

New Academic Program Workflow Form

General

Proposed Name: JEDI

Transaction Nbr: 00000000000104

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: N

Plan admission types:

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

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: ,

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: N

Transcript: Y Justice, Equity, Diversity and Inclusion Minor

Conditions for Admission/Declaration for this Major:

N/A

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

The aim of the minor is to create a robust program in justice, equity, diversity and inclusion so that undergraduate students can apply these skills in the array of workforces that they will be situated in post-graduation. Currently there is no comparable program at the University of Arizona that reaches across the college and the University to bring together campus-wide expertise for teaching and learning in these subject areas. This program aligns with Pillar 3 of the University's Strategic Plan which states, As an Arizona land grant institution, the University can build on its unique location and people to drive social, cultural, and economic impact in the 4IR era. With the initiatives of our Arizona Advantage pillar, we leverage our remarkable differentiators to reinforce our commitment to diversity and inclusion. The minor will have a direct impact on undergraduate learning and growth in area that is needed across communities, industry and education.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Diversity Minor	BA	0	University of Washington	N
2	Diversity and Social Inequalit	BA	0	University of Central Florida	Y

Peer Comparison

While there are various similarities between our minor at those at the University of Washington and University of Central Florida, our program uses the concept of justice as the central focus of analysis across courses and assignments.

Please see attached comparison chart

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
08101918	Maribel Alvarez	0443	Assoc. Prof	Doctor of Philosophy	1.00
22059881	Farid Matuk	0429	Assoc. Prof	Master of Fine Arts	1.00
22063032	Michelle Tellez	0432	Assit. Prof	Doctor of Philosophy	1.00

Additional Faculty:

n/a

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0443	27	1	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	30	35	40	3	6	10	4.00	4.00	4.00

Library

Acquisitions Needed:

n/a

Physical Facilities & Equipment

Existing Physical Facilities:

n/a

Additional Facilities Required & Anticipated:

n/a

Other Support

Other Support Currently Available:

We need an academic advisor to review degree requirements and we currently have Christopher Cruz serving in this capacity. Chris is already an advisor for the college of Social and Behavioral Sciences.

Other Support Needed over the Next Three Years:

n/a

Comments During Approval Process



New Academic Program - Undergraduate Minor CURRICULAR INFORMATION

- I. MINOR DESCRIPTION:** *Provide a marketing/promotional description for the proposed program (recommend working with your college marketing team). The description will be displayed on the advisement report(s), Degree Search, and should match departmental and college websites, handouts, promotional materials, etc.*

The minor in Justice, Equity, Diversity and Inclusion (JEDI) is designed to increase students' awareness, knowledge, and critical skills related to diversity, equity, inclusion, human rights, and social and economic justice. Through this minor, students will develop a framework for 1) recognizing inequities based on social categories such as race, class, and gender and histories of colonialism and migration 2) advancing human rights and social and economic justice 3) intentionally engaging diverse communities in ways that advance equity and inclusion as a betterment to society.

Students will explore the knowledge base that underlies skills needed to work towards justice – including types and sources of power, multiple social locations, social constructions, social processes, social identities, conflicts, and how all these interact. A major emphasis is on developing skills in critical contextual thinking and analyses, and in praxis, learning to use knowledge and theory to recognize and critique underlying assumptions and paradigms related to exclusion and inequity. These skills will inform students on how to work for change that prioritizes building communities, structures and policies grounded in justice/equity.

- II. JUSTIFICATION/NEED FOR THE MINOR:** *Describe the purpose and need for the proposed minor, providing market analysis data or other tangible evidence of the need/interest in the program. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed minor, upon request.*

The aim of the minor is to create a robust program in justice, equity, diversity and inclusion so that undergraduate students can apply these skills in the array of workforces that they will be situated in post-graduation. Currently there is no comparable program at the University of Arizona that reaches across the college and the University to bring together campus-wide expertise for teaching and learning in these subject areas. This program aligns with Pillar 3 of the University's Strategic Plan which states, "As an Arizona land grant institution, the University can build on its unique location and people to drive social, cultural, and economic impact in the 4IR era. With the initiatives of our Arizona Advantage pillar, we leverage our remarkable differentiators to reinforce our commitment to diversity and inclusion." The minor will have a direct impact on undergraduate learning and growth in area that is needed across communities, industry and education.

Through a method of snowball sampling where SBS ambassadors were surveyed who then shared it with their peers over a two-week period, we received 38 responses total that asked whether a.) If there had been a JEDI minor/certificate would they have added it to their degree program and b.) Would they have added a JEDI Foundations course to their schedule? The overwhelming response

was positive with 28 agreeing that they would have added the certificate or minor to their degree program and the same number saying that they would have added this course to their schedule. This demonstrates the interest and demand for this kind of program.

We have heard from industry leaders that the qualifications this minor will provide are extremely desirable given the challenges that diversity represents across differentials of gender, sexuality, race, ethnicity, disability, and social location. The minor will have practical application as well as provide foundational knowledge about the broader social context.

The skills, concepts and theories learned in JEDI can be applied to many workforces including but not limited to: Publishing, Journalism, Education (K-12), Tech Force, Non-Profit Leadership, Governmental Organization, Charities, Community Service, Health Care.

Students graduating with this minor will have skills that are being sought after across many fields. Research finds that with JEDI training employees are 158% more likely to understand target customers, companies with higher diversity in management earned, on average, 38% more revenue than companies with lower diversity, and organizations in the top 25% when it comes to gender diversity among executive leadership teams are 21 % more likely to be profitable and 27% better at creating value. (www.15five.com/blog/diversity-equity-and-inclusion/).

Furthermore, the skillset acquired through this program can be applied beyond the workforce as students become community members and leaders embedded in a system that they will have the capacity to better understand, effect and transform.

Finally, research demonstrates that for issues of justice, equity, diversity and inclusion we need to move beyond the notion of ‘training’ and give students an education that both historicizes these complicated issues as it provides actionable ideas for change. As Khalid and Snyder (2021) argue, “training makes assumptions; education challenges them” ([Inside Higher Ed](#)).

- III. MINOR REQUIREMENTS:** Complete the table below. 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).

Minimum total units required	18
Minimum upper-division units required	12
Total transfer units that may apply to minor	15
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	n/a
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	<u>JEDI Core Course (Required, 3 units)</u> SBS 302 (3 Units): Foundations of Diversity, Equity and Inclusion <u>JEDI Electives (15 units / 9+ UD units)</u>

limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.

Must take elective courses from 2 or more departments listed below.

_____ UD (300-499)

_____ UD (300-499)

_____ UD (300-499)

_____ LD or UD (200-499)

_____ LD or UD (200-499)

SBS College Courses (all courses are 3 units)

American Indian Studies

AIS 200: Intro. to American Indian Studies

AIS 220: Contemporary American Indian Issues

AIS 225: Creativity, Innovation and Entrepreneurship:
Mainstream and Indigenous

AIS 344: Native Americans in Film

AIS 348A: Educating Native Americans: History and
Contemporary Perspective

AIS 403: Globalization and Indigenous People

AIS 415: American Indians and the Urban Experience

AIS 426A: Principles of Indigenous Economics

AIS 437A: Nation-Building: Issues of Leadership,
Institution-Building, Governance, and Culture

AIS 450: American Indian Women

Anthropology

ANTH 200: Cultural Anthropology

ANTH 303: Gender and Language

ANTH 314: Race and Language in the U.S.

ANTH 315: World Ethnography

ANTH 325: Bodies in Medicine

ANTH 358: Fight the Power: Colonialism and Resistance

ANTH 438A: Women's Health in Global Perspective

ANTH 448: Writing Culture

ANTH 476: Language in Culture

English

ENGL 228: Crossing the Border: Literature and Practice

ENGL 330: African Anglophone Literature

ENGL 332: Asian Anglophone Literature

ENGL 314: Prison Writing Course

ENGL 351A: Introduction to LGBTQ and Queer of Color
Texts

ENGL 351B: Topics in LGBTQ and Queer of Color Texts

ENGL 362: Civil Rights Rhetorics

ENGL 413: Professional and Technical Writing for
Culturally and Linguistically Diverse Audiences

ENGL 418: Women and Literature

ENGL 443: Mexican-American Literature in English
ENGL 477: Studies of Native American Literature:
Mapping Indigenous Feminisms
ENGL 478: African American Literature

Gender and Women's Studies

GWS 202: History of Modern Sexualities
GWS 240: Gender in a Transnational World
GWS 305: Feminist Theories
GWS 307: Chicana Feminisms: History, Theory...
GWS 309: Queer Theories
GWS 312: Latina/o Pop: Race, Gender, Sexuality...
GWS 325: Gender, Sexuality & International Migration

Games and Behavior

GAME 308: Diversity and Bias in Games

Geography

GEOG 252: Global Borders, Migration and Refugees
GEOG 312: Native American Geography
GEOG 367: Population Geography
GEOG 374: Geography, Social Justice & Environment

History

HIST 231: Music and Ethnic America, 1900-Present
HIST 252: Women's Work: Paid & Unpaid, Past &
Present
HIST 253: History of Women in US: Colonial America to
1890
HIST 254: History of Women in the US: 1900-Present
HIST 280: Sports and Ethnic America, 1900-Present
HIST 308: The African Slave Trades
HIST 343: History of the Mexican American
HIST 351: Race and Class in Latin America
HIST 371A: History of Muslim Societies, 600-1500
HIST 371B: History of Muslim Societies, 1500-Present
HIST 411: Human Sexuality in World History
HIST 445: Women in Islamic History
HIST 448: The Latin Image in American Film
HIST 452: American Ethnic History
HIST 469: Gender and Sexuality in Latin American
History

Human Rights Practice

HRTS 200: Introduction to Human Rights
HRTS 250: Current Issues in Human Rights
HRTS 300: Human Rights in the U.S.
HRTS 305: Human Rights Stories

HRTS 400: Community Engagement for Human Rights
HRTS 455: Human Rights in the Middle East

Journalism and Global Media

GLO 101: Principles of Global Media
GLO 301: Media, Culture and Societies
GLO 435: Global Media and Diversity
BJP 410: Latinxs and the News Media in the United States
BJP 411: Global Latinx: Diasporic Transnationalism & Media in Latin America, Europe and Asia

Judaic Studies

JUS 301: Jewish Civilization: A Gateway Course
JUS 321: Women in Judaism
JUS 387: The History of Anti-Semitism
JUS 384: International Human Rights, Transitional Justice, and Israel

Latin American Studies

LAS 230: Latin America: Food and Culture
LAS 280: Brazilian Identity
LAS 306: Latin American Health in the Time of Pandemics
LAS 316: Sex and Salvation in Latin America
LAS 354: Drugs and Violence in Latin America
LAS 363: #BlackLivesMatter Across the Americas
LAS 405: Sabores de Mexico: From Farm to Table

Linguistics

LING 210: American Indian Languages
LING 320: Language and Social Issues
LING 321: Language in African American Communities
LING 421: Language Maintenance, Preservation and Revitalization

Mexican American Studies

MAS 265 Culture, Community and Identity
MAS 317: Latin American Immigration & Re-Making the U.S.
MAS 319: Mexican American Culture
MAS 350: The Chicano Movement
MAS 365: Latinos and Latinas: Emerging Contemporary Issues
MAS 410: Socio-Cultural Determinants of Health
MAS 425: Latino Health Disparities
MAS 470: Feminization of Migration

MAS 475A: The Education of Latinas/Latinos
MAS 485: Mexicana/Chicana Women's History

Middle Eastern and North African Studies

MENA 389: Middle Eastern Ethnic and Religious Minorities
MENA 365: Muslim Views of the West (Cross: RELI)
MENA 463: Gender Issues and Women's Literature in the Middle East (Cross: GWS)
MENA 490: Women in Middle Eastern Society (Cross: ANTH/GWS)
MENA 496S: Colonialism and the Critique of Modernity

Political Science

POL 203: Political Ideas
POL 209: Diversity and Politics in a Changing World
POL/GWS 433: Feminist Political Theory
POL/GWS 461: Feminist and IR Theories

Sociology

SOC 222: Gender Identities, Interactions and Relationships
SOC 260: Ethnic Relations in the United States
SOC 304: Race, Class, Gender & Sports
SOC 324: Sociology of Sexuality
SOC 325: Men and Masculinities
SOC 401: Health Disparities in Society (Cross: CHS)
SOC 427: Gender, Work and Organizations (Cross: GWS)
SOC 440: Transnational Crime
SOC 448: Sociology of the Body

Courses from Outside Colleges (Agriculture and Life Sciences, Education, Fine Arts, Humanities, Science, etc.) – All courses are 3 units

Students may choose to take a maximum of 2 elective courses from Colleges outside of SBS.

College of Agriculture and Life Sciences

AED 408: Diversity Issues in a Contemporary Society
AREC 365: The Food Economy - Efficiencies, Gaps and Policies
AREC 360: Poverty & Development of Nations
ENVS 310: Ecosystem Health and Justice
FSHD 447A: Sociocultural context of development
FSHD 450: Human sexuality and relations

College of Science

PSY 216: Psychology of Gender

PSY 364: Human Sexuality
PSY 365: Cultural Psychology
PSY 382: The Psychology of Health Disparities
PSY 459: Adult Development & Aging
PSY 462: The Psychology of Prejudice
FCM 496D: Disability Perspectives in Research, Policy,
and Practice
HPS: 408 Disability & Public Health

College of Fine Arts

ARE 201: Art in Social Movements
ARE 420: Community, Culture, Art Education
ARE 434: Diversity Issues in Art Education
ART/LAW 360: Visualizing Justice
MUS 130A: Introduction to Global Music Literature
MUS 231: Jazz History
MUS 334: Music in World Cultures
MUS 337: Survey of Mexican Folk Music
MUS 344: Arab and Asian Music
MUS 468: Studies in Latin American Music

College of Education

TLS 409: Social Justice and Equity
TLS 418: Participatory Action Research
HED 331: Masculinities, Power, and Education
HED 333: Race and Education

College of Humanities

Africana Studies

AFAS 200: Introduction to Africana Studies
AFAS 220: Introduction to African American Studies
AFAS 303: Black Womanist Writers
AFAS 304A: The Social Construction of Race: Whiteness
AFAS 304B: The Social Construction of Race: Blackness
AFAS 306: African-American Autobiographies: Women
and Their Histories
AFAS 310: Afro-Latin American Literature
AFAS 320: The African American Slave Narrative: History
and Literature
AFAS 340: The Politics of Race and the African
Experience
AFAS 345: Caribbean Politics
AFAS 371: Hip-Hop Cinema
AFAS 378: AfroFuturism and Black Speculative Fiction
AFAS 381: African/Indigenous Religions
AFAS 385: Race and Ethnic Politics in the Post-Civil
Rights Era

AFAS 444: Rethinking Race and Health in the United States

AFAS 475: USA & South Africa: Comparative Historical & Political Perspectives

French & Italian

FREN 245: African Literature in Translation

FREN 249: Images of Africa

FREN 373: US and Francophone Hip-Hop Cultures

FREN 374: The Politics of Protest in Africa and the Diaspora

ITAL 330A: Resisting Fascism

ITAL 330D: Empowered Women in Italian Literature and Culture

East Asian Studies

CHN 410: An Ethnic Diversity in China

CHN 429: Chinese Immigrant Literature and Film

EAS 280: Gender, Sexuality, and Asia

EAS 422: Asian American Literature

KOR 352: Class, Gender, and Family in Korea

German Studies

GER 244: Language and Power

Humanities

HUMS 205: Asian Pacific American Strategies: Confronting Challenges in the United States

Public & Applied Humanities

PAH 260: Asian Pacific American Cultures in Public Life

PAH 310: Urban Multilingualism: An Introduction to Exploring Diverse Cities

PAH 372: Intercultural Competence: Culture, Identity, Adaptation, and Intercultural Relations

Spanish & Portuguese

SPAN 211: Building Peace and Memory from World War II to Latin America

SPAN 403: Major Works in Mexican and Mexican American Literature

SPAN 433: Issues in Mexican and Mexican-American Culture

SPAN 449B: Human Rights and Documentary Film in the Americas

SPAN 480: Critical Service Learning: Intro to Diverse Community Issues

	<u>Religious Studies</u> RELI 302: Ellis Island, 9/11, and Border Walls: Religion and Immigration in the U.S. RELI 323: Women, Goddesses, and Power in Hinduism RELI 324: Women and Religion in the U.S. RELI 327: Women and Christianity RELI 335: Rap, Culture, and God RELI 363: Religion and Sex RELI 404: Religion, Gender, and the Body
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	None
Additional requirements (provide description)	2.00 grade point average (GPA) across minor coursework A minimum of 3 elective courses (9 units) must be from SBS College. Up to two elective courses (6 units) can be from Colleges outside of SBS. (See above) JEDI Minor courses may NOT be taken Pass/Fail Students must take courses from 2 or more departments, outside of SBS 302
Any double-dipping restrictions (Yes/No)? If yes, provide description.	JEDI Minor courses may NOT be shared with any other major/minor within the same degree. Up to two elective courses (6 units) used to fulfill Tier 2 requirements can be shared with the JEDI minor

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.

Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

n/a

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

n/a

VI. REQUIRED SIGNATURES

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

Program Director/Main Proposer signature: *Michelle Tellez*

Date: 09/12/2021

Department Head (print name and title): N/A

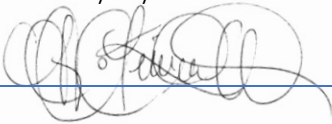
Department Head's signature: N/A

Date:

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

Associate/Assistant Dean's signature:

Date: 09/13/2021



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: JEDI certificate/minor

	Projected		
	1st Year 2021 - 2022	2nd Year 2022 - 2023	3rd Year 2022- 2023
METRICS			
Net increase in annual college enrollment UG			
Net increase in college SCH UG	60	80	100
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)	9,318	12,258	14,985
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	\$ 9,318	\$ 12,258	\$ 14,985
<u>One-time Sources</u>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 9,318	\$ 12,258	\$ 14,985
EXPENDITURE ITEMS			
<u>Continuing Expenditures</u>			
Faculty			
Other Personnel			
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ -	\$ -	\$ -
<u>One-time Expenditures</u>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -
Net Projected Fiscal Effect	\$ 9,318	\$ 12,258	\$ 14,985

Undergraduate Minor Peer Comparison Chart- Select two peers for completing the comparison chart from (in order of priority) [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison chart will be used to identify typically required coursework, themes, and experiences for minor programs within the discipline. The comparison programs are not required to have the same minor name as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Delete **EXAMPLE columns** once ready to submit/upload.

Minor name, institution	Proposed UA Program: Justice, Equity, Diversity and Inclusion Minor	Peer 1: Diversity Minor, University of Washington	Peer 2: Diversity and Social Inequality Minor, University of Central Florida
Current# of enrolled students			
Minor program description	<p>This minor is designed to increase students' awareness, knowledge, and critical skills related to diversity, equity, inclusion, human rights, and social and economic justice. Through this certificate, students will develop a framework for 1) recognizing inequities based on social categories such as race, class, and gender and histories of colonialism and migration 2) advancing human rights and social and economic justice 3)</p>	<p>The Diversity Minor is intended to acquaint students with a broad and introductory understanding of human diversity, domestic and abroad. Upon completion of the minor students should have foundational knowledge of socially constructed identities such as race, class, gender, sexuality, disability, age, ethnicity, and nationality. The central learning goals for the minor are:</p> <p><i>(1) To provide an in-depth analysis of at least one socially constructed identity</i></p> <p><i>(2) To teach about the intersections of socially constructed categories, perspectives and experiences</i></p> <p><i>(3) To investigate the phenomena of transnationalism and globalism as they are related to identities and issues of power</i></p> <p><i>(4) To teach students to think critically about power, inequality, marginality and activism.</i></p>	<p>The Diversity and Social Inequality Minor examines the social class, status, and power in contemporary global society. The minor facilitates an understanding of social inequalities related to age, gender, race and ethnicity, social class and stratification, sexual orientation, religion, and family. The minor prepares students for careers and graduate school in a variety of fields, including those in non-profit agencies, human resources, and service organizations.</p>

	<p>intentionally engaging diverse communities in ways that advance equity and inclusion as a betterment to society.</p> <p>Students will explore the knowledge base that underlies skills needed to work towards justice – including types and sources of power, multiple social locations, social constructions, social processes, social identities, conflicts, and how all these interact. A major emphasis is on developing skills in critical contextual thinking and analyses, and in praxis, learning to use knowledge and theory to recognize and critique underlying assumptions and paradigms related in exclusion and inequity, and inform working for change that prioritizes</p>	<p>Foundations Courses The structure of the minor consists of Foundations and Category courses. For a course to qualify as a Foundations course, it must cover all four of the learning goals above with depth and consistency.</p> <p>Category Courses For a course to qualify as a category course it must feature at least one of the four learning goals above and be consistent with a minor category description. The Diversity Minor categories and their descriptions are as follows:</p> <p><u>Arts/Cultural Category</u> These courses explore the customs, traditions, and cultural expressions (art, dance, music, literature, etc.) as they relate to experiences of power, privilege, oppression and resistance/activism.*</p> <p><u>Global Category</u> These courses analyze global dimensions of difference: comparative systems of race, gender, etc; international monetary and social policy; colonialism and neocolonialism; immigration patterns and policy, environmentalism and others.</p> <p><u>Historical Category</u> These courses explore the historical precursors of contemporary power relationships and the interconnected histories of various people as they relate to power, privilege and oppression.</p> <p><u>Contemporary/Institutional Category</u> These courses investigate contemporary society and how institutions like education, law, government, religion, science, health, military,</p>	
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	building communities, structures and policies grounded in justice/equity.	<p>and others contribute to the inequitable distribution of power and privilege in society.</p> <p><u>Applications Category</u> In these learning opportunities, students utilize skills and understandings from previous coursework in applied situations such as Inter-group Dialogue courses, internships, research and community service projects that merit academic credit and are related to the learning goals of the minor.</p> <p>Encouraged In addition to the course requirements outlined above, courses within the Diversity Minor are encouraged to:</p> <ul style="list-style-type: none"> • Use a variety of pedagogical methods • Utilize extra and co-curricular activities • Illustrate theoretical concepts with familiar examples • Integrate academic and practical knowledge 	
Target careers		-Government -Education -Industry -Nonprofit -International Organization and Companies -Human Rights Organizations -Education -Health and Medicine	-Government -Education -Industry -Nonprofit -International Organization and Companies -Human Rights Organizations -Education -Health and Medicine
Minimum total units required	18	25	18
Minimum upper-division units required	12	20	12
Total transfer units that may apply to minor		10	6

<p>List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)</p>		<p>A minimum 2.00 GPA is required for courses taken to complete a minor. Departments may require a 2.0 (or lower) minimum grade in each course taken for the minor. In such cases, the 2.0 course-grade minimum is specified as part of the minor requirements (shown below). If a 2.0 (or lower) course-grade minimum is not specified, any passing letter or numerical grade is acceptable, so long as the GPA for all courses counted toward the minor is at least 2.00. Courses taken S/NS may not be counted toward a minor.</p> <p>A student may not complete a major and a minor in the same program. However, there are no limits on the number of credits in a minor that may apply to a different major, and vice versa. For example, some religion courses may count toward the comparative history of ideas minor. A student who minors in comparative history of ideas and majors in comparative religion may count these courses toward both the minor and the major.</p> <p>Courses in the minor may also count, as appropriate, toward foreign language, Q/SR, writing, and Areas of Knowledge requirements, without restriction. Also note that if the minor is in a school/college different from that of the major, the student must complete the general education requirements for the school/college of the major, but not the minor.</p> <p>Diversity Minor students are strongly encouraged to complete an internship, volunteer project, research project, study abroad, Intergroup Dialogues course, or some applied learning opportunity that promotes the goals of the Diversity Minor. Note that students need to talk with the Diversity Minor adviser for approval.</p>	<ul style="list-style-type: none"> • The minor is not open to sociology majors. • Courses used to satisfy the Restricted Electives of this minor cannot be used to satisfy other Sociology minors. (Note: The myKnight Audit cannot capture overlapping courses between two or more programs; therefore, students should have their program reviewed by the department before filing for graduation.) • Students must have a minimum GPA of 2.0 in courses used for the minor. • At least 12 hours used in the minor must be earned at UCF within the Department of Sociology. • Students must satisfy each course's prerequisites before enrolling in the class.
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<p>Minor requirements. List all 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 department.</p>	<p>Minimum 18 total units</p> <p>Minimum 12 units must be upper division (UD) 300-499 level</p> <p>2.00 grade point average (GPA) across minor coursework</p> <p>JEDI Minor courses may NOT be shared with any other major/minor within the same degree.</p> <p>Up to two courses (6 units) used to fulfill Tier 2 requirements can be shared with the JEDI minor</p> <p>JEDI Minor courses may NOT be taken Pass/Fail</p> <p><u>JEDI Core Course (Required, 3 units)</u> (NEW) SBS 302: DEI Minor Course</p> <p><u>JEDI Electives (15 units/9+ UD units)</u></p>	<p>For additional information, please contact the Diversity Minor program office.</p> <p>One course from the following list of Foundation courses (5 credits):</p> <ul style="list-style-type: none"> • AES 151 Introduction to the Cultures of American Ethnic Groups • AES 212 Comparative American Ethnic Literature • AIS 102 Introduction to American Indian Studies • ANTH 228 Identities • C LIT 323 Studies in the Literature of Emerging Nations: Colonialism, Neo-Colonialism and the Nation Form • COM 289 Communication and Difference • HSTAA 105 The Peoples of the United States • HSTLAC 185 Race, Gender, and Class in Latin America and the Caribbean • LSJ/CHID/DIS ST 230 Introduction to Disability Studies • PSYCH 250 Racism and Minority Groups • GWSS 200 Introduction to Women Studies <p>A maximum of 10 credits from a department may be applied toward the Diversity Minor, including the student's major. A minimum of 15 credits must be completed in residence at the UW. For a complete list of course options, see the courses page.</p> <p>A minimum of 4 additional courses with one course from 4 of the 5 following categories (20 credits): Arts/Cultural, Historical, Global, Contemporary/Institutional, Applications. For</p>	<ul style="list-style-type: none"> • Required Courses (6 Credit Hours) • SYO 3530 - Social Power and Inequality Credit Hours: 3 • Required: Complete one of the following: (3 Credit Hours) • SYG 2000 - Introduction to Sociology Credit Hours: 3 • SYG 2010 - Social Problems Credit Hours: 3 • Restricted Electives (12 Credit Hours) • Select from the following: • SYD 3410 - Urban Society Credit Hours: 3 • SYD 3700 - Race and Ethnicity Credit Hours: 3 • SYD 3772 - Race and Social Media Credit Hours: 3 • SYD 3800 - Sex and Gender in Society Credit Hours: 3 • SYD 3805 - Sociology of Sexualities Credit Hours: 3 • SYD 4020 - Birth, Death, and Population Trends Credit Hours: 3 • SYD 4810 - Women in Contemporary Society Credit Hours: 3 • SYD 4813 - Women, Law and Social Change Credit Hours: 3 • SYD 4820 - Men, Masculinities and Society Credit Hours: 3 • SYG 4244 - Food and Society Credit Hours: 3 • SYO 4100 - Family Trends Credit Hours: 3 • SYO 4200 - Religion in Society Credit Hours: 3 • SYO 4250 - Education and Social Achievement Credit Hours: 3 • SYO 4323 - Community and Diversity Credit Hours: 3 • SYO 4424 - Men, Masculinities, and Health Credit Hours: 3 • SYP 3060 - Sociology of Sex and Reproduction Credit Hours: 3
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	<p><i>(Must take elective courses from 2 or more departments listed below).</i></p> <p>Please see Addendum A</p> <p>Courses from Outside Colleges (Fine Arts, Humanities, Education, Science etc.)</p> <p>- Students can take a maximum of 2 courses from an outside the SBS College (EX: Fine Arts, Humanities, etc.).</p> <p>- Speak to your JEDI Minor Advisor about these options.</p>	<p>more information, refer to the program goals and course criteria page.</p> <p>These are examples of courses that apply to the different categories:</p> <p>Arts/Cultural</p> <ul style="list-style-type: none"> • AES 212 Comparative American Ethnic Literature (5) I&S/VLPA • ART H 331 Northwest Coast Indian Art (5) I&S/VLPA, w/ ANTH 331 • GWSS 454 Women, Words, Music, and Change (5) I&S/VLPA, w/ ANTH 454 <p>Historical</p> <ul style="list-style-type: none"> • CHSTU 254 Northwest Latinos: History, Community, Culture (5) I&S • HSTAA 150 Introduction to African-American History (5) I&S, w/ AFRAM 150 <p>Global</p> <ul style="list-style-type: none"> • ANTH 316 Modern South Asia (5) I&S w/ SISSA 316 • GEOG 123 Introduction of Globalization (5) I&S, w/ SIS 123 • SIS 470 Human Rights in Latin America (5) I&S w/ LSJ 410 <p>Contemporary/Institutional</p> <ul style="list-style-type: none"> • COM 306 Media, Society and Political Identity (5) I&S, w/ POL S 306 • LING 458 Language and Gender (5) I&S, VLPA, w/ ANTH 450/ WOMEN 450 	<ul style="list-style-type: none"> • SYP 4304 - Social Movements and Revolutions Credit Hours: 3 • SYP 4454 - Global Inequality and Society Credit Hours: 3 • SYP 4732 - Minority Aging Credit Hours: 3 • Additional courses can be taken as approved.
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		<ul style="list-style-type: none"> • PHYS 451 Issues for Ethnic Minorities & Women in Science and Engineering (5) I&S 	
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.		No	No
Additional requirements (provide description)		None	None

*Note: comparison of additional relevant programs may be requested.

From: [Kimme Hea, Amy C - \(kimmehea\)](#)
To: [Bamford, Deborah Nicole - \(dfeehs\)](#)
Subject: Fw: Requesting courses for JEDI certificate and minor
Date: Monday, May 24, 2021 11:53:45 AM
Attachments: [SLHS 255 Hearing, Health, and Society \(Wong\) 0\[2\].pdf](#)
[PSY364-F20-Kraft.pdf](#)
[PSY461A-F20-Stone.pdf](#)
[PSY 424 - S21 - Jordan.pdf](#)
[PSY 462 - S21 - Stone.pdf](#)
[PSY 405 Edgin.pdf](#)
[PSY 382 Ruiz.doc](#)
[Psy 365 Helm.pdf](#)
[Psy 216 Hamann 8.28.18.pdf](#)

Science...

Amy C. Kimme Hea, PhD
Associate Dean, Academic Affairs and Student Success
Professor, English
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: Gomez, Rebecca L - (rgomez) <rgomez@arizona.edu>
Sent: Wednesday, April 28, 2021 2:20 PM
To: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>
Cc: Gomez, Rebecca L - (rgomez) <rgomez@arizona.edu>
Subject: FW: Requesting courses for JEDI certificate and minor

Hi Amy,

Thanks for reaching out. We'd be interested in including the following courses from COS. I included recent syllabi for each. I assume you will reach out to the department heads to ask for letters of support and so I listed their contact information. Let me know if I can help with letters.

Speech, Language and Hearing Sciences

Pagie Beeson (until May 31, 2021): Beeson, Pelagie M - (pelagie) <pelagie@arizona.edu>
Mary Alt (June 1, 2021 and after): Alt, Mary - (malt) <malt@arizona.edu>
SLHS 255 Hearing, Health, and Society

Psychology

Lee Ryan: Ryan, Lee - (ryant) ryant@arizona.edu

(I haven't communicated directly with Lee because she is at a meeting but I am sure she will agree to list these courses)

PSY 364 Human Sexuality
PSY 461A The Social Psychology of Attitudes
PSY 424 Gerontology: A Multidisciplinary Perspective
PSY 459 Adult Development & Aging
PSY 462 The Psychology of Prejudice
PSY 405 Developmental Cognitive Neuroscience (of Developmental Disorders)
PSY 382 The Psychology of Health Disparities
PSY 365 Cultural Psychology
PSY 216 Psychology of Gender

Also, I inquired about a program one of our psychology faculty members participates in and found out it belongs to FCM who sent along some course descriptions. You might want to reach out to Cindy Rankin about COM courses below that might be of interest to students in your proposed certificate and minor. They also have two courses in development that look quite interesting. I emailed with Jacy Farkas <jkbell@arizona.edu>

FCM 496D/596D Disability Perspectives in Research, Policy, and Practice (3-unit flex-in-person > certificate core course – Fall course)

This is an interdisciplinary course offering an introduction to disability research, policy and practice, with an emphasis on the experiences of people with developmental disabilities. This course will provide an introduction to how the lives of people with disabilities are framed by society through research, policy, and practice. Interdisciplinary in focus, the course will explore: 1) disability as conceptualized by society historically and in theory, policy and practice today; 2) the lived experience – disability over the lifespan; and 3) how research and policies inform practices in the field. Students will bring perspectives from their respective fields of study.

HPS/FCM 408 Disability & Public Health (3-units > certificate elective – Spring course)

This course will give the students an experiential exposure to a wide variety of disabilities from early childhood to the aging population. It will first discuss how those with disabilities have been treated in the past and how that has changed in some societies but not in others. It will emphasize gaining respect for self and respect from others. Health and wellness disparities in this community will be discussed. Transition from adolescence to adulthood is an important and often traumatic time for the individual, as well as the caregivers, and hence considerable time will be devoted to this period in his/her life. Each student will partner with an individual with a disability, including those with “hidden disabilities”. Together, the student and the individual with a disability will develop a digital story and toward the end of the semester they will present the story to the class. The course will highlight a strengths-based perspective within the context of disability and public health.

Rebecca Gomez, PhD
Pronouns: She/Her/Hers
Interim Associate Dean for Student Academic Success
College of Science

Professor, Psychology and Cognitive Science
The University of Arizona

From: "Kimme Hea, Amy C - (kimmehea)" <kimmehea@arizona.edu>

Date: Monday, April 26, 2021 at 11:21 AM

To: "Jones, Kimberly A - (kjones)" <kjones@arizona.edu>, "Reyes, Iliana - (ireyes)" <ireyes@arizona.edu>, "Hunt, James E - (jeh)" <JHunt@ag.arizona.edu>, "Gomez, Rebecca L - (rgomez)" <rgomez@arizona.edu>

Cc: "Tellez, Michelle - (michelletellez)" <michelletellez@arizona.edu>, "Salazar, Ricky M - (ricar22)" <ricar22@arizona.edu>

Subject: Requesting courses for JEDI certificate and minor

Dear Colleagues,

I am reaching out in hopes to solicit courses you might want us to consider for inclusion in two curriculum efforts: a minor in Justice, Equity, Diversity, and Inclusion and an undergraduate certification of the same name. Could you please respond to this email by Friday, April 30th at noon (or let us know if want to add some later)?

Dr. Michelle Tellez has been leading this project, and it is a collaboration with our SBS DEI committee. She is cced here as well.

Please email us (Michelle, Ricky, and me) any courses you would like us to consider for these two efforts. We want there to be broad options for students, and we know many of you have deep commitments to this work as well.

All best,

Amy

Amy C. Kimme Hea, PhD
Associate Dean for Academic Affairs and Student Success
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: [Kimme Hea, Amy C - \(kimmehea\)](#)
To: [Bamford, Deborah Nicole - \(dfeehs\)](#)
Subject: Fw: Requesting courses for JEDI certificate and minor
Date: Monday, May 24, 2021 11:53:05 AM

CALS

Amy C. Kimme Hea, PhD
Associate Dean, Academic Affairs and Student Success
Professor, English
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: Hunt, James E - (jeh) <JHunt@ag.arizona.edu>
Sent: Wednesday, April 28, 2021 7:13 AM
To: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>
Cc: Staten, Michael E - (statenm) <statenm@arizona.edu>
Subject: RE: Requesting courses for JEDI certificate and minor

Amy-

Below are the course submitted by CALS departments for inclusion if your department should so choose.

Best,

Jim

AREC/NAFS 365 The Food Economy - Efficiencies, Gaps and Policies
AREC360 Poverty & Development of Nations
ENVS 310 Ecosystem Health and Justice
FSHD 447A - Sociocultural context of development
FSHD 450 – Human sexuality and relations
AED 408 – Diversity Issues in a Contemporary Society (3 units) - Tier One Individuals & Societies

James E. Hunt, Associate Professor, Career Track
Fellow, Bart Cardon Academy for Teaching Excellence
Assistant Dean, Career and Academic Services
College of Agriculture and Life Sciences
University of Arizona
Forbes 211C
Phone 520.626.3631

"Heroism is not defined by one great act, but by a lifetime of right action."

From: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>

Sent: Monday, April 26, 2021 11:22 AM

To: Jones, Kimberly A - (kjones) <kjones@arizona.edu>; Reyes, Iliana - (ireyes) <ireyes@arizona.edu>; Hunt, James E - (jeh) <JHunt@ag.arizona.edu>; Gomez, Rebecca L - (rgomez) <rgomez@arizona.edu>

Cc: Tellez, Michelle - (michelletellez) <michelletellez@arizona.edu>; Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>

Subject: Requesting courses for JEDI certificate and minor

Dear Colleagues,

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All best,

Amy

Amy C. Kimme Hea, PhD
Associate Dean for Academic Affairs and Student Success
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: [Kimme Hea, Amy C - \(kimmehea\)](#)
To: [Bamford, Deborah Nicole - \(dfeehs\)](#)
Subject: Fw: Requesting courses for JEDI certificate and minor
Date: Monday, May 24, 2021 11:52:48 AM
Attachments: [150B Horror Syllabus UA Online Fall 19 \(1\).docx](#)

Fine Arts...

Amy C. Kimme Hea, PhD
Associate Dean, Academic Affairs and Student Success
Professor, English
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: Fitzgerald, Deanna - (deannaf) <deannaf@arizona.edu>
Sent: Wednesday, April 28, 2021 6:13 PM
To: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>
Subject: Re: Requesting courses for JEDI certificate and minor

Hi Amy,

Here's the list of what the directors offered. I'm not sure about a couple of these. If you'd like me to get you syllabi on any that look strange to you, I'm happy to do that. FTV 150 made me immediately scratch my head, but the unit head made a point of addressing it and giving me a syllabus, so I'll attach that.

Be well!
Deanna

MUS 130A Introduction to Global Music Literature
MUS 231 Jazz History *
MUS 335 Musical Communities in North America *
MUS 337 Survey of Mexican Folk Music *
MUS 344 Arab and Asian Music
MUS 334 Music in World Cultures
MUS 468 Studies in Latin American Music *ARE 201: Art in Social Movements
ARE 420: community, culture, art education
ARE 434: Diversity issues in art education
ART/LAW 360 Visualizing Justice
FTV 150B The Haunted Screen: Understanding the Horror Film. It fulfills the Diversity requirement. Although the course description doesn't make clear that it integrates diverse perspectives, the outcomes do. I've attached a syllabus.

> On Apr 26, 2021, at 3:53 PM, Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>

wrote:

>

> Thank you, and sorry, again!

>

> All best,

>

> Amy

>

> Amy C. Kimme Hea, PhD

> Associate Dean for Academic Affairs and Student Success

> College of Social and Behavioral Sciences

> Douglass Building, Room 200W

> PO Box 210028

> University of Arizona

> Tucson, AZ 85721.0028

> 520.621.1112

>

>

>

> From: Fitzgerald, Deanna - (deannaf) <deannaf@arizona.edu>

> Sent: Monday, April 26, 2021 3:19 PM

> To: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>

> Subject: Re: Requesting courses for JEDI certificate and minor

>

> Thanks Amy! Just sent it to the School Directors and will get back to you.

>

> All the best,

> Deanna

>

>> On Apr 26, 2021, at 2:03 PM, Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>

wrote:

>>

>> Dear Deanna,

>>

>> Oh my! I cannot believe I forgot to include you in my original email about this new certificate and minor we are working on in SBS.

>>

>> Please forgive me and reach out with any classes you want us to consider.

>>

>> Hope you are hanging in there!

>>

>> All best,

>>

>> Amy

>>

>> Amy C. Kimme Hea, PhD

>> Associate Dean for Academic Affairs and Student Success

>> College of Social and Behavioral Sciences

>> Douglass Building, Room 200W

>> PO Box 210028

>> University of Arizona

>> Tucson, AZ 85721.0028

>> 520.621.1112

>>

>>

>> From: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>

>> Sent: Monday, April 26, 2021 11:21 AM

>> To: Jones, Kimberly A - (kjones) <kjones@arizona.edu>; Reyes, Iliana - (ireyes) <ireyes@arizona.edu>; Hunt, James E - (jeh) <JHunt@ag.arizona.edu>; Gomez, Rebecca L - (rgomez) <rgomez@arizona.edu>

>> Cc: Tellez, Michelle - (michelletellez) <michelletellez@arizona.edu>; Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>

>> Subject: Requesting courses for JEDI certificate and minor

>>

>> Dear Colleagues,

>>

>> I am reaching out in hopes to solicit courses you might want us to consider for inclusion in two curriculum efforts: a minor in Justice, Equity, Diversity, and Inclusion and an undergraduate certification of the same name. Could you please respond to this email by Friday, April 30th at noon (or let us know if want to add some later)?

>>

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>>

>> Please email us (Michelle, Ricky, and me) any courses you would like us to consider for these two efforts. We want there to be broad options for students, and we know many of you have deep commitments to this work as well.

>>

>> All best,

>>

>> Amy

>>

>> Amy C. Kimme Hea, PhD

>> Associate Dean for Academic Affairs and Student Success

>> College of Social and Behavioral Sciences

>> Douglass Building, Room 200W

>> PO Box 210028

>> University of Arizona

>> Tucson, AZ 85721.0028

>> 520.621.1112

>>

>>

>> <JEDI Certificate Proposal.docx><JEDI Minor Proposal.docx>

From: [Kimme Hea, Amy C - \(kimmehea\)](#)
To: [Bamford, Deborah Nicole - \(dfeehs\)](#)
Subject: Fw: Requesting courses for JEDI certificate and minor
Date: Monday, May 24, 2021 11:50:56 AM
Attachments: [JEDI suggestions from COH.docx](#)

From Humanities

Amy C. Kimme Hea, PhD
Associate Dean, Academic Affairs and Student Success
Professor, English
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: Jones, Kimberly A - (kjones) <kjones@arizona.edu>
Sent: Monday, May 3, 2021 11:11 AM
To: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>; Tellez, Michelle - (michelletellez) <michelletellez@arizona.edu>; Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>
Subject: RE: Requesting courses for JEDI certificate and minor

Hi folks. Thanks so much for the opportunity to suggest courses for the JEDI certificate and minor. I'm attaching the courses suggested by College of Humanities units. In a moment, I'll also forward one of your documents with some crosslistings added by SILLC Director Karen Seat, in case you want to update those.

Kim

Kimberly Jones	P.O. Box 210067
Vice Dean for Academic Affairs	University of Arizona
College of Humanities	Tucson, AZ 85721-0067
Modern Languages 345	

Phone: (520) 621-9293 kjones@email.arizona.edu
FAX: (520) 621-5594

From: Kimme Hea, Amy C - (kimmehea)
Sent: Monday, April 26, 2021 11:22 AM
To: Jones, Kimberly A - (kjones) <kjones@arizona.edu>; Reyes, Iliana - (ireyes) <ireyes@arizona.edu>; Hunt, James E - (jeh) <JHunt@ag.arizona.edu>; Gomez, Rebecca L - (rgomez) <rgomez@arizona.edu>
Cc: Tellez, Michelle - (michelletellez) <michelletellez@arizona.edu>; Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>
Subject: Requesting courses for JEDI certificate and minor

Dear Colleagues,

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Please email us (Michelle, Ricky, and me) any courses you would like us to consider for these two efforts. We want there to be broad options for students, and we know many of you have deep commitments to this work as well.

All best,

Amy

Amy C. Kimme Hea, PhD
Associate Dean for Academic Affairs and Student Success
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: [Kimme Hea, Amy C - \(kimmehea\)](#)
To: [Bamford, Deborah Nicole - \(dfeehs\)](#)
Subject: Fw: Requesting courses for JEDI certificate and minor
Date: Monday, May 24, 2021 11:50:21 AM
Attachments: [Outlook-cid_image0.png](#)

From Education

Amy C. Kimme Hea, PhD
Associate Dean, Academic Affairs and Student Success
Professor, English
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: Reyes, Iliana - (ireyes) <ireyes@arizona.edu>
Sent: Monday, May 3, 2021 6:07 PM
To: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>
Cc: Tellez, Michelle - (michelletellez) <michelletellez@arizona.edu>; Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>; Reyes, Iliana - (ireyes) <ireyes@arizona.edu>
Subject: Re: Requesting courses for JEDI certificate and minor

Dear Amy and Michelle,

We are excited about the JEDI certificate and minor.

I consulted with some colleagues, including Nola Cabrera and Julio Cammarota, and they made some recommendations from TLS and Higher Education curriculum.

We want to be supportive for this exciting Minor and Certificate, but also would like to share some concerns because of the similar approach on courses that already exist for our undergraduate programs. There have been some conversations in the past for developing a social justice and education minor/emphasis. I think this concern is more for the future than currently as you are getting ready to submit these but wanted to share them with you. Nolan mentioned that he would be in contact with Michelle if there are any additional questions.

Both Julio and Nolan teach courses on social justice, power and equity that they suggest could be a good fit to include in your list:

[From Teaching Learning and Sociocultural Studies:](#)

-TLS 409 Social Justice and Equity
-TLS 418 Participatory Action Research

From HED:

-HED 331 Masculinities, Power, and Education
-HED 333 Race and Education

There are other undergraduate courses with emphasis on equity and inclusion from Project SOAR/Native SOAR, but I am still waiting to hear from the coordinator, so we can add them later as you suggest.

Please let me know if you have any questions.

All best,

Iliana

Iliana Reyes, Ph.D.

Associate Dean, Academic Affairs and Community and Global Partnerships

Professor, Teaching, Learning and Sociocultural Studies

College of Education

University of Arizona

1430 E. Second Street

PO Box 210069

Tucson, AZ 85721-0069

The University of Arizona is built on the lands of the Tohono O'odham and Pascua Yaqui peoples.



From: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>

Sent: Monday, April 26, 2021 11:21 AM

To: Jones, Kimberly A - (kjones) <kjones@arizona.edu>; Reyes, Iliana - (ireyes) <ireyes@arizona.edu>; Hunt, James E - (jeh) <JHunt@ag.arizona.edu>; Gomez, Rebecca L - (rgomez) <rgomez@arizona.edu>

Cc: Tellez, Michelle - (michelletellez) <michelletellez@arizona.edu>; Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>

Subject: Requesting courses for JEDI certificate and minor

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curriculum efforts: a minor in Justice, Equity, Diversity, and Inclusion and an undergraduate certification of the same name. Could you please respond to this email by Friday, April 30th at noon (or let us know if want to add some later)?

Dr. Michelle Tellez has been leading this project, and it is a collaboration with our SBS DEI committee. She is cced here as well.

Please email us (Michelle, Ricky, and me) any courses you would like us to consider for these two efforts. We want there to be broad options for students, and we know many of you have deep commitments to this work as well.

All best,

Amy

Amy C. Kimme Hea, PhD
Associate Dean for Academic Affairs and Student Success
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: [Bamford, Deborah Nicole - \(dfeehs\)](#)
To: [Bamford, Deborah Nicole - \(dfeehs\)](#)
Subject: FW: JEDI Classes from other colleges
Date: Monday, May 24, 2021 12:07:00 PM

From: Simmons, William P - (williamsimmons) <williamsimmons@arizona.edu>
Sent: Tuesday, May 4, 2021 9:53 AM
To: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>; Tellez, Michelle - (michelletellez) <michelletellez@arizona.edu>
Cc: Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>; Ewing-Cooper, Allison R - (arewing) <arewing@arizona.edu>; Cruz, Christopher B - (cbcruz75) <cbcruz75@arizona.edu>; Ronald, Rachael L - (rronald) <rronald@arizona.edu>; Alvarez, Maribel L - (alvarezm) <alvarezm@arizona.edu>
Subject: Re: JEDI Classes from other colleges

Hi Everyone,

The Human Rights Practice BA is now listed as available to Main Campus students, so JEDI students would be able to take any of our courses as I-Courses.

Below is our curriculum - though the courses have more generic titles, in practice all of them will be dealing with JEDI themes.

Thanks,

Bill

- HRTS 200: Introduction to Human Rights (3 units)
- HRTS 250: Current Issues in Human Rights (3 units)
- HRTS 300: Human Rights in the US (3 units)
- HRTS 305: Human Rights Stories (3 units)
- HRTS 400: Community Engagement for Human Rights (3 units)
- HRTS 402: Skills for Human Rights Work (3 units)
- HRTS 411: Strategic Litigation (3 units)
- HRTS 420: Community-Based Research for Human Rights (3 units)
- HRTS 455: Human Rights in the Middle East (3 units)
- HRTS 493 internship or 498 capstone (3 units)

William Paul Simmons

Professor, Gender and Women's Studies
Director, Human Rights Practice Program
CUES Distinguished Fellow
University of Arizona
williamsimmons@email.arizona.edu

www.willampaulsimmons.com

Author of *Joyful Human Rights* (2019, U of Penn Press)

Author of *Human Rights Law and the Marginalized Other* (2011, Cambridge UP)

Co-Editor of *Binational Human Rights: The U.S.-Mexico Experience* (2014, U of Penn Press)

Curator globalhumanrightsdirect.arizona.edu

“The University of Arizona sits on the original homelands of indigenous peoples who have stewarded this land since time immemorial. Aligning with the university’s core value of a diverse and inclusive community, it is an institutional responsibility to recognize and acknowledge the people, culture and history that make up the Wildcat community. At the institutional level, it is important to be proactive in broadening awareness throughout campus to ensure our students feel represented and valued.”

From: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>

Sent: Tuesday, May 4, 2021 8:08 AM

To: Tellez, Michelle - (michelletellez) <michelletellez@arizona.edu>

Cc: Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>; Ewing-Cooper, Allison R - (arewing) <arewing@arizona.edu>; Cruz, Christopher B - (cbcruz75) <cbcruz75@arizona.edu>; Ronald, Rachael L - (rronald) <rronald@arizona.edu>; Alvarez, Maribel L - (alvarezm) <alvarezm@arizona.edu>; Simmons, William P - (williamsimmons) <williamsimmons@arizona.edu>

Subject: Re: JEDI Classes from other colleges

Michelle, yes, great idea. We are in the process on requesting the BA to be on main campus, which would allow us to add the courses to the minor. I am looping in Bill to see if he has classes to recommend.

Thanks, everyone.

All best,

Amy

Amy C. Kimme Hea, PhD
Associate Dean, Academic Affairs and Student Success
Professor, English
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: Tellez, Michelle - (michelletellez) <michelletellez@arizona.edu>

Sent: Tuesday, May 4, 2021 7:34 AM

To: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>

Cc: Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>; Ewing-Cooper, Allison R - (arewing) <arewing@arizona.edu>; Cruz, Christopher B - (cbcruz75) <cbcruz75@arizona.edu>; Ronald, Rachael L - (rronald) <rronald@arizona.edu>; Alvarez, Maribel L - (alvarezm) <alvarezm@arizona.edu>

Subject: Re: JEDI Classes from other colleges

Thanks so much for this Amy. Chris and I were wondering if the Human Rights undergrad courses could be included? See you both at noon!

Sent from my iPhone

On May 2, 2021, at 12:22 PM, Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu> wrote:

Dear All,

I have created a single file with the classes we have collected, thus far, from other colleges. Michelle and Ricky, we can discuss these at our meeting. I also have included other colleagues here as they might have comments on some of these options.

<https://docs.google.com/document/d/1IR-pSD63hH9qPtJNYqFD1p0kXDCiunzprPIPnKn5rao/edit?usp=sharing>

	<p><u>JEDI Classes from other Colleges</u></p>
	<p>JEDI Classes from other Colleges College of Agriculture and Life Sciences Jim Hunt (jeh@email.arizona.edu) and Mike Staten docs.google.com</p>

We are waiting on COE and COH. Kim Jones is providing her suggestions on Monday morning, and I reached out to Iliana Reyes, who distributed it to faculty, to ask for an update, hoping to get her list soon. If we add the classes, we also need letters of support to include them, but we can discuss that effort next week

as well.

Thanks, everyone, and Michelle, I deeply appreciate your hard work and expertise on this project.

All best,

Amy

Amy C. Kimme Hea, PhD
Associate Dean for Academic Affairs and Student Success
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: [Salazar, Ricky M - \(ricar22\)](#)
To: [Madden, Melanie Christine - \(melaniecmadden\)](#)
Subject: RE: UPDATE: Your submitted minor or certificate proposal in process: additional information required
Date: Friday, November 5, 2021 10:19:42 AM
Attachments: [image002.png](#)
[image006.png](#)

Hello Melanie-

These are the program learning outcomes that we originally submitted before we were asked to transfer to the new form. Please let me know if you need anything else.

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection Points
Outcome1: Identify and define interlocking structural power systems shaped by historical, social, and political factors.	Course-embedded assessments	Exams, papers, and other forms of student work Pre-post student reflection essays	End of each class SBS 302
Outcome 2: Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.	Course-embedded assessments	Exams, papers, and other forms of student work Research Poster	End of each class SBS 302
Outcome 3: Analyze how minoritized groups have mobilized power and affected change in the United States	Course-embedded assessments	Exams, papers, and other forms of student work	End of each class
Outcome 4: Articulate ways to challenge oppressive assumptions, biases, and prejudices.	Course-embedded assessments	Exams, papers, and other forms of student work	End of each class

SBS 302: Foundations of Diversity, Equity and Inclusion

- Diversity is where everyone is invited to the party
 - Equity means that everyone gets to contribute to the playlist
 - Inclusion means that everyone has the opportunity to dance
- Chief Diversity Officer Robert Sellers, University of Michigan

Description of Course

This required foundation course is designed to increase students' awareness, knowledge, and critical skills related to diversity, equity, inclusion, human rights, social and economic justice. The topics of this course include developing a framework for 1) recognizing inequities based on social categories such as race, class, and gender and histories of colonialism and migration 2) advancing human rights and social and economic justice 3) intentionally engaging diverse communities in ways that advance equity and inclusion as a betterment to society. We will explore the knowledge base that underlies skills needed to work towards justice. These include types and sources of power, multiple social locations, social constructions, social processes, social identities, conflicts, and how all these interact. A major emphasis is on developing skills in critical contextual thinking and analyses, and in praxis, learning to use knowledge and theory to recognize and critique underlying assumptions and paradigms related in exclusion and inequity, and inform working for change that prioritizes building communities, structures and policies grounded in justice/equity. This course is grounded in critical ethnic studies and third world feminisms.

Course Prerequisites or Co-requisites

N/A

Instructor and Contact Information

Dr. Michelle Téllez, michelletelz@arizona.edu
Chavez Rm 228
Office Hours: Thursdays 12-2pm and by appointment

Course Format and Teaching Methods

This class will draw on multiple teaching models: small-group activities, lecture, class discussion and interactive projects and class activities including, but not limited to, guest speakers, films, class activities and other forms of experiential learning. My pedagogical practice is to ensure the classroom is a place of brave dialogue and exchange.

Classroom Culture

- Acknowledge one another when you enter the classroom space by greeting one another.
- Consider each other's positionalities. Positionalities refers to your social location in the world, be it race, gender, socioeconomic class, sexuality, religions, etc. We will spend some time getting to know one another. Not everyone will be equally outspoken during class discussions. Notice when you speak and when you actively listen. Arrive at a balance between the two.
- Reference each other's contributions with phrases like "I'm not familiar with...would you please elaborate on", "I resonate with", "Your writing speaks to...", etc.
- Honor your contributions to the class by actively engaging in the readings and discussions, respecting the collective space of inquiry.

Building on the work of Just Lead, I ask that we consider these agreements for our class:

Move Up, Move Up

If you are someone who tends to not speak a lot, please move up into a role of speaking more. If you tend to speak a lot, please move up into a role of listening more.

Expect and Presume Welcome/Establish Brave Space

You do not always have to share but what is shared should remain confidential within the group.

Be Present

Engage in active listening and be aware of your thoughts and feelings in the moment. What do you need to stay present and engaged? Limit technology and distractions to only that which furthers your learning.

Speak Your Truth and Let Others Speak Theirs

Different perspectives are welcome and encouraged. Speak from your own lived experience and not from experience that you do not personally have. Your normal may not be my normal.

No One Knows Everything; Together We Know a Lot

Shared learning is a practice in humility, because we have something to learn from everyone in the room. It also means we all have a responsibility to share what we know, as well as our questions, so that others may learn from us.

Honor Time Agreements

This is helpful for me as well as your fellow learners and respects the commitments we have made to one another.

No Fixing, No Saving

We are here to do our own work and to be in community with one another. Listen deeply and allow others to experience their own discomfort, which may further their own learning. If you find yourself wanting to “fix” a situation or alleviate someone else’s (or your own) discomfort, take a moment to reflect on what is coming up for you.

When Your Mind Starts to Judge, Instead Turn to Wonder

Approach problems and challenges from a place of curiosity and creative thinking rather from a point of frustration or judgment. This includes staying open to feedback and inquiry that others may offer you.

We Are Human, Not Perfect (We Can’t Be Articulate All of the Time)

As much as we’d like to be, we are human and therefore imperfect. We can’t always be articulate. Often people feel hesitant to participate for fear of “messaging up” or stumbling over their words. I encourage everyone to participate, even if you can’t get it right all the time.

Expect and Accept Non-Closure

We want to solve problems and resolve conflict, but this is lifelong work. Many difficult conversations focus on awareness raising and the development of our own social justice and diversity competence, not necessarily the transformation of others. Sometimes you may have to revisit conversations to reconcile differences and in other cases things will go left unsaid, unfinished.

Course Objectives

1. Through an analysis of important historical moments and issues we will trace patterns that constitute oppression and power over time as way to see the long-standing grievances and legacies of differently situated social groups in our society and in the world.
2. Social structures and concepts like socioeconomic class, race, ethnicity, gender, sexuality, ability, language, citizenship, and other markers will be explored to gain an awareness of self and others that advances a critical and compassionate analysis of power.
3. Students will advance their understanding of issues of diversity, equity, and inclusion by way of research, creative writing, and foundational texts.
4. Students will demonstrate their awareness and knowledge by way of a praxis oriented project that requires they connect learning to doing.

Expected Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Achieve a basic understanding of key concepts, theories, and issues in diversity, equity and inclusion
2. Describe the dynamics of difference and dominance/oppression and how these impact social relations and personal experience within and across diverse groups.
3. Critically assess structural differences in society shaped by historical, social, and political factors.
4. Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.
5. Identify and define interlocking power systems
6. Analyze how minoritized groups have mobilized power and affected change in the United States
7. Articulate ways to challenge oppressive assumptions, biases, and prejudices.
8. Analyze the role of social institutions such as the economic and legal systems in ethnic stratification, racial domination and racial progress.

Absence and Class Participation 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 the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Absences may affect a student's final course grade. If you anticipate being absent, are unexpectedly absent, or are unable to participate in class online activities, please contact me as soon as possible. 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.

Makeup Policy for Students Who Register Late

For students who register late, please email me so we can catch you up on assignments. You will have one week to complete.

Course Communications

This course uses a "three before me" policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements on D2L
3. Student Interaction Section via Discussion Board

This policy will help you in potentially identifying answers before I can get back to you and it also helps me from answering similar questions or concerns multiple times. If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email.

Required Materials

Texts:

Readings for Diversity and Social Justice edited by Maurianne Adams, et. al. Routledge. 2018.

Dreamers : An Immigrant Generation's Fight for Their American Dream by Eileen Truax. 2015.

Other selected readings will be available on D2L.

Supplies:

Poster board for Research Presentation

Video camera (via phone, computer or library check-out) for Digital Media Project

Assignments and Examinations

You will be required to complete the weekly reading assignments, attend class and regularly participate in class discussions. Your grade will be based on the following assignments:

Participation	10%
Journals	10%
Poster Presentation	15%
Quizzes	20%
Digital Media Project	15%
Student Resource Center Interview	10%
Final Paper	20%

Participation

This is a foundations course, where we will be delving into theories, histories and experiences collectively. Participation means asking questions, sharing, and challenging ideas put forward by anyone in the class in a respectful manner. You will come to class having completed all assigned readings prior and will be fully prepared to discuss, analyze, and interpret the concepts, ideas, assumptions and implications of the readings.

Weekly Journals

Each weekly journal entry will require students to be in conversation with the reading material. I will give these prompts in class. For your first journal entry, you should address the following prompts:

What do the words ‘equity, diversity, and inclusion’ and the phrase ‘social justice’ mean to you?

What is your connection (or lack thereof) to notions of privilege and oppression?

What are you hoping to gain from this course? (Note: you should go deeper than saying, “I hope to learn more about diversity and social justice.”)

What are you hopeful and/or nervous about at the outset of this course?

Poster Presentation See *Appendix*.

Quizzes

Bi-weekly quizzes of key terms, theories, and concepts presented will be assessed.

Digital Media Project

You will create a short video project that will give you an opportunity to tell your own story by creating a video about yourself via your computer/phone camera (or you can check equipment out at the library) that you will upload to D2L. D2L can recognize the following file types: MP4, FLV, F4V, or MOV. The file size should be equal to or less than 20MB. The video should be exactly 3-minutes. You are your own narrator, hear yourself and tell your own story.

You can choose one framing:

- Photo story: choose a (or multiple) photo(s) of yourself at any age/setting and write about what was going on in your life at that time, when you look at the picture what do you observe? What are the thoughts of the person in that photo (you)?
- Name story: What is the story of your name? What experiences did you have with your name growing up, in school, and in community?
- Scar story: Write the story of your scars (those you can see and those you can't see)? What do they say about you?
- Reflect on how you perceive yourself versus how others perceive you.

Ask yourself the following as you complete the project:

- Is my final product different or innovative?
- Do I present creative ideas that address issues of identity and have I used what I have learned so far in this class to frame the project?
- Did I rush through this assignment? Or did I make sure the sound was even, the story compelling and the editing was clean?

Student Resource Center Interview

Visit one of the campus Student Resource Centers: <https://diversity.arizona.edu/student-resource-centers> and interview the director and a student participant. Write a 2-page summary of the work they do, how they came into existence, what needs they still have and, from the student's perspective, what impact the center has had on their student experience.

Final Paper: Articulation of a Social Justice Perspective

One of the outcomes of this course is to articulate a social justice perspective. The development of a critical worldview involves the ability to deconstruct systems of power and oppression in multiple aspects of one's life including in how one lead's groups, conducts research, does work, engages with communities, creates programs and processes, and more. This perspective is never perfect, forever being formulated, and requiring of much development across time. However, we all must start somewhere! For your final, you will be writing a reflective and forward-looking social justice statement. Based on your personal experiences, your reflections on the course readings, and thinking about your future, you will write a 5-page social justice statement. In this statement, you should address the following questions (attempt to not be entirely linear):

1. What does social justice mean to you? What about your social identities and positionality brought you to that meaning?
2. Based on your current understandings or power, oppression, inequity, justice and our current historical context, what does it mean to be somebody with a developing critical worldview?
3. How will you or have you begun to implement critical thought and praxis into your every day

life? In your career?

4. How will you continue to engage in a critical worldview development?

5. What continuing questions do you have about critical social theories?

Be sure to include a works cited, APA format.

Grading Scale and Policies

University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

Grading Scale

A = 100 – 90 B = 89 – 80 C = 79 – 70 D = 69 - 60 E = 59 - below

* Simply meeting the instructors’ expectations constitutes “B” work; going above and beyond is “A” work; and failing to meet the minimum expectations will result in a grade of “C” or lower.

Incomplete (I) or Withdrawal (W):

Requests for incomplete (I) or withdrawal (W) 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.
at <https://www.honors.arizona.edu/honors-contracts>.

Course Schedule

Topic	Date	Readings (complete before coming to class)	Films/Videos (we will watch in class)	Assignments Due
Week 0				
Syllabus and Student Inventory		Welcome and establishing our study circle!		
Week 1				
What is diversity, equity, and inclusion?		A compilation of articles, web-based texts, statements and commentaries: <i>AN INTRODUCTION TO DEI</i> (January 2021) Garces, L. M., & Jayakumar, U. M. (2014). <i>Dynamic diversity toward a contextual understanding of critical mass</i> . Educational Researcher, 43(3), 115-124.	Lessons on Implicit Bias Exploring Bias and Race	
Week 2				

Making Sense of Identity		<p><i>The Complexity of Identity: "Who Am I?"</i> Beverly Daniel Tatum <i>Identities and Social Locations: Who Am I? Who Are My People</i> Gwyn Kirk and Margo Okazawa-Rey <i>The Social Construction of Difference</i> Allan G. Johnson <i>Microaggressions, Marginality, and Oppression: An Introduction</i> Derald Wing Sue</p>	<p><u>Race: The Power of an Illusion</u> (2003); Episode 1 – <i>The Difference Between Us</i></p> <p>The Daily Show – The R-Word</p>	
Week 3				
Core Concepts for Social Justice Education		<p><i>Theoretical Foundations</i> Lee Anne Bell <i>Core Concepts for Social Justice Education</i> Maurianne Adams and Ximena Zúñiga <i>Five Faces of Oppression</i> Iris Marion Young <i>Intersectionality Revisited</i> Patricia Hill Collins and Sirma Bilge</p>	<p><u>Race: The Power of an Illusion</u> (2003); Episode 2 – <i>The Story We Tell</i></p>	<p>Digital Media Project due</p> <p>Quiz #1</p>
Week 4				
Interlude 1 - Diversity in the Real World: <i>Implicit Bias in the Workplace</i>		<p>Sections from <u>Pedigree: How Elite Students get Elite Jobs</u> by Lauren Rivera</p>		
Week 5				
Racial Formation		<p><i>Introduction</i> Mike Funk, Rani Varghese, and Ximena Zúñiga <i>Defining Racism: 'Can We Talk?'</i> Beverly Daniels Tatum <i>A Different Mirror</i> Ronald Takaki <i>This Land</i> Roxanne Dunbar-Ortiz</p>	<p><u>Race: The Power of an Illusion</u> (2003); Episode 3 – <i>The House We Live in</i></p> <p>Film: <u>The Angry Eye</u> (with Jane Elliot), 2001</p> <p>Video: Kinda Racist? Try Diet Racism by College Humor</p>	

		<p><i>The Possessive Investment in Whiteness</i> George Lipsitz</p> <p><i>La consciencia de la mestiza: Toward a New Consciousness</i> Gloria Anzaldua</p> <p><i>Patrolling Racial Borders: Discrimination Against Mixed Race People</i> Heather Dalmage</p>	<p>Fear of a Brown Planet – Reverse Racism with Aamer Rahman</p>	
Week 6				
Stereotypes and Experience		<p><i>Finding My Eye-identity</i> Olivia Chung</p> <p><i>Identification Pleas</i> Eric Gansworth</p> <p><i>American Hijab: Why My Scarf Is A Sociopolitical Statement, Not A Symbol Of My Religiosity</i> Mariam Gomaa</p> <p><i>My Tongue is Divided into Two</i> Quique Aviles</p> <p><i>Letter to My Son</i> Ta-Nehisi Coates</p> <p><i>My Class Didn't Trump My Race: Using Oppression to Face Privilege</i> Robin J. DiAngelo</p>	<p>Video: Slaying the Dragon by Asian Women United</p> <p>Video: Reel Bad Arabs: How Hollywood Villifies a People</p> <p>Video: How Hollywood stereotyped Native Americans</p> <p>Video: Latinos Beyond Reel</p> <p>Video: What is Privilege</p>	
Week 7				
Wealth and Poverty		<p><i>Introduction</i> Maurianne Adams, Larissa E. Hopkins, and Davey Shlasko</p> <p><i>Class in America</i> Gregory Mantsios</p> <p><i>Class Dismissed</i> Laura Smith and Rebecca M. Redington</p> <p><i>Race, Wealth, and Equality</i> Melvin L. Oliver and Thomas M. Shapiro</p> <p><i>What's Debt Got to Do with It?</i> Brett Williams</p>	<p>Film: Workers on the Rise – On Wage Theft in Arizona by Michelle Téllez and Justine Garcia (2012)</p>	

		<p><i>At the Elite Colleges</i> Peter Schmidt <i>Is the Near-Trillion-Dollar Student Loan Bubble About to Pop?</i> Sarah Jaffe</p>		
Week 8				
Fighting for Economic Justice		<p><i>Bonds of Sisterhood—Bonds of Oppression</i> Mary Romero <i>White Poverty: The Politics of Invisibility</i> bell hooks <i>Gentrification Will Drive My Uncle Out of His Neighborhood, and I Will Have Helped</i> Eric Rodriguez <i>How Occupy Wall Street Changes Everything</i> Sarah van Gelder <i>"Classism from Our Mouths" and "Tips from Working-Class Activists"</i> Betsy Leondar-Wright <i>Deep Thoughts about Class Privilege</i> Karen Pittelman and Resource Generation <i>Home Economics: The Invisible and Unregulated World of Domestic Work</i> National Domestic Workers Alliance</p>	<p>Why Ordinary People Need to Understand Power with Eric Liu</p>	Quiz #2
Week 9				
Ableism and the Americans with Disabilities Act		<p>When Civil Rights Collide: Intersection of Disability Rights Law and Title IX in Education by Michael Thad Allen</p> <p><i>Struggle for Freedom: Disability Rights Movements</i> Willie V. Bryan</p> <p><i>Disability Does Not Discriminate: Toward a Theory of Multiple Identity</i></p>	<p>Lives worth Living by Eric Neudel</p>	

		<p><i>Through Coalition</i> Zanita E. Fenton</p> <p><i>Post-Traumatic Stress Disorder Leaves Scars "on the Inside," Iraq Veteran Says</i> Edward D. Murphy</p> <p><i>How the Americans with Disabilities Act Transformed the United States</i> by Amy McCrever</p> <p><i>Disabled Behind Bars</i> Rebecca Vallas</p> <p><i>Go to the Margins of the Class: Disability and Hate Crimes</i> Lennard J. Davis</p> <p><i>Why the Intersexed Shouldn't Be Fixed: Insights from Queer Theory and Disability Studies</i> Sumi Colligan</p>		
Week 10				
Interlude 2 – Diversity in the Real World: <i>Title IX and Sports</i>		<p><u>45 Years of Title IX: the status of women in intercollegiate athletics</u> https://www.ncaa.org/sites/default/files/TitleIX45-295-FINAL_WEB.pdf</p> <p>Where Girls are Missing Out in High School Sports. The Atlantic https://www.theatlantic.com/education/archive/2015/06/girls-high-school-sports-inequality/396782/</p>	<p>A unique moment in history? Women athletes LA TIMES https://www.latimes.com/sports/story/2020-03-08/female-athletes-sexual-abuse-title-ix-simone-biles-allyson-felix</p>	
Week 11				
Sexism, Heterosexism		<p><i>"Night to His Day": The Social Construction of Gender</i> Judith Lorber</p>		Quiz #3

		<p><i>Feminism: A Movement to End Sexist Oppression</i> bell hooks</p> <p><i>Patriarchy, the System: An It, Not a He, a Them, Or an Us</i> Allan G. Johnson</p> <p><i>Generation LGBTQIA</i> Michael Schulman</p> <p><i>Women & LGBT People Under Attack: 1930s & Now</i> Warren J. Blumenfeld</p> <p><i>Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity</i> Michael S. Kimmel</p> <p><i>Introduction—How Sex Changed: A History of Transsexuality in the United States</i> Joanne Meyerowitz</p> <p><i>Transmisogyny 101: What It Is and What Can We Do About It</i> Laura Kacere</p> <p><i>Pansexual Visibility & Undoing Heteronormativity</i> Cameron Airen</p> <p><i>Getting to Why: Reflections on Accountability and Action for Men in Gender Justice Movements</i> Jamie Utt</p> <p><i>Transgender Liberation</i> Susan Stryker</p>		
Week 12				
<p>Interlude 3: Diversity in the Real World: <i>Supreme Court Decision on Transgender Equality</i></p>		<p><u>Transgender People Face New Legal Fight After Supreme Court Victory</u></p> <p><i>Trans Woman Manifesto</i> Julia Serano</p> <p><i>Look! No, Don't! The Invisibility Dilemma for Transsexual Men</i> Jamison Green</p> <p><i>Transgender Day of Remembrance: A Day to Honor the Dead and the</i></p>		

		<i>Living</i> Shelby Chestnut		
Week 13				
Migration and Belonging		<u>Dreamers : an immigrant generation's fight for their American dream</u> by Eileen Truax		Student Resource Center Interview due
Week 14				
Black Lives Matter		<p><i>Feminism and Abolition: Theories and Practices for the Twenty-First Century</i> Angela Y. Davis</p> <p><u>Speaking of trauma: the race talk, the gun violence talk, and the racialization of gun trauma</u> Madison Armstrong & Jennifer Carlson</p> <p><u>"All Lives Matter": The Cost of Colorblind Racial Attitudes in Diverse Social Networks</u> John Tawa, Ruqian Ma & Shinji Katsumoto</p>	Video: <u>Requiem for Mike Brown</u> – St. Louis Orchestra demonstration (2014)	
Week 15				
Working for Social Justice: Visions and Strategies for Change		<p><i>Developing a Liberatory Consciousness</i> Barbara J. Love <i>What Can We Do?</i> Allan G. Johnson <i>Courage</i> Cornel West <i>Allies</i> Gloria Anzaldúa <i>Social Struggle</i> Richard (Chip) Smith</p>	Film: <u>All Power to the People</u> by Lee Lew Lee (1996)	Quiz #4

		<i>Decolonizing Theory, Practicing Solidarity</i> Chandra Talpade Mohanty <i>The Renaissance of Student Activism</i> Alia Wong		
Week 16				
Moving Forward		No readings, prepare for presentation and work on Final Paper that will be due finals week.		Research Poster Presentation

Bibliography

The Art of Community: Seven Principles for Belonging by Charles Vogl

Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do by Jennifer L. Eberhardt

Cross Cultural Competence: A Field Guide for Developing Global Leaders and Managers by Simon L. Dolan; Kristine Marin Kawamura

Classroom Behavior Policy

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.).

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>.

Notification of Objectionable Materials

This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) 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.

Gender Pronouns

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/>.

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.

Appendix – Research Poster

For the poster project, you will work in a group of 2-3 people (I will pass around a sign-up sheet third week of class) to create a **Research Poster** based on one of the following themes:

- Racism
- Sexism
- Ableism
- Religious Oppression
- Social Movements
- Transgender Rights
- Health
- Education

Based on these, you will turn to contemporary history and/or current events (it's at your discretion) to research a topic that relates.

Your research poster should include:

Brief and descriptive title

Abstract: What is the topic about? What are the key words?

Analysis: What is the story you are trying to convey?

Content: examples, why important, how

Minimum 3- sources (1 academic journal article, one scholarly book, one newspaper article), the rest can be derived from the internet but should be from reliable sources. Your citations must be visible on your poster in APA format. Please see (<https://owl.english.purdue.edu/owl/resource/560/01/>) if you have any questions.

Remember to put your title, authors' names, and affiliation (UArizona, SBS 302, Dr. Téllez) at the top of the poster where it is visible.

December 5: **Posters Due**

We will have a mock poster session presentation. Your group will set up poster in class and one member must stay at poster for 10-15 minutes and then you switch.

Each of you will observe the posters at your own pace, ask questions & take notes.

I will invite some faculty the College of SBS to visit.

I will stop at each poster to hear a 2-minute presentation from the group, as I approach your area please gather your team! I cannot stay longer than 2-minutes at each stop so be sure to practice reciting all pertinent information in that time frame.

Thursday, December 7: **Online Quiz**

You will take a short open notes test online based on the posters so be sure to take notes!

Tips for Making a Good Poster

One picture is worth 1000 words: use graphics to get your message across. Charts of your results are especially helpful, but only if they are clear and neat. Be sure to label figures and tables so that someone not familiar with your topic can understand them.

Use high-quality materials. Your poster should be on some quality material (not **flimsy** “poster board”). Display boards can be one solid section or tri-fold, it's up to you to decide lay out.

Make the font big and clear so people can read your poster. Use at least 24 pt. font for the text, larger for headings. It helps to print “landscape” orientation (sideways) so the lines can be longer with such large type. Arial and Geneva fonts work well.

Avoid extremes of decoration. The color should call attention to the content, not obscure it. Be professional and neat in your presentation. Spell check!.

Use clear language and bulleted outlines.

Rubric

There are a total of twenty (20) points possible for this project.

Poster: 15 points

Visual Presentation: Did you follow ‘good poster’ standards?(5 points)

Content: Is topic clearly presented? Content? Analysis? (5 points)

Overall: Are citations included? Relevant to theme? (5 points)

Quiz: 5 points (total of 10 questions, multiple choice, T/F)



Martin Luther King Building,
3rd Floor
P.O. Box 210128
1322 E 1st Avenue
Tucson, AZ 85721-0128
Tel: 520.621.1456

November 12, 2021

Liesl Folks, Provost
Office of the Provost

Dear Provost Folks:
RE: JEDI Certificate and Minor in SBS

On behalf of the Office of Diversity & Inclusion, please accept this letter of support for the Justice, Equity, Diversity, and Inclusion (JEDI) Certificate and Minor in the College of Social Behavioral Sciences (SBS) under the leadership of Dr. Amy Kimme Hea, and Dr. Ricky Salazar Dr. Michelle Tellez.

The JEDI Certificate and Minor encompasses our inclusive excellence framework through action-oriented skills development that supports our institutional values and our land grant designation. The JEDI Certificate and Minor also supports our mission to “continuously improve how we educate and innovate so we can lead the way in developing adaptive problem-solvers capable of tackling our greatest challenges.” Over the past two years as we navigate dual pandemics – Covid and racism – we recognize diversity and inclusion to be one of our greatest global challenges. As a leading research institution, it is imperative that our students are equipped with the tools acquired in the JEDI curriculum to tackle the growing pandemic of oppression and serve as leaders in this evolving field.

The JEDI Certificate and Minor courses provides broad opportunities for students to gain intersectional perspectives based on race, ethnicity, disability status, and sexual orientation/gender identity through alignment with Africana Studies, East Asian Studies, and diverse language programs among others. The curriculum smartly recognizes the needs of our students and community in advancing inclusive excellence both on our campus and beyond.

Sincerely,

Ivy K. Banks

Ivy Banks, M.Ed. J.D.
Associate Vice Provost, Diversity and Inclusion
Office of the Provost
THE UNIVERSITY OF ARIZONA



From: [Staten, Michael E - \(statenm\)](#)
To: [Kimme Hea, Amy C - \(kimmehea\)](#)
Subject: Re: Confirmation of support for your classes/seats in JEDI certificate and minor (11/15)
Date: Wednesday, November 17, 2021 5:37:29 PM

Yes, Amy. I've checked with each of the unit heads involved. They all are on board. So CALS says full speed ahead! Thanks for checking.

Let me know if you need something more than just this email.

Mike

Michael Staten | College of Agriculture and Life Sciences

Bart Cardon Associate Dean for Career and Academic Services
Professor, Agricultural and Resource Economics
The University of Arizona
Forbes Hall, Room 211
The University of Arizona
PO Box 210036
Tucson, AZ 85721-0036
PHONE: 520.621.1932
statenm@email.arizona.edu
www.mikestaten.com

From: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>
Sent: Wednesday, November 17, 2021 5:19 PM
To: Staten, Michael E - (statenm) <statenm@arizona.edu>
Subject: FW: Confirmation of support for your classes/seats in JEDI certificate and minor (11/15)

Ok to provide seats for the classes on this list? I need a confirmation email/memo/letter. Thank you!

All best,

Amy

Amy C. Kimme Hea, PhD
Associate Dean, Academic Affairs & Student Success
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>
Sent: Wednesday, November 10, 2021 12:33 PM
To: Staten, Michael E - (statenm) <statenm@arizona.edu>
Subject: Fw: Confirmation of support for your classes/seats in JEDI certificate and minor (11/15)

Dear Mike,

Please see below. I had sent to Jim, but he suggested this one would be you. Let me know if you have any questions.

All best,

Amy

Amy C. Kimme Hea, PhD
Associate Dean for Academic Affairs and Student Success
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>
Sent: Wednesday, November 10, 2021 12:30 PM
To: Hunt, James E - (jeh) <JHunt@ag.arizona.edu>; Gomez, Rebecca L - (rgomez) <rgomez@arizona.edu>; Reyes, Iliana - (ireyes) <ireyes@arizona.edu>; Jones, John Paul - (jppjones) <jppjones@arizona.edu>; Swisher, Keith - (keithswisher) <keithswisher@arizona.edu>; Fitzgerald, Deanna - (deannaf) <deannaf@arizona.edu>
Cc: Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>
Subject: Confirmation of support for your classes/seats in JEDI certificate and minor (11/15)

Dear Colleagues,

I hope this email finds you well. UGC has asked that I confirm with a correspondence of support that you will be willing to offer seats in the attached courses we have compiled for the JEDI minor.

I am writing to ask for a brief letter/memo/email of support for use of the classes from your department for the JEDI certificate and minor. Please just send your correspondence directly to me at kimmehea@email.arizona.edu by Monday, November 15th at noon, if possible or let me know a deadline that works for you.

If you have changed your mind or would prefer not to be included, just let me know, and I will remove the courses as you instruct.

All best,

Amy

Amy C. Kimme Hea, PhD
Associate Dean for Academic Affairs and Student Success
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: [Reyes, Iliana - \(ireyes\)](#)
To: [Kimme Hea, Amy C - \(kimmehea\)](#)
Cc: [Reyes, Iliana - \(ireyes\)](#)
Subject: Re: Confirmation of support for classes/seats in JEDI certificate and minor
Date: Friday, November 19, 2021 7:51:51 AM
Attachments: [Outlook-cid_image0.png](#)

Dear Amy,

I am writing to support the enrollment of students for the JEDI certificate and minor for the classes under three of our departments listed below:

TLS 409: Social Justice and Equity

TLS 418: Participatory Action Research

HED 331: Masculinities, Power, and Education

HED 333: Race and Education

SERP 414 Introduction to Disability Studies

SERP 200 Mass Media and Its Construction of Disability

Please let me know if you need any additional information.

Wish you a great Friday!

Iliana

Iliana Reyes, Ph.D.
Associate Dean, Academic Affairs and Community and Global Partnerships
Professor, Teaching, Learning and Sociocultural Studies
College of Education
University of Arizona
1430 E. Second Street
PO Box 210069
Tucson, AZ 85721-0069

The University of Arizona is built on the lands of the Tohono O'odham and Pascua Yaqui peoples.



From: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>
Sent: Wednesday, November 10, 2021 12:30 PM
To: Hunt, James E - (jeh) <JHunt@ag.arizona.edu>; Gomez, Rebecca L - (rgomez) <rgomez@arizona.edu>; Reyes, Iliana - (ireyes) <ireyes@arizona.edu>; Jones, John Paul - (jpjones) <jpjones@arizona.edu>; Swisher, Keith - (keithswisher) <keithswisher@arizona.edu>; Fitzgerald,

Deanna - (deannaf) <deannaf@arizona.edu>

Cc: Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>

Subject: Confirmation of support for your classes/seats in JEDI certificate and minor (11/15)

Dear Colleagues,

I hope this email finds you well. UGC has asked that I confirm with a correspondence of support that you will be willing to offer seats in the attached courses we have compiled for the JEDI minor.

I am writing to ask for a brief letter/memo/email of support for use of the classes from your department for the JEDI certificate and minor. Please just send your correspondence directly to me at kimmehea@email.arizona.edu by Monday, November 15th at noon, if possible or let me know a deadline that works for you.

If you have changed your mind or would prefer not to be included, just let me know, and I will remove the courses as you instruct.

All best,

Amy

Amy C. Kimme Hea, PhD
Associate Dean for Academic Affairs and Student Success
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: [Jones, Kimberly A - \(kjones\)](#)
To: [Kimme Hea, Amy C - \(kimmehea\)](#)
Subject: RE: Confirmation of support for your classes/seats in JEDI certificate and minor (11/15)
Date: Friday, November 12, 2021 1:51:25 PM

Hi Amy. I'm writing to confirm that the COH courses on your list were suggested by our departments, and we are very happy to have JEDI students in them.

Best wishes for the approval of the new certificate and minor!

Kim

Kimberly Jones
Vice Dean for Academic Affairs
College of Humanities
Modern Languages 345
P.O. Box 210067
University of Arizona
Tucson, AZ 85721-0067

Phone: (520) 621-9293
FAX: (520) 621-5594
kjones@email.arizona.edu

From: Kimme Hea, Amy C - (kimmehea)
Sent: Friday, November 12, 2021 7:19 AM
To: Jones, Kimberly A - (kjones) <kjones@arizona.edu>
Subject: Fw: Confirmation of support for your classes/seats in JEDI certificate and minor (11/15)

Dear Kim,

I accidentally sent this to JP, instead of you. Let me know if you need more time. Maybe Tuesday or Wednesday next week?

All best,

Amy

Amy C. Kimme Hea, PhD
Associate Dean for Academic Affairs and Student Success
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112

From: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>
Sent: Wednesday, November 10, 2021 12:30 PM

To: Hunt, James E - (jeh) <JHunt@ag.arizona.edu>; Gomez, Rebecca L - (rgomez) <rgomez@arizona.edu>; Reyes, Iliana - (ireyes) <ireyes@arizona.edu>; Jones, John Paul - (jones) <jpjones@arizona.edu>; Swisher, Keith - (keithswisher) <keithswisher@arizona.edu>; Fitzgerald, Deanna - (deannaf) <deannaf@arizona.edu>

Cc: Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>

Subject: Confirmation of support for your classes/seats in JEDI certificate and minor (11/15)

Dear Colleagues,

I hope this email finds you well. UGC has asked that I confirm with a correspondence of support that you will be willing to offer seats in the attached courses we have compiled for the JEDI minor.

I am writing to ask for a brief letter/memo/email of support for use of the classes from your department for the JEDI certificate and minor. Please just send your correspondence directly to me at kimmehea@email.arizona.edu by Monday, November 15th at noon, if possible or let me know a deadline that works for you.

If you have changed your mind or would prefer not to be included, just let me know, and I will remove the courses as you instruct.

All best,

Amy

Amy C. Kimme Hea, PhD
Associate Dean for Academic Affairs and Student Success
College of Social and Behavioral Sciences
Douglass Building, Room 200W
PO Box 210028
University of Arizona
Tucson, AZ 85721.0028
520.621.1112



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: November 12, 2021
Re: New Undergraduate Minor in JEDI

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 JEDI minor and Certificate program. I agree to give regular access to these course(s) to students in the proposed JEDI minor:

- ARE 201: Art in Social Movements
- ARE 420: Community, Culture, Art Education
- ARE 434: Diversity Issues in Art Education
- ART 360: Visualizing Justice

We are excited to collaborate with SBS on this new program!

Sincerely,

Colin Blakely
Director
cblakely@arizona.edu



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

November 16, 2021

Dear Dr. Amy Kimme Hea,

The Fred Fox School of Music supports the JEDI minor and certificate with their request to include the following courses into its curriculum options while they remain active courses offered at the university:

MUS 130A: Introduction to Global Music Literature

MUS 231: Jazz History

MUS 334: Music in World Cultures

MUS 337: Survey of Mexican Folk Music

MUS 344: Arab and Asian Music

MUS 468: Studies in Latin American Music

Thank you for your request and for the consideration of our courses focused on global studies in music.

Sincerely,

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

Dr. Lori J Wiest, Director

November 10, 2021

Delivered electronically

Amy Kimme Hea, PhD
Associate Dean for Academic Affairs and Student Success
SBS

Re: Letter of Support for Inclusion of Courses in Proposed Minor

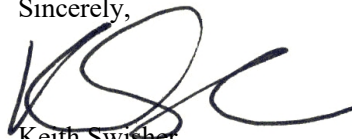
Dear Amy:

The College of Law supports the efforts of SBS to establish a new minor in the timely and critical area of Justice, Equity, Diversity, and Inclusion.

Two courses listed for the proposed minor are housed within the College of Law, and the College of Law offers these courses regularly and is able to accommodate the anticipated enrollment generated from the new minor and certificate. These courses include: Law 389: Sex, Race, Drugs & Power in the Supreme Court; and Law 450A: Native American Law and Policy. The College of Law faculty members are leaders in their fields and are uniquely qualified to contribute to the program.

Thank you for creating and collaborating on this minor and certificate.

Sincerely,



Keith Swisher
Professor of Legal Ethics
Director, B.A. in Law and MSL Programs

