

UNDERGRADUATE EMPHASIS (SUB-PLAN) REQUEST FORM
MAJORS WITHOUT EXISTING EMPHASES (SUB-PLANS)

Requests for the creation of a new emphasis requires approval from the school director/department head (managing administrator), college academic dean, Curricular Affairs, Undergraduate Council (UGC), and College Academic Administrators Council (CAAC). Complete this form (for each proposed emphasis) and submit to Martin Marquez (martinmarquez@email.arizona.edu), no later than January 31, 2020 to be considered for inclusion in the 2020-2021 Academic Catalog.

- I. Requested by (College & School/Department):** College of Social and Behavioral Sciences, School of Government and Public Policy
- II. Proposer’s name, title, email and phone number:** Faten Ghosn, Associate Professor & Director of Undergraduate Studies at the School of Government and Public Policy, ghosn@email.arizona.edu, (520-621-7321)
- III. Degree, major and number of students currently enrolled in the major (include dual majors):** BS in Public Management and Policy, 118
- IV. Total number of students that have completed the major in past 3 years:** 231
- V. Minimum number of units required to complete the major (do not include foundation, general education, general electives or supporting coursework):** 45
- VI. Name of the proposed emphasis:** Environmental Policy
- VII. Campus and location offering-**check the campus(es) and location(s) where this emphasis will be offered.

X Main	<input checked="" type="checkbox"/> UA <input type="checkbox"/> Online	<input type="checkbox"/> Phoenix <input type="checkbox"/> Biomedical	<input type="checkbox"/> Distance (type in location(s) below):
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- VIII. Provide a rationale for the proposed new emphasis. Survey your current majors to provide evidence of student interest in/demand for the proposed emphasis – attach the survey questions and results at the end of this proposal. Write a short summary of the findings of the survey. You may also include external data (Bureau of Labor Statistics, reports/letters of support from relevant bodies, etc.). Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed emphasis. Please contact Martin Marquez to request the report for your proposal.**

Since the establishment of the School of Government & Public Policy in 2010, we have introduced 2 new majors (BS in Criminal Justice Studies in 2012 and BA in Law in 2014), and currently have about 2400 majors across all four degrees (Criminal Justice Studies = 816; Political Science = 741; Public Management & Policy Concentration = 118; Law = 715). Within Public Management & Policy Concentration (PMPC) the major strengths of the school are in 3 areas: Environmental Policy, Public Administration & Management, and Public Policy. These concentrations are all crucial to preparing students for careers in government and non-profit sectors, which are the two primary career destinations of our graduates from this program. In Political Science, we have 7 sub-plans (American Politics, Comparative Politics, Foreign Affairs, General, Ideas & Methods, International Relations, and Law & Public Policy) that students can specialize in and which appear on their transcripts. This has been extremely popular and our PMPC students would like their areas of specializations to also appear on their transcripts and resume.

- 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. Delete example (EX) row before submitting:

Learning Outcome	Introduced	Practiced	Assessed
Students will demonstrate critical thinking about major environmental policy issues	PA 206	PA 481	PA 481
Students will demonstrate a basic understanding of the policy making process within the American political system surrounding environmental challenges	POL 201	PA 482	PA 482

- X. Requirements to meet 40% commonality across emphases. [ABOR Policy 2-221-c. Academic Degree Programs Subspecializations](#) requires all emphases within a major to share at least 40% curricular commonality across emphases (known as “major core”-courses counting towards major units and major GPA). List the required major core curriculum required of all emphases. Refer to your existing [advisement report\(s\)](#), if needed. Include the prefix, course number, course title and number of units. Add rows as needed. Delete example (EX) rows before submitting.

Requirement Title/Description	Courses (include prefix, number, title, units)	Minimum units needed to satisfy requirement
Introduction to major	-ECON 200 Basic Economic Issues (3) -SBS 200 Introduction to Statistics for the Social Sciences (4) -PA 206 Public Policy and Administration (3) -POL 201 American National Government (3) -Additional Intro: POL 202 International Relations (3), or POL 203 Political Ideas (3), or POL 204 Comparative Politics in the Age of Globalization (3), or POL 209 Diversity and Politics in a Changing World (3)	16
Major Core	-PA 330 Ethics for the Public Administrator (3) -PA 410 Introduction to Public and Nonprofit Financial Management (3) -PA 470 Public Organizational Management (3) -PA 480 Formation of Public Policy (3) -PA 393/393H Internship (3 units required)	15
	Total major core upper division units required	15
	Total major core units required	31

- XI. Requirements specific to the proposed emphasis. List the required emphasis core, electives, and any special conditions students must meet to complete the emphasis using the table below. Include the prefix, course number, course title, and units for each course. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Highlight and label (NEW) any new courses that must be developed for the emphasis. Add rows as needed

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	PA 481 Environmental Policy	3
Emphasis Electives	Complete 12 units from the following list. Limit of 3 units of independent study may count towards this requirement. At least 6 units from SGPP.	12
	PA 461 Global Climate Change (3)	
	PA 482 Environmental Governance (3)	
	POL 483 Urban Public Policy (3)	
	PA 484 Environmental Management (3)	
	GEOG 304 Water, Environment, & Society (3)	
	GEOG 362 Environment and Development (3)	
	GEOG/EVS 363 Climate Change: Human Causes, Social Consequences and Sustainable Responses (3)	
	GEOG/EVS 374 Geography, Social Justice and the Environment (3)	
	GEOG 404 Politics of Nature(3)	
	GEOG 430 Climate System (3)	
	GEOG/EVS 445 Geographies of International Environmental Governance(3)	
	GEOG/EVS 462 Environmental Law, Geography, & Society(3)	
	GEOG 468 Water & Sustainability(3)	
	HIST 355 U.S. Environmental History(3)	
	HIST 356 Global Environmental History(3)	
	HIST 358 Natural History of Disasters(3)	
	HIST 443 Environmental History of the Middle East (3)	
	HIST 428 Food, Health, and Environment in History(3)	
	HIST 460 Environmental History of East Asia(3)	
	LAW 454 Environmental Law(3)	
	POL 325 Foundations of Political Psychology(3)	
	POL 413 Human Security(3)	
	POL 474 The Art of Diplomacy & Negotiation(3)	
	PA/POL 399 Independent Study (3)	
	PA/POL 499 Independent Study (3)	
	Total emphasis upper division units required	15
	Total major emphasis units required*	15

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

XII. Emphasis course/faculty information for existing courses. Complete the table below for all emphasis coursework. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Add rows as needed.

Course prefix and number	Title	<u>Course Description</u>	Pre-requisites	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Department	Faculty members available to teach the courses
PA 461	Global Climate Change	Global climate change is widely considered the greatest threat confronting societies and governments today. This course will cover the scientific evidence of global climate change, the role of science in policy and decision making, major policy options and their ethical implications, and the response of international organizations, businesses and the community to the environmental impacts of this issue.		Fall	Govt & Pub Policy	Schlager, Edella
PA 481	Environmental Policy	Role of government in management of energy, natural resources and environment; process and policy alternatives; special attention to the Southwest.		Fall	Govt & Pub Policy	Baldwin, Elizabeth Henry, Adam D.
PA 482	Environmental Governance	This course introduces the concept of sustainable development as a policy goal, and explores the complex role of governance systems in promoting or inhibiting sustainability. Four major barriers to environmental sustainability are examined, including: 1) path dependency of policy choices, 2) collective action dilemmas, 3) conflicts over values and beliefs, and 4) the difficulty of translating scientific knowledge about coupled human and natural systems into effective policy solutions. This course emphasizes the understanding of practical solutions to problems of sustainability that		Fall	Govt & Pub Policy	Henry, Adam D.

		are grounded in theories of public policy and management.				
PA 484	Environmental Management	This course is a survey of environmental management and economics to maximize social benefit. Covering pollution control, nonrenewable resource extraction, and natural resource management, we address both theory and policy in practice to determine when markets work, when they fail, and what policy can do to help. We also discuss the taxonomy of value and introduce stated- and revealed-preference valuation techniques. This course aims to empower students with a set of tools to rigorously evaluate a range of real-world issues at the human-environment nexus through the synthesis of science, economics, and policy. Basic math (graphing and algebra) will be used in this course, but all concepts will be reviewed during the first class.		Spring	Govt & Pub Policy	Bakkensen, Laura
GEOG 304	Water, Environment, & Society	The course explores human and natural systems and their dependence on freshwater at multiple scales. Topics of interest include global change, ecosystem services, groundwater, urbanization, land use, watershed and river basin management, stakeholder processes, and water policy.		Fall, Spring	Geography & Dev	Silber Coats, Noah
GEOG 362	Environment and Development	This course evaluates theories and practices aimed at addressing the complex relationship between economic development and environmental protection in both industrialized and developing world contexts		Spring	Geography & Dev	Downs, Lindsay M
GEOG/EVS 374	EVS 374. Geography, Social Justice and the Environment	Introduction to theories of social justice with application to social, cultural, and economic geography. What are the prevailing theories of social justice and how can we draw on them to assess movements and goals for social change? How do different geographical contexts inform our assessment of social justice		Fall, Spring	Geography & Dev	Rushbrook, Dereka A

		concepts? Course will address theory, moral questions, and specific case studies equally.				
GEOG 404	Politics of Nature	Surveys political problems in environment/society relations by exploring the history of geographic theory surrounding environmental politics, surveying the local and global actors in conflicts, and addressing questions of biodiversity loss, forest conservation, and urban hazards.		Spring	Geography & Dev	Osborne, Tracey N
GEOG 430	Climate System	Systematic examination of processes and circulations comprising Earth's climate. Emphasis on circulations influencing geographic processes using examples of atmospheric environmental issues.		Fall, Spring	Geography & Dev	Anchukaitis, Kevin J
GEOG/EVS 445	EVS 445 Geographies of International Environmental Governance	Why is it so difficult to solve international environmental problems? What works and doesn't work in international environmental policy and governance? What improvements can be made and how can we take positive steps forward? This course seeks to address these very questions from a geographical and social science perspective. We will explore the nature and causes of many high-profile international environmental problems and the solutions developed to address these challenges. We will begin by identifying some key concepts in global environmental politics such as the global commons, sovereignty, and sustainability. Next, we will explore the geographical origins and consequences of international environmental issues - which countries and groups are most responsible, how the issue relates to the earth's physical and human geography, and who will be most affected. We will explore the processes of environmental policy development from the identification of problems to the negotiation of solutions, and the implementation of international treaties		Fall, Spring	Geography & Dev	N/A

		and agreements. We will look at a variety of cases including water, whaling and marine conservation, fisheries, ozone depletion, toxic waste, transfrontier pollution, deforestation, biodiversity, and climate change, and how these relate to development goals. Finally, students will debate key policy questions in global environmental politics and analyze approaches to development, security, equity, and justice. The focus will be at the global level but we will also examine the interaction between processes in sub-national, national and international arenas and the role of government, business, nongovernmental and international organizations.				
GEOG/EVS 462	EVS 462 Environmental Law, Geography, & Society	This course offers an overview of U.S. environmental law and policy in historical and geographic context. How has U.S. society used laws to solve environmental problems? We introduce the fundamental elements of the U.S. legal system and the public policy process, as they affect the natural environment and resources. We study key environmental laws, such as the National Environmental Policy Act and the Clean Air Act, and the political geography, court decisions, and policy issues that have shaped their implementation in practice. In addition to environmental law, we discuss different approaches to environmental economics, political economy, and human-environment relations in order to better understand the wider social and geographic context of environmental regulation. In the last part of the course we study the evolution of electricity law in relation to changing social and environmental priorities, and these cross-cutting themes lead us to look at international environmental problems of global warming and climate change.		Fall	Geography & Dev	Bauer, Carl J

GEOG 468	Water & Sustainability	Social and environmental conflicts over water are intensifying in much of the world. This course studies the physical basis, history, and political economy of water development and water policy in the U.S. and internationally.		Spring	Geography & Dev	Bauer, Carl J
HIST 355	U.S. Environmental History	Examines the history of changing relations between human society and the natural world in North America.		Spring	History	Berry, Michelle K
HIST 356	Global Environmental History	This course will examine the ways in which different societies have defined, understood, valued, mapped, and made their livings in their environment. Also, it will explore how societies and environments mutually transform one another.		Spring	History	Weiner, Douglas R
HIST 358	Natural History of Disasters	<p>This one-semester, 3-unit undergraduate course examines the history of natural disasters. Earthquakes, storms, floods, fires, and droughts have all disrupted and transformed lives, environments, and societies. What defines a "natural" disaster? How have individuals, groups and nations understood and responded to these events? How have ideas about natural disasters changed over time? What are human responsibilities for natural disasters?</p> <p>Taking an environmental history approach, this course offers broadly based coverage of major topics in disaster studies, including cultural and political responses; disaster narratives and representations; changing scientific, technological and cultural interpretations of nature; memory and remembrances; impact of disasters on policy, economy, planning and society. We will explore and compare case studies through time and space. Throughout we will examine disasters as social, cultural and environmental phenomena, develop skills in analysis and interpretation, and</p>		Fall, Spring	History	Morrissey, Katherine G

		consider the changing meanings of disasters.				
HIST 443	Environmental History of the Middle East	How have humans interacted with the varied environments of the Middle East: deserts, oceans, mountain slopes, river valleys, grasslands, farmlands, cities, ports? How can we study those interactions, with what sources and methods? How have they been affected by changes in climate or technology? What is the impact of the many conquests and colonialisms that have swept over the region up to the present day? How do Middle Easterners view their own environment, how do they understand nature? What are they doing now to preserve their environments from destruction?		Spring	History	Schweig, Alexander
HIST 428	Food, Health, and Environment in History	Does food have a history? While seemingly a mundane aspect of everyday life, food has been central to cultural meaning, political conflict, religious life, and economic and social systems. Food has also been closely connected, both materially and in the realm of ideas, to bodily health and the natural environment, which will be the key themes of this course. Topics may include: the creation of the modern food system, the relationship between food production and landscape change, the shift from local to long-distance food procurement, the transformation of diet, the industrialization of agriculture, farm labor, the history of nutritional science and expert advice about what kinds of foods to eat, the development of global commodity chains, the environmental consequences of changes in the food system, the origins of public policy initiatives such as the school lunch and farm programs, and the rise of movements to challenge the conventional food system, such as vegetarianism,		Spring	History	Vetter, Jeremy A

		organic agriculture, and the local food movement. We will focus on historical experiences in their global and comparative context. Through this course, we will explore how a historical perspective can be insightful in understanding the food system.				
HIST 460	The Environmental History of East Asia	This course explores the mutual impact of culture and nature - how the natural environment has shaped culture, and how humans have impacted the natural environment (and to take this full circle, how human-induced changes in the natural environment subsequently impact societies). The relatively rapid and thoroughgoing transformations in East Asia over the past century allow us an ideal setting to explore the interaction between culture and nature. Focusing largely on China, Japan, Korea, and Vietnam, this course explores how the relatively new field of environmental history opens new dimensions of historical inquiry.		Fall, Spring	History	Pietz, David
LAW 454	Environmental Law and Policy	This is a foundational course in environmental law and regulatory policy. The course will focus on the concepts underlying approaches to protecting the environment, using the common law and various environmental statutes primarily as examples of the different approaches to environmental protection. The course will emphasize pollution control law by studying the Clean Air Act, the Clean Water Act and the Resource Conservation and Recovery Act. The course will also study liability for contamination through a more detailed study of the Superfund law. The course will also discuss the National Environmental Policy Act and the Endangered Species Act. We will look not only at traditional regulatory mechanisms,		Spring	Law	Erwin, John Alexander Blair, Mark L

		but also at the opportunities for market and non-regulatory solutions. The course has a practical problem-based focus. Students should be able to use the analytic tools and knowledge gained in this course to develop solutions to a wide variety of environmental problems.				
POL 325	Foundations of Political Psychology	This course will introduce students to political psychology, with an emphasis on how psychology may be used to understand mass political behavior, political movements, race and intergroup conflict, and attitude change.		Fall, Spring	Govt & Pub Policy	Weber,Christopher
POL 413	Human Security	Human security is an emerging paradigm that places individuals, rather than states, at the center of security considerations. This course is designed to provide a foundational understanding of the concept of human security, and the ways in which human security challenges have been addressed by the international		Fall, Spring	Govt & Pub Policy	Ryckman,Kirssa L
POL 474	The Art of Diplomacy & Negotiation	Each day offers new challenges that require we possess necessary skills to understand and manage our surroundings. Negotiation skills, when used appropriately, are a powerful tool in one's toolbox. This course introduces hands-on skills, tools and techniques that are necessary in achieving successful outcomes in negotiations. The course combines theoretical knowledge of leading negotiation scholars as well as practical experience. The primary focus is on enhancing one's personal ability in dealing with conflict/disagreement. As a result, students will be engaged in games, group discussions and creative tasks, inside and outside the classroom.		Fall, Spring	Govt & Pub Policy	Halawi-Ghosn,Faten Yasser

XIII. **Emphasis course/faculty information for NEW courses. Complete the table below. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Add rows as needed. Add rows as needed.**

Course prefix and number	Title	Course Description	Pre-requisites	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
GEOG/EV S 363	Human Causes, Social Consequences and Sustainable Responses			S	Fall 2020		Geography & Dev	Diana Liverman

*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
PA 461	Edella Schlager	Govt & Public Policy	Professor	Doctor of Philosophy	0.1
PA 481	Elizabeth Baldwin	Govt & Public Policy	Assistant Professor	Doctor of Philosophy	0.1
PA 482	Adam Henry	Govt & Public Policy	Associate Professor	Doctor of Philosophy	0.1
PA 484	Laura Bakkensen	Govt & Public Policy	Assistant Professor	Doctor of Philosophy	0.1
POL 325	Weber, Christopher	Govt & Public Policy	Associate Professor	Doctor of Philosophy	0.1
POL 413	Ryckman, Kirssa L	Govt & Public Policy	Assistant Professor	Doctor of Philosophy	0.1
POL 474	Halawi-Ghosn, Faten	Govt & Public Policy	Associate Professor	Doctor of Philosophy	0.1

- XV. Special conditions for admission to/declaration of this emphasis** – explain in detail the criteria to declare this emphasis, including GPA requirements, completion of courses prior to declaration, application process, interviews, etc. These conditions must be approved by faculty governance to be enforced.

None

- XVI. Emphasis productivity** – provide a detailed plan in the case the emphasis does not attract the number of anticipated students and/or the new courses have low enrollments. Will emphasis courses continue to be offered as described in Section XIII and XIV or will students be offered alternative courses from outside the emphasis as substitutions? Is the department/school/college committed to offering the courses regardless of the emphasis productivity?

Given that the school has about 2400 students and several of our classes are cross-listed across our 4 majors we are not concerned at all that our classes will have low enrollments. Many of these classes are currently being taught with cap sizes of 40 and 50.

- 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 2020

- 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.

No new resource or funding are requested to implement this program. The subplans are built around the strengths of the school and faculty. They are purely an official reflection of what the students are already doing, but which will help them on the job market.

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): Faten Ghosn, Director of Undergraduate Studies

Managing Administrator's Signature: [Signature] Date: 1/23/2020

Managing Unit Administrator (print name and title): Edella Schlager, Director of SGPP

Managing Administrator's Signature: [Signature] Date: 1/23/2020

Dean (print name and title): Amy C. Kimme Hea

Dean's Signature: [Signature] Date: 1/28/20

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.

Joel Hauff, Associate Vice President Academic Initiatives and Student Success and Executive Director for Online and Distance Education Administration

Signature: _____ Date: _____

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

For use by Curricular Affairs:

Committee	Approval date
Academic Programs Subcommittee	
Undergraduate Council	
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

Ghosn, Faten - (fghosn)
Sat 12/7/2019 11:05 AM
Liverman, Diana M - (liverman); Schlager, Edella - (schlager)+3 others □

Dear Diana (and all),

As the DUS, I will be submitting the proposal and I will include the classes you suggested in our proposal along with the two new ones you recommended.

We truly appreciate you all allowing SGPP students in your classes, I am sure that they will have a great experience!

All the best,
Faten

From: Liverman, Diana M - (liverman) <liverman@email.arizona.edu>
Sent: Saturday, December 7, 2019 8:14 AM
To: Schlager, Edella - (schlager) <schlager@email.arizona.edu>; Rushbrook, Dereka A - (dereka) <dereka@email.arizona.edu>; Gerlak, Andrea Kristen - (agerlak) <agerlak@email.arizona.edu>; Bauer, Carl J - (cjbauer) <cjbauer@email.arizona.edu>
Subject: Re: GEOG classes for SGPP program

Dear Edella

Most of our undergrad courses are open to all students but we would be pleased to have you list some of our courses for your environmental concentration and even to encourage some double majors.

We would recommend that you include the following courses for the concentration

GEOG 304 Water, Environment and Society - Carl Bauer teaches this once a year and we always offer I think twice a year

GEOG 362 Environment and Development (not sure who will be teaching that regularly though)

GEOG/EVS 374. Geography, Social Justice and the Environment - Dereka Rushbrook teaches this and Andrew Curley might join the rotation

GEOG 430 Climate System (usually taught by one of our physical geographers)

GEOG/EVS 445 Geographies of International Environmental Governance - Andrea hopes to teach this but because she is working partly for Udall Center not sure when she will again, but we have a lot of good senior grad students in this area who can step in

GEOG 404 Politics of Nature instead which we have taught regularly

GEOG/EVS 462 Environmental Law - regularly taught by Carl

GEOG/EVS 468 Water and Sustainability - Carl/Chris/Grads

GEOG/EVS 363. Climate Change: Human Causes, Social Consequences and Sustainable Responses
I will be teaching next year I hope.

I imagine you will get some great students in this concentration and we would be happy to have them in our courses. I don't think it will overwhelm us, especially if our courses are optional choices.

Diana Liverman

Vetter, Jeremy A - (jvetter)

Mon 11/25/2019 9:16 AM

Ghosn, Faten - (fghosn)

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Hi Faten,

Sounds good. Thanks for the update!

--Jeremy

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From: Ghosn, Faten - (fghosn) <fghosn@email.arizona.edu>

Sent: Sunday, November 24, 2019 10:38 AM

To: Vetter, Jeremy A - (jvetter) <jvetter@email.arizona.edu>

Subject: History Classes

Hi Jeremy,

Thanks for letting me know about the additional classes. We will be listing the following history classes for our Environmental Policy Concentration:

HIST 355, 356, 358, 428, 443, and 460

Best,

Faten

Swisher, Keith - (keithswisher)

Mon 11/25/2019 11:07 PM

Ghosn, Faten - (fghosn); Blair, Mark L - (mlmb)

□

Hi Faten:

Fall is moving so quickly, and it is good as always to hear from you. Yes, please feel free to list Law 454 for your environmental policy track students. Thank you.

Best regards, Keith

On Nov 22, 2019, at 10:57 AM,

Ghosn, Faten - (fghosn) <fghosn@email.arizona.edu> wrote:

Hi Keith,

I hope your semester is going well. We are re-arranging our concentrations for our PMPC Major. We were wondering if we could list LAW 454 as a potential class for our students whose focus will be in the Environmental Policy track.

Thanks

Faten