



## UNDERGRADUATE EMPHASIS (SUB-PLAN) REQUEST FORM

### MAJORS WITH EXISTING EMPHASES (SUB-PLANS)

**Route for approval: School director/department head (managing administrator) > College Academic/Associate Dean > Curricular Affairs> Undergraduate Council (UGC) > Undergraduate College Academic Administrators Council (CAAC)**

- I. Requested by (College & School/Department):** College of Humanities | Department of Public & Applied Humanities
- II. Proposer's name, title, email and phone number:** Judd Ruggill | Professor & Head | [jruggill@email.arizona.edu](mailto:jruggill@email.arizona.edu) | (520) 621-3025
- III. Degree, major and number of students currently enrolled in the major (include dual majors):** BA | Applied Humanities | 274
- IV. Total number of students that have completed the major in the past 3 years:** 50
- V. Complete the table below capturing information about your existing major emphases. Add columns as needed.**

Name of existing emphasis plan(s)	Business Administration	Fashion Studies	Public Health	Spatial Organization & Design Thinking	Game Studies	Rural Leadership & Renewal	Medicine	Plant Studies
First term emphasis was offered	Fall 2018	Fall 2018	Fall 2018	Fall 2018	Fall 2020	Fall 2020	Fall 2022	Fall 2022
Minimum units required to complete major core and emphasis (total)	42	42	42	42	42	42	42	42
Minimum upper division (300 level or above) units required to complete major core and emphasis (total)	24	24	24	24	24	24	24	24
Additional requirements to complete emphasis (supporting coursework*, lecture series, GPA, non-credit workshop)	NA	NA	NA	NA	NA	NA	NA	NA
Number of students enrolled in emphasis <sup>1</sup>	110	90	36	25	5	3	2	1
Total number of students that have	21	14	7	8	0	0	0	0

<sup>1</sup> Does not include 2 students listed as Academic Sub Plan "Not Available."



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completed emphasis in past 3 years								
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\*- courses that do not count towards major units and major GPA, but are required for the major

**VI.** Name of the proposed emphasis: Environmental Systems

**VII.** Campus and location offering-indicate the campus(es) and location(s) where this emphasis will be offered.

<input checked="" type="checkbox"/> Main	<input type="checkbox"/> UA Online (provide copy of approval to launch)	<input type="checkbox"/> Phoenix Biomedical	<input type="checkbox"/> Distance (provide copy of approval)
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**VIII.** Provide a rationale for the proposed new emphasis.

The University of Arizona has an impressive history of preparing undergraduate students for careers in and adjacent to the environmental sciences, offering science-focused BS degrees (e.g., Environmental Science [CALS]), social and physical science-focused BA degrees (Environmental Studies [SBS]), and engineering and design-focused BS degrees (e.g., Sustainable Built Environments [CAPLA]). Near and long term projections of demand for green workers/services domestically and abroad, however, signal tremendous growth opportunities—and responsibilities—for the University in the area of undergraduate-level professional preparation in terms of both traditional and new degree pathways.<sup>2</sup> In the interest of supporting the University's efforts to meet this demand, and in keeping with the land grant mission and UArizona Strategic Plan, the College of Agriculture & Life Sciences and the College of Humanities propose to collaborate on a humanities-centered curriculum designed to assist the campus in producing the number and diversity of green-collar workers needed in the coming years. With coursework in collaborative environmental problem solving, translating environmental science to the public, and understanding the role and effects of environmental legislation on culture and community, the BA in Applied Humanities–Environmental Systems will complement the University's extant outstanding environmental science programs and provide an additional avenue for serving the rapidly growing number of students interested in green professions. In particular, the degree will focus on questions of meaning, culture, and community-building/serving in the context of environmental impact and change. It will also further cement the productive intercollegiate collaboration that has been in development for more than five years between CALS and COH, a collaboration that has resulted in successful sponsored research, co-taught community education programs, a joint study abroad program, the Rural Leadership & Renewal and Plant Studies emphases of the BA in Applied Humanities, and other innovative, transdisciplinary initiatives. Combined, these activities demonstrate how the humanities and the agricultural and life sciences can creatively partner to inspire students to shape the future of green services and industries.

Importantly, the precision systems, automation, and data generation and analysis that attend the integration of humans and machines unfolding in the Fourth Industrial Revolution will place even greater emphasis on the interpersonal and

<sup>2</sup> <https://www.businessinsider.com/sustainability-careers-green-job-market-skills-required-2022-2>;  
[https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_628654.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_628654.pdf);  
<https://www.bls.gov/careeroutlook/2022/data-on-display/green-growth.htm>;  
<https://www.weforum.org/agenda/2021/09/sectors-where-green-jobs-are-growing-in-demand/>.



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intercultural intelligences and competencies vital to meaningful and effective sustainability efforts. These intelligences and competencies are already strained under the weight of population growth, environmental decline, and the structural and financial challenges faced by many communities and nations. Protecting the environment is a—if not *the*—grand challenge for local, state, national, and international political, economic, and cultural institutions. The proposed BA in Applied Humanities–Environmental Systems will help the University of Arizona continue to lead the nation in training students to connect with, serve, and steward the environmental sustainability of our many human-based institutions principally from the perspectives of language and culture. In so doing, the BA in Applied Humanities–Environmental Systems will teach students how to see and connect environmental sciences with the stories, memories, rituals, beliefs, and habits of mind and body that contribute to (or interfere with) the wellbeing of individuals, communities, and organizations. Equipped with these analytical, perceptual, and intercultural skills, students who have completed this BA will be able to leverage their cultural fluency around environmental matters to develop transformative real-world initiatives and applications specifically designed to integrate environmental thinking and acting into everyday life.<sup>3</sup>

In Fall 2022, the College of Humanities distributed a student interest survey to its undergraduate listserv. 42 students responded to the survey, with the following results:

Question	Responses
What is your class standing?	<ul style="list-style-type: none"> <li>• Freshman = 21.4% (9)</li> <li>• Sophomore = 14.3% (6)</li> <li>• Junior = 31% (13)</li> <li>• Senior = 33.3 % (14)</li> </ul>
What is your current major (or majors if you are pursuing more than one)?	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Anthropology</li> <li>• Applied Humanities</li> <li>• Business Administration</li> <li>• Classics</li> <li>• Criminal Justice</li> <li>• East Asian Studies</li> <li>• Economics</li> <li>• Education</li> <li>• Family Studies</li> <li>• Fashion Industry's Science &amp; Technology</li> <li>• French</li> <li>• German</li> <li>• Global Studies</li> <li>• History</li> <li>• Interdisciplinary Studies</li> <li>• Journalism</li> <li>• Landscape Architecture</li> <li>• Law</li> <li>• Philosophy</li> <li>• Political Science (Foreign Affairs)</li> <li>• Psychology</li> <li>• Race Track Industry</li> <li>• Religious Studies</li> <li>• Russian</li> <li>• Spanish</li> <li>• World Literature</li> </ul>
Would you be interested in an Environment Systems emphasis in the BA in Applied Humanities?	<ul style="list-style-type: none"> <li>• Yes = 50% (21)</li> <li>• No = 50% (21)</li> </ul>
If so, would you consider adding a BA in Applied Humanities–Environmental Systems as an additional major to the one(s) you're already pursuing?	<ul style="list-style-type: none"> <li>• Yes = 26.8% (11)</li> <li>• No = 73.2% (30)</li> </ul>

<sup>3</sup> In response to feedback from Melanie Madden (Program Manager, Curricular Affairs, Academic Administration), a table contrasting the BA in Applied Humanities-Environmental Systems and the BA in Environmental Studies is included below. As the table shows, there is little curricular overlap between the two—only two course options could potentially be used towards either degree (ENVS 210 and ENVS 270). The BA in Environmental Studies emphasizes social scientific perspectives and policy issues connected to the environment, while the BA in Applied Humanities–Environmental Systems concentrates on humanities approaches to creating environmentally focused public-facing projects. We anticipate that these two degree programs will appeal to very different student demographics.



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Do you know of other students who might be interested in a BA in Applied Humanities–Environmental Systems?	<ul style="list-style-type: none"> <li>Yes = 38.1% (16)</li> <li>No = 61.9% (26)</li> </ul>
If so, what is their current major?	<ul style="list-style-type: none"> <li>Accounting</li> <li>Animal Sciences</li> <li>Classics</li> <li>Environmental Science</li> <li>Environmental Studies</li> <li>Geography</li> <li>History</li> <li>Interdisciplinary Studies</li> <li>Landscape Architecture</li> <li>Molecular &amp; Cellular Biology</li> <li>Plant Sciences</li> <li>Political Science</li> <li>Sociology</li> <li>Sustainable Built Environments</li> </ul>
If you have any other feedback for us, please include it below.	<ul style="list-style-type: none"> <li>I think have a environmental/health humanities focus would be cool</li> <li>It sounds very similar to how I have built my program</li> <li>I think it is a great idea to include the Environmental System emphasis. I would love to take this major</li> <li>I feel like Environmental Systems is a very important thing to learn about in the current life</li> <li>What jobs can you do that make over \$40,000 a year?</li> <li>I think it is a necessary addition to the university, I am just too far long.</li> <li>I like that there will be more courses offered</li> <li>I can't change majors now but if I were a freshman again, I'd major in this.</li> <li>im sure this will be a great edition, im just not in that major:)</li> <li>While i think i am too far into my UG to change direction, i think this is an amazing course or study that has deep research and incredibly poignant applied use. Coupling an ethos and pathos approach to the logos of undeniable climate science is likely the only way to shift public response to climate crisis.</li> <li>What do BA in Applied Humanities Environmental Systems Involves?</li> </ul>

The results of the student interest survey show:

1. There is a solid interest in an Environmental Systems emphasis;
2. An Environmental Systems emphasis would have little, if any, negative impact on existing emphases in the major.

**IX. At minimum, provide two unique learning outcomes for the proposed emphasis. Which courses in the emphasis will Introduce, Practice, and/or Assess the learning outcomes? Use the table below to provide the information. Add rows as needed.**

Learning Outcome	Introduced	Practiced	Assessed
Describe basic environmental science perspectives and how to apply them to public-facing,	<ul style="list-style-type: none"> <li>ENVS 170A</li> <li>ENVS 210</li> <li>ENVS 310</li> </ul>	<ul style="list-style-type: none"> <li>ENVS 225</li> <li>ENVS 270</li> <li>ENVS 350</li> </ul>	<ul style="list-style-type: none"> <li>ENVS 275</li> <li>ENVS 310</li> <li>ENVS 408</li> </ul>

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community-connected, and humanities-oriented projects and initiatives.		<ul style="list-style-type: none"> <li>• ENVS 415</li> </ul>	<ul style="list-style-type: none"> <li>• ENVS 415</li> </ul>
Evaluate evidence surrounding environmental science-related initiatives taking place in the public sphere, compare the proposed outcomes with known best practices, and communicate recommended changes to stakeholders as needed.	<ul style="list-style-type: none"> <li>• ENVS 170A</li> <li>• ENVS 210</li> <li>• ENVS 310</li> </ul>	<ul style="list-style-type: none"> <li>• ENVS 225</li> <li>• ENVS 270</li> <li>• ENVS 350</li> <li>• ENVS 415</li> </ul>	<ul style="list-style-type: none"> <li>• ENVS 275</li> <li>• ENVS 310</li> <li>• ENVS 408</li> <li>• ENVS 415</li> </ul>
Facilitate complex environmental science-related discussions with diverse groups of stakeholders.	<ul style="list-style-type: none"> <li>• ENVS 170A</li> <li>• ENVS 210</li> <li>• ENVS 310</li> </ul>	<ul style="list-style-type: none"> <li>• ENVS 225</li> <li>• ENVS 270</li> <li>• ENVS 350</li> <li>• ENVS 415</li> </ul>	<ul style="list-style-type: none"> <li>• ENVS 310</li> <li>• ENVS 408</li> <li>• ENVS 415</li> </ul>

**X. Requirements to meet 40% commonality across emphases.**

<u>Requirement Title / Description</u>	<u>Courses (include prefix, number, title, units)</u>	<u>Minimum units needed to satisfy requirement</u>
Major Core	<ul style="list-style-type: none"> <li>• PAH 200: Introduction to Applied Humanities (3)</li> <li>• PAH 201: Applied Humanities Practice: Techniques &amp; Technologies for Public Enrichment (3)</li> <li>• PAH 372: Intercultural Competence: Culture, Identity, Adaptation &amp; Intercultural Relations (3)</li> <li>• PAH 383: Pre-internship: Building Career Readiness (3)</li> <li>• PAH 420: Innovation and the Human Condition: Learning How to Improve Life in the Community &amp; Beyond (3)</li> <li>• PAH 493: Internship (3)</li> <li>• PAH 498: Senior Capstone (3)</li> <li>• 1 humanities elective from the approved list (3)<sup>4</sup></li> </ul>	24
	<b>Total major core upper division units required</b>	15
	<b>Total major core units required</b>	24

**XI. Requirements specific to the proposed emphasis.**

**Note: a proposed emphasis having similar curriculum with other plans (within department, college, or university) may require completion of a [comparison chart](#). Total units required for each emphasis must be equal.**

<u>Requirement Title/Description</u>	<u>Courses (include prefix, number, title, units)</u>	<u>Minimum units needed to satisfy requirement</u>
Emphasis Core	<ul style="list-style-type: none"> <li>• ENVS 170A1: Introduction to Environmental Science (3) <b>or</b> ENVS 210: Environmental Essentials: A Global Approach to Saving Planet Earth (3)</li> <li>• Five of the following: <ul style="list-style-type: none"> <li>◦ ENVS 225: Biology of Environmental Systems (3)</li> <li>◦ ENVS 270: Critical Zone Science (3)</li> </ul> </li> </ul>	18

<sup>4</sup> The electives list is included at the end of this document for reference.



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	<ul style="list-style-type: none"> <li>○ ENVS 275: Data Analysis for Life &amp; Environmental Sciences (3)</li> <li>○ ENVS 310: Ecosystem Health &amp; Justice (3)</li> <li>○ ENVS 350: Collaborative Environmental Problem Solving (3)</li> <li>○ ENVS 408: Scientific Writing for Environmental, Agricultural &amp; Life Sciences (3)</li> <li>○ ENVS 415: Translating Environmental Science (3)</li> </ul>	
	<b>Total emphasis upper division units required</b>	6
	<b>Total major emphasis units required*</b>	18

\* All emphases offered for this major must have the same minimum number of units required

#### XII. Emphasis course/faculty information for existing courses.

Course prefix and number	Title	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Department	Faculty members available to teach the courses
ENVS 170A1	Introduction to Environmental Science	F, Sp, every year	Environmental Science	Jacqueline Maximillian
ENVS 210	Environmental Essentials: A Global Approach to Saving Planet Earth	F, Sp, every year	Environmental Science	Joan Curry
ENVS 225	Biology of Environmental Systems	F, every year	Environmental Science	Alicja Babst-Kostecka
ENVS 270	Critical Zone Science	Sp, every year	Environmental Science	Rivka Fidel
ENVS 275	Data Analysis for Life & Environmental Sciences	F, every year	Environmental Science	Albert Barberan
ENVS 310	Ecosystem Health & Justice	F, every year	Environmental Science	Monica Ramirez-Andreotta
ENVS 350	Collaborative Environmental Problem Solving	F, every year	Environmental Science	Dan Ferguson
ENVS 408	Scientific Writing for Environmental, Agricultural & Life Sciences	F, Sp, every year	Environmental Science	Joseph Blankinship
ENVS 415	Translating Environmental Science	Sp, every year	Environmental Science	Monica Ramirez-Andreotta

#### XIII. Emphasis course/faculty information for NEW courses.

Course	Title	Status*	Anticipated first term offered	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Dept.	Faculty members available to teach the courses
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\*In development (D); submitted for approval (S); approved (A)

**XIV.** Using the table below, list each faculty member who will contribute to the teaching of courses in this emphasis and the teaching FTE they will contribute. Add rows as needed.

Course(s)	Name	Department	Rank	Degree	Faculty/% effort
ENVS 170A1	Jacqueline Maximillian	Environmental Science	Associate Professor	PhD	15%
ENVS 210	Joan Curry	Environmental Science	Professor	PhD	15%
ENVS 225	Alicja Babst-Kostecka	Environmental Science	Assistant Professor	PhD	15%
ENVS 270	Rivka Fidel	Environmental Science	Associate Professor	PhD	15%
ENVS 275	Albert Barberan	Environmental Science	Assistant Professor	PhD	15%
ENVS 310	Monica Ramirez-Andreotta	Environmental Science	Associate Professor	PhD	15%
ENVS 350	Dan Ferguson	Environmental Science	Assistant Professor	PhD	15%
ENVS 408	Joseph Blankinship	Environmental Science	Assistant Professor	PhD	15%
ENVS 415	Monica Ramirez-Andreotta	Environmental Science	Associate Professor	PhD	15%

**XV. Special conditions for admission to/declaration of this emphasis.**

There are no special conditions for admission to/declaration of this emphasis.

**XVI. Emphasis productivity**

In the unlikely event of low enrollment or a poor completion rate, the Department will increase recruitment, retention, and advising for the emphasis. If, after two additional academic years, enrollment continues to prove unproductive or unsustainable, the Department will sunset the emphasis over the course of the following year, making special arrangements for students who may need time to complete the degree or transfer to another program. Moreover, emphasis courses will continue to be offered, as the Department of Public & Applied Humanities and its curricular partner (College of Agriculture & Life Sciences) are committed to offering the courses regardless of the emphasis' productivity.

**XVII. Do you want the emphasis name to appear on the transcript?** ☒ Yes ☐ No

**XVIII. Do you want the emphasis name to appear on the diploma?** ☒ Yes ☐ No

**XIX. Anticipated semester and year to launch the proposed emphasis:** Fall 2023

**XX. Number of new faculty hires required to deliver the emphasis:** 0

**XXI. Budgetary impact**– indicate new resources needed and source of funding to implement the proposed emphasis. If reallocating resources, indicate where resources will be taken from and the impact this will have on the students/faculty/program/unit.



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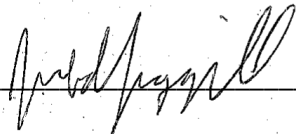
No new resources will be required to implement the proposed emphasis. The courses will simply become part of the faculty members' regular instructional rotation.

Decision process for approval will include:

- 1) efficiency of course offerings.
- 2) course offerings are appropriate and match the expertise of the faculty.
- 3) evidence of sufficient student demand.
- 3) no major conflict with existing programs.

**XXII. Required signatures**

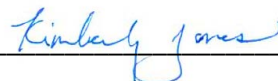
Managing Unit Administrator (print name and title): Judd Ruggill | Head | Department of Public & Applied Humanities

Managing Administrator's Signature:  Date: 10/29/2022

Managing Unit Administrator (print name and title): \_\_\_\_\_

Managing Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean (print name and title): Kimberly Jones, Vice Dean for Academic Affairs, College of Humanities

Dean's Signature:  Date: 10/31/22

Dean (printed name and title): \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**All programs that will be offered through distance learning and/or fully online must include the following signature. The signature of approval does not indicate a commitment to invest in this program. Any potential investment agreement is a separate process.**

Craig Wilson, Vice Provost, Online and Distance Education

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: In some situations, signatures of more than one unit head and/or college dean may be required.



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For use by Curricular Affairs:

Committee	Approval date
Academic Programs Subcommittee	
Undergraduate Council	
Undergraduate College Academic Administrators Council	

- ☐ Create approval memo
- ☐ Send memo to college/dept and acad\_org listserv
- ☐ Create emphasis code in UAccess, including secondary major emphasis code
- ☐ Upload approval memo and proposal documents to UAccess
- ☐ Notify acad\_org of the plan code creation
- ☐ Notify ADVIP team, include proposers

### Sample Major Map

#### 8 Semester Coursework Outline (4 year plan)

Year	Fall	Spring
1		<ul style="list-style-type: none"> <li>PAH 200</li> </ul>
2	<ul style="list-style-type: none"> <li>PAH 201</li> <li>ENVS 170A1 <b>or</b> ENVS 210</li> </ul>	<ul style="list-style-type: none"> <li>PAH 372</li> <li>ENVS 270 <b>or</b> ENVS 408 <b>or</b> ENVS 415</li> </ul>
3	<ul style="list-style-type: none"> <li>PAH 383</li> <li>ENVS 225 <b>or</b> ENVS 310 <b>or</b> ENVS 350 <b>or</b> ENVS 408</li> </ul>	<ul style="list-style-type: none"> <li>PAH 493</li> <li>ENVS 270 <b>or</b> ENVS 408 <b>or</b> ENVS 415</li> </ul>
4	<ul style="list-style-type: none"> <li>PAH 420</li> <li>ENVS 225 <b>or</b> ENVS 310 <b>or</b> ENVS 350 <b>or</b> ENVS 408</li> <li>Humanities elective</li> </ul>	<ul style="list-style-type: none"> <li>PAH 498</li> <li>ENVS 270 <b>or</b> ENVS 408 <b>or</b> ENVS 415</li> </ul>

#### 6 Semester Coursework Outline (3 year plan)

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Year	Fall	Spring
1	<ul style="list-style-type: none"> <li>PAH 200</li> <li>ENVS 170A1 <b>or</b> ENVS 210</li> </ul>	<ul style="list-style-type: none"> <li>PAH 201</li> <li>PAH 372</li> <li>ENVS 270 <b>or</b> ENVS 408 <b>or</b> ENVS 415</li> </ul>
2	<ul style="list-style-type: none"> <li>PAH 383</li> <li>ENVS 225 <b>or</b> ENVS 310 <b>or</b> ENVS 350 <b>or</b> ENVS 408</li> </ul>	<ul style="list-style-type: none"> <li>PAH 493</li> <li>ENVS 270 <b>or</b> ENVS 408 <b>or</b> ENVS 415</li> </ul>
3	<ul style="list-style-type: none"> <li>PAH 420</li> <li>ENVS 225 <b>or</b> ENVS 310 <b>or</b> ENVS 350 <b>or</b> ENVS 408</li> <li>Humanities elective</li> </ul>	<ul style="list-style-type: none"> <li>PAH 498</li> <li>ENVS 270 <b>or</b> ENVS 408 <b>or</b> ENVS 415</li> </ul>

#### 4 Semester Coursework Outline (2 year plan)

Year	Fall	Spring
1	<ul style="list-style-type: none"> <li>PAH 200</li> <li>PAH 383</li> <li>ENVS 170A1 <b>or</b> ENVS 210</li> <li>Humanities elective</li> </ul>	<ul style="list-style-type: none"> <li>PAH 201</li> <li>PAH 372</li> <li>PAH 493</li> <li>ENVS 270 <b>or</b> ENVS 408 <b>or</b> ENVS 415</li> </ul>
2	<ul style="list-style-type: none"> <li>PAH 420</li> <li>2 of the following: ENVS 225, ENVS 310, ENVS 350, ENVS 408</li> </ul>	<ul style="list-style-type: none"> <li>PAH 498</li> <li>2 of the following: ENVS 270, ENVS 408, ENVS 415</li> </ul>

### Humanities Electives

#### Africana Studies Program

- AFAS 223: African Philosophical Worlds (3 units)
- AFAS 463: Doing Business In/With Africa: A Cultural Perspective (3 units)

#### College of Humanities

- HUMS 200: Health, Culture, and Creativity: Foundations in Health Humanities and the Arts (3 units)

#### Department of East Asian Studies

- CHN 245: Chinese Popular Culture (3 units)
- EAS 245: Korean Pop Culture (3 units)
- JPN 245: Japanese Anime and Visual Culture (3 units)
- EAS 251: Introduction to Korea through Films (3 units)
- CHN 410B: The Anthropology of Contemporary China (3 units)
- JPN 425A: Anthropology of Japan: Images and Realities (3 units)
- CHN 444: Chinese Media & Culture (3 units)
- EAS 444: East Asian Traditions and the Rise of Commercial Civilization (3 units)
- EAS 466: Japanese and Chinese Nationalism (3 units)

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Department of Family & Community Medicine

- FCM 301: Substance Misuse in Maternal & Child Health Populations (3 units)
- FCM 302: Clinical Health Disparities in Sexual & Gender Minority (SGM) Populations (2 units)
- FCM 402: Addressing Health Disparities through Interprofessional Clinical-Community Collaboration (3 units)
- FCM 424A: Arts & Community Health: Intercultural Perspectives & Applications: Part I—Foundation (1 unit)
- FCM 424B: Arts & Community Health: Intercultural Perspectives & Applications: Part II—Disabilities (1 unit)
- FCM 424C: Arts & Community Health: Intercultural Perspectives & Applications: Part III—Aging (1 unit)
- FCM 496A: Advancements in Substance Misuse Research & Clinical Care Seminar (2 units)
- FCM 496E: Introduction to Population Health Management (3 units)

Department of French & Italian

- FREN 230: French Culture (1789-present) (3 units)
- ITAL 230: Introduction to Italian Culture (3 units)
- FREN 231/ITAL 231: Fashion and Culture in France and Italy (3 units)
- ITAL 240: Italian Folklore and Popular Culture (3 units)
- FREN 373: US & Francophone Hip-Hop Cultures (3 units)
- FREN 433: Business French 1 (3 units)
- FREN 434: Business French 2 (3 units)

Department of German Studies

- GER 246: Culture, Science and Technology (3 units)
- GER 315: Business German (3 units)
- GER 371: Contemporary German Culture (3 units)
- GER 416: Minority Views in German Culture (3 units)
- GER 430: Crossing Borders/Crossing Cultures (3 units)

Department of Linguistics

- LING 114: Learning a Foreign Language (3 units)
- LING 201: Introduction to Linguistics (3 units)
- LING 210: American Indian Languages (3 units)
- LING 211: Meaning in Language and Society (3 units)
- LING 320: Language and Social Issues (3 units)
- LING 322: The Structure and Meaning of Words (3 units)
- LING 341: Language Development (3 units)
- LING 388: Language and Computers (3 units)
- LING 408: Computational Techniques for Linguists (3 units)
- LING 432: Psychology of Language (3 units)

Department of Public & Applied Humanities

- PAH 220: Collaboration: A Humanities Perspective (3 units)
- PAH 221: Creating, Imagining, Innovating: Intercultural Approaches for Academic and Career Success (3 units)
- PAH 230: Video Games as Artifacts: Appreciating Interactive Multimedia Entertainment (3 units)

**UNDERGRADUATE EMPHASIS (SUB-PLAN) REQUEST FORM**  
**MAJORS WITH EXISTING EMPHASES (SUB-PLANS)**

- PAH 231: Global Video Game Cultures and Their Origins (3 units)
- PAH 240: Some We Love, Some We Hate, Some We Eat: Global Perspectives on Human/Animal Relationships (3 units)
- PAH 260: Asian Pacific American Cultures in Public Life (3 units)
- PAH 310: Urban Multilingualism: An Introduction to Exploring Diverse Cities (3 units)
- PAH 320: Working: The Rewards and Costs of Employment (3 units)
- PAH 330: The Video Game Industry: An Introduction to the Business of Making Money with Play (3 units)
- PAH 331: Video Game Studies: Critical/Cultural Approaches (3 units)
- PAH 350: Health Humanities: Intercultural Perspectives (3 units)
- PAH 456: Humanities and the Global Creative Economy (3 units)

Department of Religious Studies & Classics

- CLAS 240: Ancient Athletics (3 units)
- CLAS 313: Health and Medicine in Classical Antiquity (3 units)
- CLAS 329: Art History of the Cinema (3 units)
- RELI 203: Religion and Medicine in the Western Healing Traditions (3 units)
- RELI 210: Religion in the American Experience (3 units)
- RELI 211: Life After Death in World Religions and Philosophies (3 units)
- RELI 212: Introduction to American Indian Religious Traditions (3 units)
- RELI 230: Religions and Cultures of India (3 units)
- RELI 302: Ellis Island, 9/11, and Border Walls: Religion and Immigration in the U.S. (3 units)
- RELI 303: Spirituality and Sickness: Religion and Health in the U.S. (3 units)
- RELI 326: God, Humanity, & Science (3 units)
- RELI 335: Rap, Culture and God (3 units)
- RELI 336: Spirituality, Psychology, and the Mind (3 units)
- RELI 345: Religion and the Arts in India (3 units)
- RELI 359: Buddhism and Healing (3 units)
- RELI 360: Religion, Nature, and Climate Change (3 units)
- RELI 363: Religion and Sex (3 units)
- RELI 367: Yoga (3 units)
- RELI 404: Religion, Gender, and the Body (3 units)
- RELI 406: Religious Diversity in Healthcare: Intercultural Training (3 units)
- RELI 412: Religion and Literature in Latin America (3 units)
- RELI 428A: Globalization, the Environment, and Indigenous Religions (3 units)
- RELI 482: Tantric Buddhism (3 units)

Department of Russian & Slavic Studies

- RSSS 315: Werewolves and Vampires: Slavic Folklore in our Culture (3 units)
- RSSS 325: Eastern Orthodoxy in a Global Age (3 units)

Department of Spanish & Portuguese

- SPAN 352: Reading Politics and Culture in the Hispanic World (3 units)
- SPAN 371A/B: Spanish for Business and Economics (3 units)
- PORT 430: Brazilian Civilization (3 units)
- SPAN 430: Issues in Spanish Culture (3 units)
- SPAN 431: Issues in Spanish-American Culture (3 units)
- SPAN 433: Issues in Mexican and Mexican-American Culture (3 units)
- SPAN 449D: Border Studies (3 units)
- PORT 463: Topics in Luso-Brazilian Literature (3 units)



**UNDERGRADUATE EMPHASIS (SUB-PLAN) REQUEST FORM**  
**MAJORS WITH EXISTING EMPHASES (SUB-PLANS)**

- SPAN 480: Service Learning (3 units)

Department of Teaching, Learning & Sociocultural Studies

- TLS 386: Global Citizenship: Reading the World and the Word (3 units)

Honors College

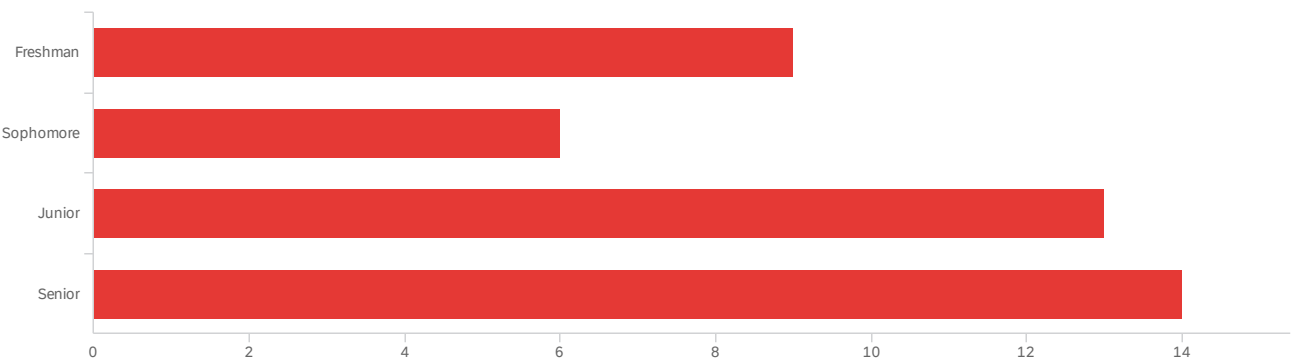
- HNRS 305: Narrative Medicine and Healthcare (3 units)

# Default Report

Applied Humanities-Environmental Systems -- Student Interest Survey (Fall 2022)

September 8, 2022 9:59 PM MDT

## Q8 - What is your class standing?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your class standing?	1.00	4.00	2.76	1.13	1.28	42

#	Field	Choice Count
1	Freshman	21.43% 9
2	Sophomore	14.29% 6
3	Junior	30.95% 13
4	Senior	33.33% 14

42

Showing rows 1 - 5 of 5

## Q2 - What is your current major (or majors if you are pursuing more than one)?

What is your current major (or majors if you are pursuing more than one)?

German Spanish and journalism

BA anthropology and BA applied humanities medicine +minor in care and health

Psychology, Spanish with an emphasis in translation and interpretation

BGS- Science, Technology, Health, and Society focus

World Literature

World literature

Interdisciplinary studies

History and Religious Studies

Elementary Education and Spanish

World Literature

Fashion Design

East Asian Studies

EAS and EVS

Global Studies

BIS Social Behavior and Human Understanding

Business Administration

Accounting and French

EAS - Japanese Culture

Anthropology and Classics

SPS and Russian

East Asian Studies

General Studies College of Humanities with a Science emphasis

What is your current major (or majors if you are pursuing more than one)?

Spanish

Global Studies/Spanish

Foreign Policy & East Asian Studies (Diversity Emphasis)

East Asian Studies: Japanese Language Emphasis

Horse Track

Applied Humanities with a Business Administration emphasis

General studies

General Studies

Philosophy, World Literature

Landscape Architecture, Sanish

Economics, Criminal Justice, Spanish with an Emphasis in Translation and Interpretation

Bilingual Education, and Spanish

PAH -Public Health and Law

Applied Humanities: Business Administration

FSHD

Psychology & Spanish

Interdisciplinary Studies emphasis and art media and entertainment

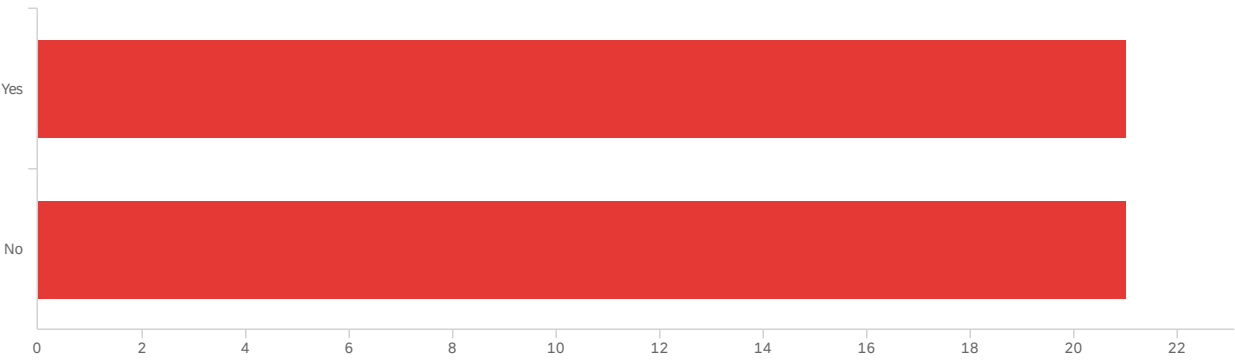
Spanish w/ a Portuguese Emphasis

Interdisciplinary Studies concentration on Social/Behavioral

General Studies



Q3 - Would you be interested in an emphasis in Environmental Systems in the BA in Applied Humanities?



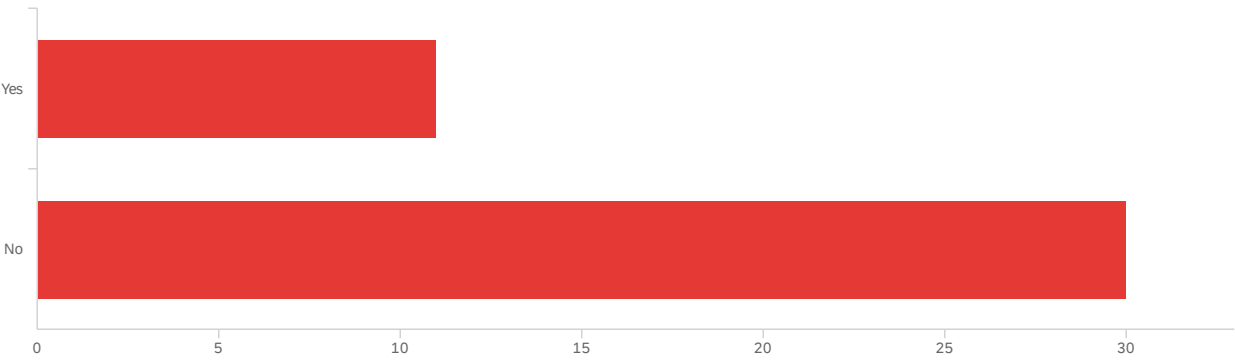
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in an emphasis in Environmental Systems in the BA in Applied Humanities?	1.00	2.00	1.50	0.50	0.25	42

#	Field	Choice Count
1	Yes	50.00% 21
2	No	50.00% 21

42

Showing rows 1 - 3 of 3

Q4 - If so, would you consider adding a BA in Applied Humanities–Environmental Systems as an additional major to the one(s) you're already pursuing?



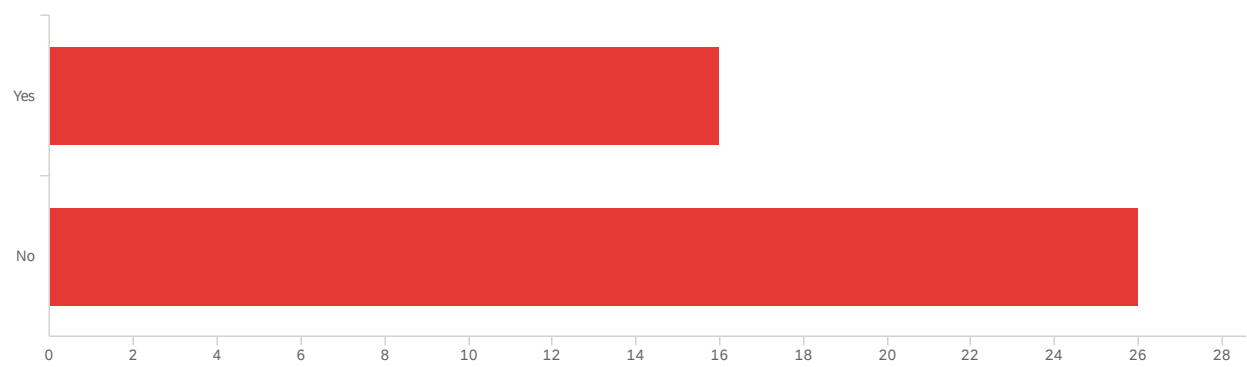
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If so, would you consider adding a BA in Applied Humanities–Environmental Systems as an additional major to the one(s) you're already pursuing?	1.00	2.00	1.73	0.44	0.20	41

#	Field	Choice Count
1	Yes	26.83% 11
2	No	73.17% 30

41

Showing rows 1 - 3 of 3

Q5 - Do you know of other students who might be interested in a BA in Applied Humanities–Environmental Systems?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you know of other students who might be interested in a BA in Applied Humanities–Environmental Systems?	1.00	2.00	1.62	0.49	0.24	42

#	Field	Choice Count
1	Yes	38.10% 16
2	No	61.90% 26

42

Showing rows 1 - 3 of 3

## Q6 - If so, what is their current major?

If so, what is their current major?

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Political science

N/A

Environmental Science

Environmental Science

Veterinarian?

History

Accounting

Geography/Sociology

Cellular and Molecular Biology, Enviromental Studies

Landscape Architecture, Sustainable Built Environments, Plant Sciences

Classics, Environmental Science

Interdisciplinary Studies

Interdisciplinary Studies

## Q7 - If you have any other feedback for us, please include it below.

If you have any other feedback for us, please include it below.

I think have a environmental/health humanities focus would be cool

It sounds very similar to how I have built my program.

N/A

I think it is a great idea to include the Environmental System emphasis. I would love to take this major.

I feel like Environmental Systems is a very important thing to learn about in the current life

N/A

What jobs can you do that make over \$40,000 a year?

I think it is a necessary addition to the university, I am just too far long.

I like that there will be more courses offered

I can't change majors now but if I were a freshman again, I'd major in this.

im sure this will be a great edition, im just not in that major:)

While i think i am too far into my UG to change direction, i think this is an amazing course or study that has deep research and incredibly poignant applied use. Coupling an ethos and pathos approach to the logos of undeniable climate science is likely the only way to shift public response to climate crisis.

What do BA in Applied Humanities Environmental Systems Involves?

**End of Report**



Judd Ruggill <jruggill@gmail.com> **Environmental Systems Emphasis**

**Chorover, Jon - (chorover)** <chorover@arizona.edu> Fri, Jul 8, 2022 at 4:36 AM To: "Ruggill, Judd - (jruggill)" <jruggill@arizona.edu>

Dear Judd,

I am writing to indicate my support of the new "Environmental Systems" emphasis that is proposed for the Public and Applied Humanities Program. The Environmental Science (ENVS) courses that are included in the emphasis area, which we selected collaboratively, are appropriate to interface with the Public and Applied Humanities (PAH) core courses. The combination of PAH and ENVS coursework outlined in this emphasis area will provide students with a humanities-focused understanding of environmental science and will prepare students for a wide range of career or graduate program pathways. The ENVS courses listed will be made available to PAH students.

Sincerely,

Jon

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Jon Chorover

Professor and Head

Department of Environmental Science

University of Arizona

Tucson, AZ 85721-0038

Phone: (520) 621-1646

Fax: (520) 621-1647

Email: chorover@arizona.edu

*I am on ancestral lands of the*

*Tohono O'odham and Pascua Yaqui.*

<b>Major</b>	Applied Humanities--Environmental Systems	Environmental Studies
<b>Description</b>	Deploy the cognitive, creative, international, interpersonal, and intercultural intelligences and competencies taught in the humanities to create collaborative, public-facing projects designed to enhance life in the community.	With a B.A. in Environmental Studies, you'll learn techniques to address the most pressing social science issues and also have the freedom to explore physical science techniques to round out your experience.
<b>Required Units</b>	42	36
<b>Courses</b>	<p><b>Core Courses</b></p> <ul style="list-style-type: none"> <li>PAH 200: Introduction to Applied Humanities</li> <li>PAH 201: Applied Humanities Practice: Techniques &amp; Technologies for Public Enrichment</li> <li>PAH 372: Intercultural Competence: Culture, Identity, Adaptation &amp; Intercultural Relations</li> <li>PAH 383: Pre-internship: Building Career Readiness</li> <li>PAH 420: Innovation and the Human Condition: Learning How to Improve Life in the Community &amp; Beyond</li> <li>PAH 493: Internship</li> <li>PAH 498: Senior Capstone</li> <li><u>One</u> elective from the <a href="#">approved list</a></li> </ul> <p><b>Emphasis Courses</b></p> <ul style="list-style-type: none"> <li>ENVS 170A1: Introduction to Environmental Science <b>or</b> ENVS 210: Environmental Essentials: A Global Approach to Saving Planet Earth</li> <li><u>Five</u> of the following: <ul style="list-style-type: none"> <li>ENVS 225: Biology of Environmental Systems</li> <li>ENVS 270: Critical Zone Science</li> <li>ENVS 275: Data Analysis for Life &amp; Environmental Sciences</li> <li>ENVS 310: Ecosystem Health &amp; Justice</li> <li>ENVS 350: Collaborative Environmental Problem Solving</li> <li>ENVS 408: Scientific Writing for Environmental, Agricultural &amp; Life Sciences</li> <li>ENVS 415: Translating Environmental Science</li> </ul> </li> </ul>	<p><b>Ideas &amp; Institutions</b></p> <ul style="list-style-type: none"> <li>EVS 260: Environmental Studies: Ideas &amp; Institutions</li> </ul> <p><b>Introduction to Environmental Social Science</b></p> <ul style="list-style-type: none"> <li><u>One</u> of the following: <ul style="list-style-type: none"> <li>GEOG: Environment and Society in the Southwest Borderlands</li> <li>GEOG 256: Sustainable Cities &amp; Societies</li> <li>HIST 247: Nature &amp; Technology in US History</li> </ul> </li> </ul> <p><b>Environmental Science I</b></p> <ul style="list-style-type: none"> <li><u>One</u> of the following: <ul style="list-style-type: none"> <li>ENVS 200: Introduction to Soil Science</li> <li>ENVS 210: Fundamentals of Environmental Science &amp; Sustainability</li> <li>ENVS 270: Critical Zone Science</li> <li>GEOG 220: Our Diverse Biosphere</li> <li>GEOG 230: Our Changing Climate</li> <li>GEOG 240: Our Dynamic Landscape</li> </ul> </li> </ul> <p><b>Environmental Science II</b></p> <ul style="list-style-type: none"> <li><u>One</u> of the following: <ul style="list-style-type: none"> <li>ENVS 200: Introduction to Soil Science</li> <li>ENVS 210: Fundamentals of Environmental Science &amp; Sustainability</li> <li>ENVS 270: Critical Zone Science</li> <li>ENVS 305: Pollution Science</li> <li>GEOG 220: Our Diverse Biosphere</li> <li>GEOG 230: Our Changing</li> </ul> </li> </ul>

		<p>Climate</p> <ul style="list-style-type: none"> <li>○ GEOG 240: Our Dynamic Landscape</li> <li>○ GEOG 338: Biogeography</li> <li>○ GEOG 430: The Climate System</li> <li>○ GEOG 435: Plants Under Stress</li> </ul> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li>● <u>Two</u> of the following: <ul style="list-style-type: none"> <li>○ GEOG 222: Working with Numeric, Spatial &amp; Visual Data</li> <li>○ GEOG 303: Field Study in Environmental Geography</li> <li>○ GEOG 330: Introduction to Remote Sensing</li> <li>○ GEOG 357: Geographical Research Methods</li> <li>○ GEOG 403: Applications of Geographic Information Systems</li> <li>○ GEOG 457: Statistical Techniques in Geography, Regional Development &amp; Planning</li> </ul> </li> </ul> <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>● <u>One</u> of the following: <ul style="list-style-type: none"> <li>○ ENVS 397S: Sustainability Workshop I: Students for Sustainability</li> <li>○ EVS 393: Internship</li> <li>○ GEOG 497F: Community &amp; School Garden Workshop</li> </ul> </li> </ul> <p><b>Environmental Social Sciences &amp; Policy</b></p> <ul style="list-style-type: none"> <li>● <u>Four</u> of the following: <ul style="list-style-type: none"> <li>○ ANTH 307: Ecological Anthropology</li> <li>○ ANTH 331: Anthropology &amp; Development</li> <li>○ ANTH 347: Native Peoples of the Southwest</li> <li>○ ANTH 418: Southwest Land &amp; Society</li> <li>○ ANTH 424A: Political Ecology</li> <li>○ ANTH 441A: Natural Resource Management in Native Communities</li> <li>○ EVS 393: Internship</li> <li>○ EVS 399: Independent Study</li> <li>○ EVS 499: Independent Study</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ GEOG 302: Introduction to Sustainable Development</li> <li>○ GEOG 304: Water, Environment &amp; Society</li> <li>○ GEOG 362: Environment &amp; Development</li> <li>○ GEOG 368: The Green Economy</li> <li>○ GEOG 374: Geography, Social Justice &amp; the Environment</li> <li>○ GEOG 404: The Politics of Nature</li> <li>○ GEOG 408: Arizona &amp; the Southwest</li> <li>○ GEOG 431A: Traditional Ecological Knowledge</li> <li>○ GEOG 445: Geographies of International Environmental Governance</li> <li>○ GEOG 459: Land Use &amp; Growth Controls</li> <li>○ GEOG 461: Environmental &amp; Resource Geography</li> <li>○ GEOG 462: Environmental Law, Geography &amp; Society</li> <li>○ GEOG 468: Water &amp; Sustainability</li> <li>○ GEOG 488: Governing Science &amp; Technology</li> <li>○ GEOG 497F: Community &amp; School Garden Workshop</li> <li>○ GEOG 497S: Sustainable Development &amp; New Urbanism</li> <li>○ GEOS 478: Global Change</li> <li>○ HIST 355: US Environmental History</li> <li>○ HIST 356: Global Environmental History</li> <li>○ HIST 428: Food, Health &amp; Environment in History</li> <li>○ HIST/MENA 443: Environmental History of the Middle East</li> <li>○ JOUR 455: Environmental Journalism</li> <li>○ JOUR 472: Science Journalism</li> <li>○ PHIL 323: Environmental Ethics</li> <li>○ RELI 360: Religion &amp; Ecology</li> <li>○ RNR 351: Ecosystem Services: Science &amp; Management</li> </ul>
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		<ul style="list-style-type: none"> <li>○ RNR 384: Natural Resource Management Practices</li> <li>○ RNR 472: Environmental Land Use Planning</li> <li>○ RNR 476: Environmental Law &amp; Economics</li> <li>○ RNR 480: Natural Resources Policy &amp; Law</li> <li>○ RNR 481: Environmental Policy</li> <li>○ SOC/CHS 350: Environment, Health &amp; Society</li> </ul> <p><b>Senior Capstone</b></p> <ul style="list-style-type: none"> <li>● GEOG/EVS 498: Senior Capstone</li> </ul>
<b>Potential Course/Unit Overlap</b>	<u>6 units</u> <ul style="list-style-type: none"> <li>● ENVS 210: Environmental Essentials: A Global Approach to Saving Planet Earth</li> <li>● ENVS 270: Critical Zone Science</li> </ul>	