (6 credits -- all are 3-credit courses): GEOG 250: Environment & Society in the Southwest Borderlands GEOG 408: Geography of Arizona and the Southwest ANTH 418: Southwest Land and Society ENGL 424: Studies in Southwest Literature HIST 446 : History of Arizona and the Southwest</p> <p>SWS Minor Elective Courses (6 credits – LAS 195A is a 1-unit course and GEOG 497F is a variable unit course; NOTE: a directed research practicum can be used in lieu of any one of these courses):</p> <ul style="list-style-type: none"> • LAS 195A – The U.S.-Mexico Border: From Separation to Integration in a Globalizing World • ENGL 228 – Crossing the Border: Literature and Practice • GEOG 252 – Global Borders, Migration and Refugees • LAS 354 – Drugs and Violence in Mexico • HIST 361 – The US-Mexico Border Region |

| | |
|--------------------|--|
| <p>department.</p> | <ul style="list-style-type: none"> • GEOG/LAS 365 – Human Rights, Immigration Enforcement and the US-Mexico Borderlands Today • ANTH 365— Introduction to Forensic Anthropology • SPAN 449D – Topics in Border Stories • JOUR 473 – Reporting in the US-Mexico Borderlands • ANTH 484 – An Anthropology of Migration: Examining the Borderlands of the American Southwest and Mexican North • GWS 201 – Introduction to Chicana/Latina Studies • GWS 307 – Chicana Feminisms: History, Theory and Practice • GEOG 311A – Geography of Mexico • GEOG 311B – Geography of Central America • GEOG 312B – Native American Geography • MAS 319 – Mexican American Culture • MAS 332 – Politics of the Mexican American Community • HIST 335: Western America Law & Order 1785-1915 • AIS 336 – History and Philosophy of the Diné People • HIST 343 – History of the Mexican American • HIST 345 – New American West • ANTH 346 – Clovis to Coronado: Archaeology of the Southwest • ANTH 347 – Native Peoples of the Southwest • HIST 368 – Colonial Mexico • HIST 369 – Mexico Since Independence • MAS 365 – Latinos and Latinas: Emerging Contemporary Issues • GEOG 408: Geography of Arizona and the Southwest • ANTH 413 – Ethnology of the Southwest • ANTH 423 – Anthropology of Rural Mexico • MAS 435 – Mexican Traditional Medicine • HIST 446 – History of Arizona and the Southwest • ANTH 447 – Pueblo Archaeology • ANTH 452R – Archaeology of the Southwest • AIS 450 American Indian Women • HIST 461 – The Spanish Conquest • HWRS 203 – Arizona Water Issues • ECOL 206 – Environmental Biology • GEOS 220 – Environmental History of the Southwest • ECOL 230 – Natural History of the Southwest • GEOG 250 – Environment & Society in the Southwest Borderlands • GEOG 304 – Water, Environment, and Society • GEOS 347 – The Colorado River: Hydrology, History, and Human Use • HIST 355: US Environmental History • GEOG 363 – Climate Change: Human Dimensions • GEOG 375 –Metropolitan Tucson • LAS 405 – Sabores de Mexico: From Farm to Table • GEOG 408: Geography of Arizona and the Southwest • ANTH 418: Southwest Land and Society • AIS 431A – Traditional Ecological Knowledge • MAS 423 – Latino Urbanization • AIS 441A – Natural Resource Management in Native Communities • HIST 442 – Natural Resources and the Law in the Spanish Borderlands of North America • ECOL 463 – Ecology and Natural History of the Sonoran Desert and Gulf of California • ARC 471N – Arid Region Urbanism- Arizona/Sonora • SPAN 220 – Immigration through Film • ENGL 278 – American Indian Literature • GWS 312 – Latina/o Pop: Race, Gender, Sexuality and Popular Culture • ARH 322 – Introduction to Prehispanic, Hispanic, and Chicano Art • MUS 337 – Survey of Mexican Folk Music • SPAN 341 -- Translation and Interpretation: Social Justice and Practice • AIS 344 – Native Americans in Film • SPAN 403 – Major Works in Mexican and Mexican American Literature • SPAN 433 – Issues in Mexican and Mexican-American Culture • ARH 423A & B – The Art of Mexico |
|--------------------|--|

| | |
|--|--|
| | <ul style="list-style-type: none"> • ENGL 424: Studies in Southwest Literature • ENGL 443 – Mexican-American Literature in English • SPAN 446 – Mexican and Mexican- American Theater • SPAN 448 – Mexican and Mexican American Film • SPAN 449C – Topics in Mexican and Mexican-American Literature and Cultural Studies • SPAN 449D – Topics in Border Studies • ENGL 449 – Folklore • AIS 452A – Mixed Media Stories: Stories in Text and Film • HIST 461 – The Spanish Conquest • ENGL 477 – Studies of Native American Literature • MAS 485 – Mexicana/Chicana Women’s History <ul style="list-style-type: none"> • GEOG 303 – Field Study in Environmental Geography • ANTH 407 – Ethnographic Field Methods • GWS 407 – Writing Queer Autohistoria • AIS 431A – Traditional Ecological Knowledge • ANTH 440A – Cultural Resource Management • AIS 448 – Producing and Assessing Social Research with Indian Communities • GEOG 497F – Community and School Garden Workshop • GEOG 462 – Environmental Law, Geography and Society |
| <p>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</p> | <p>Required: NEW – SBS 4XX Capstone /Applied Summative Experience (3 credits) Tailored to the student’s focus, this final applied course will draw together the elements of the Minor coursework and provide the student with a summative document, production, or experience that will be useful in future endeavors.</p> |
| <p>Additional requirements (provide description)</p> | <p>No</p> |
| <p>Any double- dipping restrictions (Yes/No)? If yes, provide description.</p> | <p>Yes – course work done for another minor will not count toward fulfillment of Southwest Studies minor requirements</p> |

IV. NEW COURSES NEEDED: If new courses are required for the proposed program, [UA Course Add forms](#) must be submitted before/simultaneously with this proposal. List all course additions in progress in the table below. Add rows as needed.

| Course prefix and number (include cross-listings) | Units | Title | Pre-requisites | Modes of delivery (online, in-person, hybrid) | Course Fee? (Y/N) More info here. | Course Form transaction number | Anticipated first term offered | Use in the program (required/ elective) |
|---|-------|-----------------------------------|----------------|---|---|--------------------------------|--------------------------------|---|
| SBS 3XX | 3 | Introduction to Southwest Studies | N/A | In-person & online | N | TBD | Fall 2022 | Core course |

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any: **SWS**

- V. **Learning Outcomes** - Complete this table as a summary of the learning outcomes from your assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please see the resources at the [Office of Instruction and Assessment](#) or contact them [here](#).

| |
|---|
| Learning Outcome #1: Students can identify and distinguish among the plural histories and cultural expressions of indigenous, colonial, and settler cultures across the region of the Southwest US. |
| Concepts: Syncretism, Indigeneity, decolonization, historiography. |
| Competencies: Students can synthesize concepts from across the Southwest Studies disciplines and translate them to regional needs and issues. |
| Learning Outcome #2: Students will be able to communicate effectively orally and in writing. |
| Concepts: Argumentation, organization, research. |
| Competencies: Students can write and speak to present-day Southwestern contexts and constituencies from a position of broad and deep local knowledge. |
| Learning Outcome #3: Students can identify connections among environmental, social, and cultural processes and analyze complex, plural relationships among space, place, and identity in the region. |
| Concepts: Cultural sovereignty, plurality, bi- and tri-nationalism, biogeography, foodways. |
| Competencies: Students can define and interpret the distinct blend of ecosystems, biocultures, nations, and lifeways in the region to specialists and generalists alike. |

Note: all learning outcomes are meant to build upon, integrate, and complement students' work in their major fields.

| Learning Outcomes | Sources(s) of Evidence | Assessment Measures | Data Collection Points |
|--|---|---|---|
| Learning Outcome #1: Students can identify and distinguish among the plural histories and cultural expressions of indigenous, colonial, and settler cultures across the region of the Southwest US. | Capstone projects Exit surveys | Critical analysis skills measured in exams, papers, and other forms of student work in GEOG, ANTH, HIST courses listed | *SWS Capstone course. Exit surveys *new course |
| Outcome #2: Students will be able to communicate effectively orally and in writing. | Course-Embedded assessments: Exams, papers, and other forms of student work, including creative projects where appropriate | Demonstrated ability to analyze popular and scholarly representations of the places, peoples, and regions of the Southwest and to communicate results of evidence-based | GEOG 250; ENGL 424; HIST 446. Capstone mini-conference |

| | | | |
|---|--|--|--|
| | | analysis in written and oral form. | |
| Outcome 3 Students can identify connections among environmental, social, and cultural processes and analyze complex, plural relationships among space, place, and identity in the region. | Selected work (top 3 papers or projects) completed in courses for the minor, chosen and submitted by student | Students will demonstrate understanding of the particular relationships among space, place, and identity in the region in exams, papers, and other forms of student work specific to coursework. | Portfolio of student work from minor, reviewed in first month of final semester. |

VI. REQUIRED SIGNATURES

Program Director/Main Proposer (print name and title):

Jeffrey Banister

Director, Southwest Center

Associate Research Social Scientist, Southwest Center

Associate Research Professor, School of Geography, Development and Environment

Program Director/Main Proposer signature:



Date: 9/9/21

Department Head (print name and title):

Jeffrey Banister

Director, Southwest Center

Associate Research Social Scientist, Southwest Center

Associate Research Professor, School of Geography, Development and Environment

Department Head's signature:

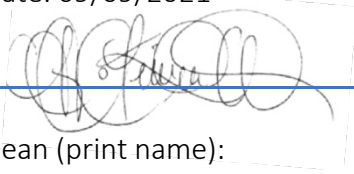


Date: 9/9/21

Associate/Assistant Dean (print name): Amy C. Kimme Hea

Associate/Assistant Dean's signature:

Date: 09/09/2021



Dean (print name):

Dean's signature:

Date:

For use by Curricular Affairs:

| Committee | Approval date |
|---|---------------|
| APS | |
| Undergraduate Council | |
| Undergraduate College Academic Administrators Council | |
| Faculty Senate | |

BUDGET PROJECTION FORM
Name of Proposed Program or Unit: Southwest Studies Minor

| Budget Contact Person: Jeffrey Banister | Projected | | |
|---|-------------------------|------------------------|------------------------|
| | 1st Year 2022 - 2023 | 2nd Year 2023- 2024 | 3rd Year 2024- 2025 |
| METRICS | | | |
| Net increase in annual college enrollment UG | | | |
| Net increase in college SCH UG | 30 | 60 | 90 |
| Net increase in annual college enrollment Grad | | | |
| Net increase in college SCH Grad | | | |
| Number of enrollments being charged a Program Fee | | | |
| New Sponsored Activity (MTDC) | | | |
| Number of Faculty FTE | | | |
| FUNDING SOURCES | | | |
| <u>Continuing Sources</u> | | | |
| UG RCM Revenue (net of cost allocation) | 4,500 | 9,000 | 13,500 |
| Grad RCM Revenue (net of cost allocation) | | | |
| Program Fee RCM Revenue (net of cost allocation) | | | |
| F and A Revenues (net of cost allocations) | | | |
| UA Online Revenues | | | |
| Distance Learning Revenues | | | |
| Reallocation from existing College funds (attach description) | | | |
| Other Items (attach description) | | | |
| Total Continuing | \$ 4,500 | \$ 9,000 | \$ 13,500 |
| <u>One-time Sources</u> | | | |
| College fund balances | | | |
| Institutional Strategic Investment | | | |
| Gift Funding | | | |
| Other Items (attach description) | | | |
| Total One-time | \$ - | \$ - | \$ - |
| TOTAL SOURCES | \$ 4,500 | \$ 9,000 | \$ 13,500 |
| EXPENDITURE ITEMS | | | |
| <u>Continuing Expenditures</u> | | | |
| Faculty | | | |
| Other Personnel | | | |
| Employee Related Expense | | 3,551 | 3,551 |
| Graduate Assistantships | | 4,125 | 4,125 |
| Other Graduate Aid | | | |
| Operations (materials, supplies, phones, etc.) | | | |
| Additional Space Cost | | | |
| Other Items (attach description) | | | |
| Total Continuing | \$ - | \$ 7,676 | \$ 7,676 |
| <u>One-time Expenditures</u> | | | |
| Construction or Renovation | | | |
| Start-up Equipment | | | |
| Replace Equipment | | | |
| Library Resources | | | |
| Other Items (attach description) | | | |
| Total One-time | \$ - | \$ - | \$ - |
| TOTAL EXPENDITURES | \$ - | \$ 7,676 | \$ 7,676 |
| Net Projected Fiscal Effect | \$ 4,500 | \$ 1,324 | \$ 5,824 |



New Academic Program PEER COMPARISON

Select three peers (if possible/applicable) for completing the comparison chart from [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison programs are not required to have the same degree type and/or title as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Minors and Certificates may opt to include only 2 peer comparisons.

| Program name, degree, and institution | Proposed UA Program: Southwest Studies (SWS) minor | Peer 1 Colorado College-major and minor in Southwest Studies | Peer 2 Texas State University, San Marcos-Minor in Southwest Studies |
|---------------------------------------|--|---|---|
| Current number of students enrolled | | 5-6 per year | Not available |
| Program Description | <p>The Southwest Studies (SWS) minor offers an expansive undergraduate experience rooted in the intensive study of the peoples, places, and landscapes of the Southwest and borderlands region. Students minoring in SWS will develop a strong intellectual foundation and the practical skills to become engaged and compassionate global citizens committed to lifelong learning. The SWS minor leverages the University of Arizona's traditional strengths in research and education focused on the US Southwest, Northern Mexico, and the US-Mexico borderlands to foster an environment of collaborative exploration, diversity and inclusion, (inter)cultural competency, social justice, and an ethical commitment to the region by</p> | <p>The mission of the Southwest Studies program is to provide the finest liberal arts education, using a critical regional studies approach, centered on the Greater Southwest and the U.S.-Mexico borderlands. Spanning Texas, New Mexico, Arizona, Nevada and parts of Colorado, Utah, California, Oklahoma and northern Mexico, the diversity of the Southwest's landscapes and cultures are rivaled by few other regions on Earth. Our program's interdisciplinary approach to peoples, places, and landscapes provides a model for study applicable to any region. Using the insights of traditional disciplines in combination with critical approaches to learning, we provide a holistic view of the Southwest that educates students to observe places, learn from and with the region's peoples, and to imagine potential outcomes.</p> | <p>The Center for the Study of the Southwest offers an 18-hour minor in Southwestern Studies. The program engages the richness and diversity of the Southwestern United States and Northern Mexico and gives focus to intercultural studies through examination of the region's people, institutions, history, and physical and cultural ecology.</p> <p>An intercultural, interdisciplinary approach increases awareness of and sensitivity to the diversity of ethnic and cultural traditions in the area. Students examine the images, myths, and perceptions of the region in light of historic records. Students also discover the physical and cultural characteristics that distinguish the Southwest from other regions of the United States.</p> |

| | | | |
|--|--|--|------------|
| | <p>way of a reflective understanding of its many facets. By exploring the region's diverse peoples, institutions, traditions, histories, ecologies, languages, and places, SWS students will be exposed to a broad range of topics and fields, as well as to innovative methods by which to study and understand them. Core courses are curated around an intercultural, interlingual and transdisciplinary approach so that students deepen awareness of the region's diverse ethnic and cultural traditions and enhance the capacity for critical reflection on their connections to global forces. With a focus on both social-scientific and humanistic inquiry, the SWS minor will prepare students across the disciplines to pursue advanced degrees and/or work in diverse fields, including education, city and state government, law, cultural resource management, planning, public health, social work, marketing and communications, nonprofits, research, philanthropy, the service industry, and business.</p> | | |
| Target Careers | <p>Education, city and state government, law, cultural resource management, planning, public health, social work, marketing and communications, nonprofits, research, philanthropy, the service industry, and business.</p> | <p>Law, medicine, journalism, urban and regional planning, public health, social work, business, policy, and academic scholarship. Southwest Studies majors build skills in critical thinking, analysis, writing and research drawn from coursework across the disciplines providing excellent preparation for practicing in the global community.</p> | Not listed |
| Emphases? (Yes/No) List, if applicable | No | No | No |

| | | | |
|---|---|---|--|
| Minimum # of units required | 18 | 5 (not equivalent to UArizona credit hours) | 18 |
| Level of Math required (if applicable) | n/a | n/a | n/a |
| Level of Second Language required (if applicable) | n/a | n/a | n/a |
| Pre-Major? (Yes/No) If yes, provide requirements. | no | no | no |
| Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.) | <ul style="list-style-type: none"> • 2.0 minimum cumulative GPA • Completion of Foundations Writing Requirement • Meet with Southwest Studies academic adviser | n/a | n/a |
| Internship, practicum, or applied/experiential requirements? If yes, describe. | Yes. NEW – SBS 4XX Capstone /Applied Summative Experience (3 credits). Tailored to the student's focus, this final applied course will draw together the elements of the Minor coursework and provide the student with a summative document, production, or experience that will be useful in future endeavors. | | Yes – research seminar/capstone experience |

Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The proposed SWStudies minor is quite similar in its focus, content and orientation to the two peers compared here. Each of these programs draws from the clear strengths of their respective faculties working on the Southwest, Northern Mexico, and Borderlands region, and each of them offers an intimate, “hands-on” learning experience for students, encouraging them to develop an integrated framework for analyzing regional dynamics and understanding their own situation within them.

2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The similarities among these programs far outweigh the differences, but the comparative strengths of the University of Arizona for this type of minor reside in the great number and diversity of our faculty who focus on the region; the huge number of course offerings; the possibilities for students to become involved in action-oriented research projects; the proximity of UArizona to Mexico and the US-Mexico border; the broad array of organizations and activists in the Tucson and border area working on regional issues; and a center (the Southwest Center) that strongly supports regional study and understanding, and with 60-plus years of publishing on the Southwest, northern Mexico, and the Borderlands.

3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona? The University of Arizona is remarkably well suited to offer students in the SWStudies minor an exceptional academic experience. So many of our scholars focus on the region, as do many of our graduate students. Indeed, it's surprising that it has taken us so long to realize that UArizona is perhaps the best suited of all U.S. universities to offer a course of study on this region, and to create one!

SCHOOL OF ARCHITECTURE

1040 North Olive Rd.
PO Box 210075
Tucson, AZ 85721-0075

Ofc: 520-621-6752
Fax: 520-621-8700

capla.arizona.edu
10.08.20-14:40

to

Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
University of Arizona
Douglass Building 200W

re

minor in Southwest Studies

dear Dean Kimme Hea:

This memo is to grant permission for the course listed below from the School of Architecture to be included in the proposed curriculum for an undergraduate minor in Southwest Studies. I agree to give regular access to these course(s) to students in the proposed Southwest Studies minor, provided the total enrollment stays below 25 students:

- ARCH 471N – Arid Region Urbanism-Arizona/Sonora

sincerely:



Robert Miller, AIA

Professor; Director of the School of Architecture
HeadsUP Executive Director
millerR@u.arizona.edu



THE UNIVERSITY OF ARIZONA

College of Architecture, Planning
& Landscape Architecture



COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

American Indian Studies

Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
University of Arizona
Douglass Building 200W

October 13, 2020

Dear Associate Dean Kimme Hea,

This memo is to grant permission for including the courses listed below from the Department of American Indian Studies in the proposed curriculum for an undergraduate minor in Southwest Studies. AIS agrees to give regular access to these courses to students in the proposed minor:

- AIS 336 – History and Philosophy of the Diné People
- AIS 344 – Native Americans in Film
- AIS 450 American Indian Women
- AIS 431A – Traditional Ecological Knowledge
- AIS 441A – Natural Resource Management in Native Communities
- AIS 452A – Mixed Media Stories: Stories in Text and Film

Sincerely,

A handwritten signature in black ink, appearing to read 'MSG'.

Matthew Sakiestewa Gilbert
Professor and Head



COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
Latin American Studies

November 1, 2020

Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
University of Arizona
Douglass Building 200W

Dear Dean Kimme Hea,

We are excited to collaborate with the Southwest Center on a new proposed minor. This memo is to grant permission for including the course(s) listed below from Latin American Studies in the proposed curriculum for an undergraduate minor in Southwest Studies. I agree to give regular access to these course(s) to students in the proposed Southwest Studies minor:

- LAS 347 - Politics of Latin America
- LAS 354 - Drugs and Violence in Mexico
- LAS 365 - Human Rights, Immigration Enforcement and the US-Mexico Borderlands Today
- LAS 367 - Human Rights in Latin America
- LAS 405 - Sabores de Mexico: From Farm to Table

We are also open to future course development and increased offerings. We look forward to collaborating with Dr. Banister and the SWC.

Sincerely,
Marcela

Marcela Vásquez León, Director
Marcela Vásquez-León, PhD
Director, Center for Latin American Studies
Associate Professor, School of Anthropology
University of Arizona
Harvill Building 337A
PO Box 210076
Tucson, AZ 85721
<http://www.mvasquez.faculty.arizona.edu/home>



THE UNIVERSITY OF ARIZONA

School of Anthropology

P.O. Box 210030
Tucson, AZ 85721-0030
Tel: 520.621.2585
anthropology.arizona.edu

October 1, 2020

Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
University of Arizona
Douglass Building 200W

Dear Dean Kimme Hea,

This memo is to grant permission for including the course(s) listed below from the School of Anthropology in the proposed curriculum for an undergraduate minor in Southwest Studies. I agree to give regular access to these course(s) to students in the proposed Southwest Studies minor:

- ANTH: 346 - Clovis to Coronado: Archaeology of the Southwest
- ANTH 347 - Native Peoples of the Southwest
- ANTH 395D, Introduction to Forensic Anthropology
- ANTH 407 – Ethnographic Field Methods
- ANTH 413 – Ethnology of the Southwest
- ANTH 418: Southwest Land and Society
- ANTH 423 – Anthropology of Rural Mexico
- ANTH 440A – Cultural Resource Management
- ANTH 447 – Pueblo Archaeology
- ANTH 452R – Archaeology of the Southwest
- ANTH 484 Anthropology of Migration: Borderlands

Sincerely,

Diane E. Austin
Director
School of Anthropology



FRED FOX SCHOOL OF MUSIC

1017 North Olive Rd.
P.O. Box 210004
Tucson, Arizona 85721-0004
Ofc: 520.621.7023
Fax: 520.621.8118
Music.arizona.edu

October 15, 2020

Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
University of Arizona
Douglass Building 200W

Dear Dean Kimme Hea,

This memo is to grant permission for including the course listed below from the Fred Fox School of Music in the proposed curriculum for an undergraduate minor in Southwest Studies. I agree to give regular access to this course to students in the proposed Southwest Studies minor:

- MUS 337 – Survey of Mexican Folk Music

Sincerely,

A handwritten signature in black ink that reads 'Lori J Wiest'.

Lori J Wiest, Director



August 19, 2021

Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
University of Arizona
Douglass Building 200W

Dear Dean Kimme Hea,

This memo is to grant permission for the inclusion of the course(s) listed below from the School of Geography, Development and Environment in the proposed curriculum for an undergraduate minor in Southwest Studies. I agree to give regular access to the course(s) listed below to students in the proposed minor in Southwest Studies:

- GEOG 250 – Environment & Society in the Southwest Borderlands
- GEOG 252 – Global Borders, Migration and Refugees
- GEOG 303 – Field Study in Environmental Geography
- GEOG 304 – Water, Environment, and Society
- GEOG 311A – Geography of Mexico
- GEOG 311B – Geography of Central America
- GEOG 312 – Native American Geography
- GEOG 363 – Climate Change: Human dimensions
- GEOG 365 – Human Rights and the US Mexico Borderlands Today
- GEOG 375 –Metropolitan Tucson
- GEOG 408: Geography of Arizona and the Southwest
- GEOG 462 – Environmental Law, Geography and Society
- GEOG 497F – Community and School Garden Workshop

Sincerely,

Diana Liverman, Director
School of Geography, Development and Environment





THE UNIVERSITY OF ARIZONA
COLLEGE OF FINE ARTS
School of Art

SCHOOL OF ART

Art Building #2
1031 N. Olive Rd.
PO Box 210002
Tucson, AZ 85721-0002
Ofc: 520-621-7000
Fax: 520-621-2353
<http://art.arizona.edu>

M E M O

To: Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
From: Colin Blakely, Director, School of Art
Date: October 6, 2020
Re: New Undergraduate Minor in Southwest Studies

This memo is to grant permission for including the course(s) listed below from the School of Art in the proposed curriculum for an undergraduate minor in Southwest Studies. I agree to give regular access to these course(s) to students in the proposed Southwest Studies minor:

- ARH 322 – Introduction to Prehispanic, Hispanic, and Chicano Art
- ARH 423A & B – The Art of Mexico

We are excited to collaborate with SBS and the Southwest Center on this new program!

Sincerely,

Colin Blakely
Director
cblakely@arizona.edu



October 1, 2020

Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
University of Arizona
Douglass Building 200W

Dear Dean Kimme Hea,

This memo is to grant permission for including the course(s) listed below from the Department of Mexican American Studies in the proposed curriculum for an undergraduate minor in Southwest Studies. I agree to give regular access to these course(s) to students in the proposed Southwest Studies minor:

- MAS 319 – Mexican American Culture
- MAS 332 – Politics of the Mexican American Community
- MAS 365 – Latinos and Latinas: Emerging Contemporary Issues
- MAS 435 – Mexican Traditional Medicine
- MAS 423 – Latino Urbanization
- MAS 485 – Mexicana/Chicana Women's History
- MAS 415 – Chicana/o Literary and Historical Recovery Projects

Sincerely,

Ada M. Wilkinson-Lee
Associate Professor and Acting Department Head



October 27, 2020

Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
University of Arizona
Douglass Building 200W
University of Arizona

Dear Amy,

This memo grants permission to include the School of Journalism courses listed below in the proposed curriculum for an undergraduate minor in Southwest Studies. We agree to give students in the proposed Southwest Studies minor regular access to these courses:

- JOUR 473 – Reporting in the US-Mexico Borderlands
- JOUR 473A – Reporting in the US-Mexico Borderlands

If you have any questions, please do not hesitate to contact me.

Sincerely yours,



Carol B. Schwalbe
Professor | Director
School of Journalism

520.300.0693 (phone)
cschwalbe@email.arizona.edu



Department of
Hydrology and Atmospheric Sciences
(520)626-1532
FAX: (520) 621-1422



College of Science
Harshbarger Building
PO Box 210011
Tucson AZ 85721-0011
tmeixner@email.arizona.edu

October 6, 2020

Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
University of Arizona
Douglass Building 200W

Dear Dean Kimme Hea,

This memo is to grant permission for including the course(s) listed below from the Department of Hydrology and Atmospheric Sciences in the proposed curriculum for an undergraduate minor in Southwest Studies. I agree to give regular access to these course(s) to students in the proposed Southwest Studies minor:

- HWRS 203 – Arizona Water Issues

Sincerely,

A handwritten signature in black ink, appearing to read "T. Meixner".

Thomas Meixner, Head



October 8, 2020

Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
University of Arizona
Douglass Building 200W

Dear Dean Kimme Hea:

I am pleased to convey the full support of the History Department for a proposed undergraduate minor in Southwest Studies. We note the inherent interdisciplinarity of the field and its fit with aspects of our own curriculum. This memo is to grant formal permission for including the courses listed below from the Department of History among the proposed curricular selections for that undergraduate minor. We agree to give regular and routine access to these courses to students in the proposed Southwest Studies minor:

- HIST 335: Western America Law & Order 1785-1915
- HIST 343: History of the Mexican American
- HIST 345: New American West
- HIST 355: US Environmental History
- HIST 361: US Mexico Border Region
- HIST 368: Colonial Mexico
- HIST 369: Mexico Since Independence
- HIST 442 – Natural Resources and the Law in the Spanish Borderlands of North America
- HIST 446 – History of Arizona and the Southwest
- HIST 461 – The Spanish Conquest

I look forward to our collaboration and wish all success to this initiative.



Alison Futrell
Head
Dept. of History
University of Arizona





THE UNIVERSITY OF ARIZONA
College of Social
& Behavioral Sciences

**DEPARTMENT OF
GENDER AND WOMEN'S
STUDIES**

925 N. Tyndall Avenue
PO Box 210438
Tucson, AZ 85721-0438

Ofc: 520-621-7338
Fax: 520-621-1533

<https://gws.arizona.edu/>

October 26, 2020

Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
University of Arizona
Douglass Building 200W

Dear Dean Kimme Hea,

This memo is to grant permission for including the course(s) listed below from the Department of Gender and Women's Studies in the proposed curriculum for an undergraduate minor in Southwest Studies. I agree to give regular access to these course(s) to students in the proposed Southwest Studies minor.

- GWS 307 – Chicana Feminisms: History, Theory and Practice
- GWS 312 – Latina/o Pop: Race, Gender, Sexuality and Popular Culture

Sincerely,

Stephanie Troutman Robbins, Head

Dr. Barbara Carrapa
Professor and Department Head
Department of Geosciences
Gould-Simpson Building
Tucson, AZ 87521-0077



Tel. (520) 621 5011
Fax (520) 621-2672
e-mail: bcarrapa@email.arizona.edu

Tucson, October 8, 2020

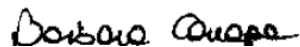
Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
University of Arizona
Douglass Building 200W

Dear Dean Kimme Hea,

This memo is to grant permission for including the course(s) listed below from the Department of Geosciences in the proposed curriculum for an undergraduate minor in Southwest Studies. I agree to give regular access to these course(s) to students in the proposed Southwest Studies minor:

- GEOS 195D – A Sense of Place
- GEOS 220 – Environmental History of the Southwest

Sincerely,



Barbara Carrapa
Professor, Department of Geosciences

October 22, 2020

Amy C. Kimme Hea

Associate Dean, Academic Affairs and Student Success

College of Social and Behavioral Sciences

University of Arizona

Douglass Building 200W

Dear Amy:

This memo is to grant permission for including the courses listed below from the Department of English in the proposed curriculum for an undergraduate minor in Southwest Studies. I agree to give access to these courses to students in the proposed Southwest Studies minor:

- ENGL 228: Crossing the Border: Literature and Practice
- ENGL 278 – American Indian Literature
- ENGL 424: Studies in Southwest Literature
- ENGL 443 – Mexican-American Literature in English
- ENGL 449 – Folklore
- ENGL 477 – Studies of Native American Literature

All best,



Aurelie Sheehan

Head and Professor

October 5, 2020

Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
Douglass Building 200W
University of Arizona

Dear Dean Kimme Hea,

This memo is to grant permission for including the course(s) listed below from the Department of Ecology and Evolutionary Biology in the proposed curriculum for an undergraduate minor in Southwest Studies. I agree to give regular access to these course(s) to students in the proposed Southwest Studies minor:

- ECOL 206 – Environmental Biology
- ECOL 230 – Natural History of the Southwest
- ECOL 463 – Ecology and Natural History of the Sonoran Desert and Gulf of California

Sincerely,



Michael Worobey
Department Head
Louise Foucar Marshall Science Research Professor
Ecology & Evolutionary Biology
University of Arizona



March 28, 2022

Amy C. Kimme Hea
Associate Dean, Academic Affairs and Student Success
College of Social and Behavioral Sciences
University of Arizona
Douglass Building 200W

Dear Dean Kimme Hea,

This memo is to grant permission for including the course(s) listed below from the Department of Spanish and Portuguese in the proposed curriculum for an undergraduate minor in Southwest Studies. SPAN 449B could count contingent on the topic. We agree to give regular access to these course(s) to students in the proposed Southwest Studies minor:

- SPAN 220 – Immigration through Film
- SPAN 341 – Translation and Interpretation: Social Justice and Practice
- SPAN 403 – Major Works in Mexican and Mexican American Literature
- SPAN 433 – Issues in Mexican and Mexican-American Culture
- SPAN 446 – Mexican and Mexican-American Theater
- SPAN 448 – Mexican and Mexican American Film
- SPAN 449B – Topics in Latin American Literature and Cultural Studies
- SPAN 449 C – Topics in Mexican and Mexican-American Literature and Cultural Studies
- SPAN 449 D – Topics in Border Studies

Sincerely,



Santa Arias
Professor and Head

SWS 300: Introduction to Southwest Studies

[Location and Times TBA]

Lead Faculty: Professor Jeffrey M. Banister

Director, Southwest Center

Editor-in Chief, *Journal of the Southwest*

Associate Research Professor, School of Geography, Development and Environment

Office Hour: TBA **email:** banister@arizona.edu

Course Description

A multi-modal interdisciplinary introduction to the US Southwest and Northwest Mexico, drawing upon Southwest Center faculty expertise in social sciences and humanities approaches to the interaction of Indigenous, Hispanic, and Euroamerican peoples of the region. The physical and cultural landscape, as a construct of the cultures it has formed and sustained, will be the primary focus. Topics may include multicultural understandings of space, place, and identity, material culture and the built environment, the cultural, culinary, and artistic imaginary, filmic representation, and human adaptation to and exploitation of the natural environment through time. Students will engage in a meaningful dialogue concerning one's position and obligation to a specific place. The class will take advantage of the rich array of primary sources available in local archaeological and historical sites, archives, and repositories.

Course Prerequisites or Co-requisites

Completion of First Year Writing requirements.

Course Format and Teaching Methods

Course content will be delivered by a series of participant faculty who will “visit” for two-week residencies. Each class period will contain a lecture followed by in-class discussion, with online followup as necessary. Health and safety permitting a series of field trips will enhance experiential by immersion in historical and cultural landscapes and spaces of the region.

Course Objectives and Expected Learning Outcomes

Students in this course will gain the skills to

- Understand the history and cultural expressions of indigenous, colonial, and settler cultures across the region
- Encounter and appreciate the landscape and primary tri-societal cultures of the region
- Identify and analyze connections among environmental, social, and cultural processes
- Understand and express verbally and in writing major concepts in the fields comprising Southwest Studies

Attendance, Participation, and Late Work Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Participating in course discussions and attending lectures and other course events are vital to the learning process. As such, attendance is required and will be taken at all regularly scheduled, online class meetings. In-class assignments and activities are designed to accommodate absences based on unforeseen circumstances. **Late work will not be accepted unless by prior agreement with the instructor.** This means petitioning the instructor via email (even if you have already provided verbal notice) for an exception if you feel you have a compelling reason for turning in work after the due date. **Student athletes** must meet with the instructor to make arrangements for missed classes. Students who register after the first class meeting must contact the instructor to make up any missed assignments.

To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu. If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

Final Exam Regulations

This course does not have a final exam; however, you can find the Final Exam Regulations here: <https://uaatwork.arizona.edu/uannounce/final-exam-regulations-revised>.

Email: In support of instruction, research, and administrative functions, the University provides the campus email system. Students should use their UA email (Catmail) for the aforementioned purposes. See examples of [inappropriate uses of email](#) .

Required Texts or Readings

Burke, Flannery. 2017. *A Land Apart: The Southwest and the Nation in the Twentieth Century*. Tucson: University of Arizona Press. **(Required sections will be available on D2L)**

Cantú, Francisco. 2018. *The Line Becomes a River: Dispatches from the Border*. Riverhead Books. **(Available electronically through the UA Library website)**

Dunbar-Ortiz, Roxanne. 2014. *An Indigenous Peoples' History of the United States*. Boston: Beacon Press. **(Available electronically through the UA Libraries website)**

Scheutz-Miller, Mardith and James Officer. 1997. *The Pimería Alta: Missions and More*. Southwestern Mission Research Center.

Sheridan, T. 2012. *Arizona: A History* (Revised Edition). Tucson: University of Arizona Press.

Urrea, Luis Alberto. 2004. *The Devil's Highway*. New York: Little, Brown.

Vélez-Ibáñez, C. and Heyman, J.C. 2017. *The US-Mexico Transborder Region: Cultural Dynamics and Historical Interactions*. Tucson: University of Arizona Press. **(Required sections will be available on D2L)**

Zepeda, Ofelia. 1995. *Ocean Power*. Tucson: University of Arizona Press.

Campus and Local Resources:

Arizona Historical Society:

http://www.arizonahistoricalociety.org/library_and_archives/#tuc

Arizona State Museum: <http://www.statemuseum.arizona.edu/archives/index.shtml>

UA Special Collections: <http://speccoll.library.arizona.edu/>
 Amerind Collection (Dragoon, AZ): <http://www.amerind.org/>
 Northern Arizona University Special Collections: <http://library.nau.edu/speccoll/>
 UA Digital Collections, Web exhibits: http://www.library.arizona.edu/search/digital_collections/
 American Indian Film Gallery: <http://www.aifg.arizona.edu/>
 Tribesourcing Southwest Film: tribesourcingfilm.com
Journal of the Southwest: <https://www.jstor.org/journal/jsouthwest>

Required or Special Materials

To access the digital components of this course, you must have **access to a high-speed Internet connection**, a well-functioning **headset or earbuds**, and **MS Office 365**, available from the UA Bookstore for free. Facility with **D2L, Word and pdf** formats and formatting, **and email** are minimum expectations of students. **If you are unsure about your IT access or skills, please contact me ASAP and I can help. There's no shame in asking, so do get in touch!**

VPN for secure connection to UA systems: <https://it.arizona.edu/service/ua-virtual-private-network-vpn> Use your NETID login and pw, same as for Catmail.

Tech Support: 520-626-TECH (available 24/7)

IMPORTANT NOTICE FROM UARIZONA ADMINISTRATION: Students must access recorded lecture content in or through D2L only. Students may not modify content or re-use content for any purpose other than personal educational reasons. All recordings are subject to government and university regulations. Therefore, students accessing unauthorized recordings or using them in a manner inconsistent with [UARizona values](#) and educational policies ([Code of Academic Integrity](#) and the [Student Code of Conduct](#)) are also subject to civil action.

Extracurricular Activities

There will also be four “field trips”: off-campus visits to Casa Grande National Monument and Mission San Xavier del Bac; and on-campus visits to the Arizona State Museum and UA Special Collections.

Plan of Work

Southwest Center faculty and affiliates will cover topics in their areas of research and expertise. Readings will be assigned by individual faculty for a specific semester.

| Weeks | Topics | Faculty | | |
|-------|---|--|--|--|
| 1 | Intro & Overview | Sheridan | | |
| 2-4 | Peoples Indigenous Spanish Anglo Settler | Sheridan Brescia Reineke | | |
| 5-6 | Digital Storytelling | Duncan | | |
| 7-8 | Places Landscape Flora & Fauna Mapping Development | Banister Yetman B. Wilder (guest) | | |

| | | | | |
|-------|---|----------------------------|--|--|
| | | | | |
| 9-11 | Borders Human impact | Reineke | | |
| 12-16 | Expressions Arts Texts Voices Foodways | Jenkins, Pérez, Alvarez | | |

Assignments

Grades will be based on class attendance/participation, weekly 2-page responses to lectures and one 10-page essay on a topic concerning human society in the Southwest or Northern Mexico, as covered in *High Country News* or *Indian Country Today* and approved by the instructor.

| Assignment | Percentage of Final Grade |
|------------------------------|---------------------------|
| Attendance | 10 |
| Participation | 10 |
| Response papers | 30 |
| Instructor Check-in 1 | 5 |
| Instructor Check-in 2 | 5 |
| Digital Storytelling Project | 20 |
| HCN/ICT Semester Project | 20 |
| Total | 100 |

Response Papers

Weekly 2-page responses to readings, used as a basis for discussion and topic exploration for the two larger assignments

Digital Storytelling

Based on training received in Weeks 5-6, you will develop a 5-minute digital story about some aspect of the region or issue in Southwest Studies. The project should be research-based to the extent that it is grounded in facts and sources about the region.

High Country News (HCN) or Indian Country Today (ICT) Semester Project

This project requires you to track, analyze, and write about a topic (or set of related topics) reported on in *High Country News*, which provides close coverage of many of the issues we will be discussing in this class. The project consists of three components, due at different times in the semester: 1) a short, mid-term progress report; 2) a brief synopsis presented to the class at the end of the semester; and 3) a brief final report, also due at the end of the semester. Detailed and timely instructions will be provided. The HCN project is worth 20 points.

Grading Scale and Policies

(A) 90-100 (B) 80-89 (C) 70-79 (D) 60-69 (E) 59 and below.

Grading: Students are expected to demonstrate understanding of the material through sophisticated analysis, critical thinking, and writing skills and to approach all work in an honorable and forthright manner. Written work will be graded on mastery of the material and applied task, effective analysis of course materials and ideas, and students' ability to write at a college-level, with appropriate command of the disciplinary discourses. As nascent professionals, you know that Google is NOT the first (nor last) stop in your search strategy. Any research or consultation of outside sources must be fully, honestly, and correctly documented.

Grading Scale: **A = Excellent.** All work completed in an outstanding manner, showing mastery of the material through sophisticated analytical and critical thinking and writing skills. **B = Very Good.** All work completed in an above-average manner in both analysis and writing, or work that is outstanding in one category but not the other. **C = Average.** Work completed adequately, but with insufficient analysis or critical approach, or unclear organization and weak writing skills. **D = Poor.** Work done on a level measurably below average, containing many mechanical and factual errors or poor writing and analytical skills. **E = Failure.** Incomplete work, or work replete with mechanical, analytical, factual, and writing errors.

Substance and analysis will be used as primary criteria for the evaluation of assignments and participation. Students are expected to produce college-level writing. Significant errors in spelling, grammar, and punctuation will lead to grade reductions. Please proofread carefully! If you anticipate having writing problems, contact me ASAP and schedule with the Writing Center.

Incomplete and Withdrawal.

The grade of "I" will be awarded only in extreme exigent circumstances when all but a minor portion of the course work has been satisfactorily completed. Students should make arrangements with the instructor to receive an incomplete grade before the end of the semester. Requests for [incompletes \(I\)](http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete) and [withdrawal \(W\)](http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal) must be made in accordance with university policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Late Work

Meeting deadlines is a professional job skill. Late assignment submissions and discussion participation are not acceptable. Please notify me immediately if you have a personal emergency that requires further consideration. You should have the appropriate documentation to verify an emergency. **If you are having difficulty balancing your obligations, please send me an email sooner rather than later to discuss options.**

Time Management: It's essential to keep up with the reading and assignments, as they build sequentially from one to the next and assignments depend upon that sequence. Time management is the key to success here: if you **check in on the coursework each day, even briefly**, you will not be overwhelmed by trying to do a week's worth of work on the weekend. Finding your own rhythm of the work-week is one of the most valuable unwritten lessons of graduate school.

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Classroom Compartment

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Disruptive Behavior

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Content Notification

This course may contain material of a mature nature appropriate to university education, which some students may find upsetting. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor as soon as possible to address concerns.

Accessibility and Accommodations (DRC):

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

Nondiscrimination and Anti-harassment Policy

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including

harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. For more information, including how to report a concern, please see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Campus Health

<http://www.health.arizona.edu/>

Campus Health provides quality medical and mental health care services through virtual and in-person care.

Phone: 520-621-9202

Counseling and Psych Services (CAPS)

<https://health.arizona.edu/counseling-psych-services>

CAPS provides mental health care, including short-term counseling services.

Phone: 520-621-3334

The Dean of Students Office's Student Assistance Program

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Student Assistance helps students manage crises, life traumas, and other barriers that impede success. The staff addresses the needs of students who experience issues related to social adjustment, academic challenges, psychological health, physical health, victimization, and relationship issues, through a variety of interventions, referrals, and follow up services.

Email: DOS-deanofstudents@email.arizona.edu

Phone: 520-621-7057

Survivor Advocacy Program

<https://survivoradvocacy.arizona.edu/>

The Survivor Advocacy Program provides confidential support and advocacy services to student survivors of sexual and gender-based violence. The Program can also advise students about relevant non-UA resources available within the local community for support.

Email: survivoradvocacy@email.arizona.edu

Phone: 520-621-5767

Campus Pantry

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. In addition, the University of Arizona Campus Pantry is open for students to receive supplemental groceries at no cost. Please see their website at: campuspantry.arizona.edu for open times.

Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct instructors on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me directly in class or via email (instructor email). If you wish to change your preferred name or pronoun in the UAccess system, please use the following guidelines:

Preferred name: University of Arizona students may choose to identify themselves within the University community using a preferred first name that differs from their official/legal name. A student's preferred name will appear instead of the person's official/legal first name in select University-related systems and documents, provided that the name is not being used for the purpose of misrepresentation. Students are able to update their preferred names in UAccess.

Pronouns: Students may designate pronouns they use to identify themselves. Instructors and staff are encouraged to use pronouns for people that they use for themselves as a sign of respect and inclusion. Students are able to update and edit their pronouns in UAccess.

More information on updating your preferred name and pronouns is available on the Office of the Registrar site at <https://www.registrar.arizona.edu/>.

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>