

## 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

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	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/](http://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

FSDH 447A: Sociocultural context of development

FSDH 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 <a href="#">double-dipping restrictions</a> (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

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

Department Head's signature: N/A

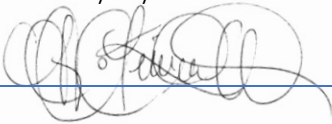
Date:

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

Associate/Assistant Dean's signature:

Date: 09/13/2021



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Dean (print name):

Dean's signature:

Date:

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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
<b>METRICS</b>			
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			
<b>FUNDING SOURCES</b>			
<b><u>Continuing Sources</u></b>			
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)			
<b>Total Continuing</b>	<b>\$ 9,318</b>	<b>\$ 12,258</b>	<b>\$ 14,985</b>
<b><u>One-time Sources</u></b>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
<b>Total One-time</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL SOURCES</b>	<b>\$ 9,318</b>	<b>\$ 12,258</b>	<b>\$ 14,985</b>
<b>EXPENDITURE ITEMS</b>			
<b><u>Continuing Expenditures</u></b>			
Faculty			
Other Personnel			
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
<b>Total Continuing</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b><u>One-time Expenditures</u></b>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
<b>Total One-time</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Net Projected Fiscal Effect</b>	<b>\$ 9,318</b>	<b>\$ 12,258</b>	<b>\$ 14,985</b>



**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
<b>Current# of enrolled students</b>			
<b>Minor program description</b>	<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><b>Foundations Courses</b> 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><b>Category Courses</b> 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><b>Encouraged</b> In addition to the course requirements outlined above, courses within the Diversity Minor are encouraged to:</p> <ul style="list-style-type: none"> <li>• Use a variety of pedagogical methods</li> <li>• Utilize extra and co-curricular activities</li> <li>• Illustrate theoretical concepts with familiar examples</li> <li>• Integrate academic and practical knowledge</li> </ul>	
<b>Target careers</b>		-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
<b>Minimum total units required</b>	18	25	18
<b>Minimum upper-division units required</b>	12	20	12
<b>Total transfer units that may apply to minor</b>		10	6

<p><b>List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)</b></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"> <li>• The minor is not open to sociology majors.</li> <li>• 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.)</li> <li>• Students must have a minimum GPA of 2.0 in courses used for the minor.</li> <li>• At least 12 hours used in the minor must be earned at UCF within the Department of Sociology.</li> <li>• Students must satisfy each course's prerequisites before enrolling in the class.</li> </ul>
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<p><b>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.</b></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><b><u>JEDI Core Course (Required, 3 units)</u></b> (NEW) SBS 302: DEI Minor Course</p> <p><b><u>JEDI Electives (15 units/9+ UD units)</u></b></p>	<p>For additional information, please <a href="#">contact</a> 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"> <li>• AES 151 Introduction to the Cultures of American Ethnic Groups</li> <li>• AES 212 Comparative American Ethnic Literature</li> <li>• AIS 102 Introduction to American Indian Studies</li> <li>• ANTH 228 Identities</li> <li>• C LIT 323 Studies in the Literature of Emerging Nations: Colonialism, Neo-Colonialism and the Nation Form</li> <li>• COM 289 Communication and Difference</li> <li>• HSTAA 105 The Peoples of the United States</li> <li>• HSTLAC 185 Race, Gender, and Class in Latin America and the Caribbean</li> <li>• LSJ/CHID/DIS ST 230 Introduction to Disability Studies</li> <li>• PSYCH 250 Racism and Minority Groups</li> <li>• GWSS 200 Introduction to Women Studies</li> </ul> <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 <a href="#">courses</a> 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"> <li>• Required Courses (6 Credit Hours)</li> <li>• SYO 3530 - Social Power and Inequality Credit Hours: 3</li> <li>• Required: Complete one of the following: (3 Credit Hours)</li> <li>• SYG 2000 - Introduction to Sociology Credit Hours: 3</li> <li>• SYG 2010 - Social Problems Credit Hours: 3</li> <li>• Restricted Electives (12 Credit Hours)</li> <li>• Select from the following:</li> <li>• SYD 3410 - Urban Society Credit Hours: 3</li> <li>• SYD 3700 - Race and Ethnicity Credit Hours: 3</li> <li>• SYD 3772 - Race and Social Media Credit Hours: 3</li> <li>• SYD 3800 - Sex and Gender in Society Credit Hours: 3</li> <li>• SYD 3805 - Sociology of Sexualities Credit Hours: 3</li> <li>• SYD 4020 - Birth, Death, and Population Trends Credit Hours: 3</li> <li>• SYD 4810 - Women in Contemporary Society Credit Hours: 3</li> <li>• SYD 4813 - Women, Law and Social Change Credit Hours: 3</li> <li>• SYD 4820 - Men, Masculinities and Society Credit Hours: 3</li> <li>• SYG 4244 - Food and Society Credit Hours: 3</li> <li>• SYO 4100 - Family Trends Credit Hours: 3</li> <li>• SYO 4200 - Religion in Society Credit Hours: 3</li> <li>• SYO 4250 - Education and Social Achievement Credit Hours: 3</li> <li>• SYO 4323 - Community and Diversity Credit Hours: 3</li> <li>• SYO 4424 - Men, Masculinities, and Health Credit Hours: 3</li> <li>• SYP 3060 - Sociology of Sex and Reproduction Credit Hours: 3</li> </ul>
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	<p><i>(Must take elective courses from 2 or more departments listed below).</i></p> <p>Please see <a href="#">Addendum A</a></p> <p><b>Courses from Outside Colleges (Fine Arts, Humanities, Education, Science etc.)</b></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 <a href="#">program goals and course criteria</a> page.</p> <p>These are <b>examples</b> of courses that apply to the different categories:</p> <p>Arts/Cultural</p> <ul style="list-style-type: none"> <li>• AES 212 Comparative American Ethnic Literature (5) I&amp;S/VLPA</li> <li>• ART H 331 Northwest Coast Indian Art (5) I&amp;S/VLPA, w/ ANTH 331</li> <li>• GWSS 454 Women, Words, Music, and Change (5) I&amp;S/VLPA, w/ ANTH 454</li> </ul> <p>Historical</p> <ul style="list-style-type: none"> <li>• CHSTU 254 Northwest Latinos: History, Community, Culture (5) I&amp;S</li> <li>• HSTAA 150 Introduction to African-American History (5) I&amp;S, w/ AFRAM 150</li> </ul> <p>Global</p> <ul style="list-style-type: none"> <li>• ANTH 316 Modern South Asia (5) I&amp;S w/ SISSA 316</li> <li>• GEOG 123 Introduction of Globalization (5) I&amp;S, w/ SIS 123</li> <li>• SIS 470 Human Rights in Latin America (5) I&amp;S w/ LSJ 410</li> </ul> <p>Contemporary/Institutional</p> <ul style="list-style-type: none"> <li>• COM 306 Media, Society and Political Identity (5) I&amp;S, w/ POL S 306</li> <li>• LING 458 Language and Gender (5) I&amp;S, VLPA, w/ ANTH 450/ WOMEN 450</li> </ul>	<ul style="list-style-type: none"> <li>• SYP 4304 - Social Movements and Revolutions Credit Hours: 3</li> <li>• SYP 4454 - Global Inequality and Society Credit Hours: 3</li> <li>• SYP 4732 - Minority Aging Credit Hours: 3</li> <li>• Additional courses can be taken as approved.</li> </ul>
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		<ul style="list-style-type: none"> <li>• PHYS 451 Issues for Ethnic Minorities &amp; Women in Science and Engineering (5) I&amp;S</li> </ul>	
<b>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</b>		No	No
<b>Additional requirements (provide description)</b>		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](mailto: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,

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

**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)?

>>

>> 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

>>

>>

>> <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](#)

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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](mailto: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



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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](#)

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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.



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**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)?

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

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

[www.willampaulsimmons.com](http://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](http://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.”

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

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

**To:** Tellez, Michelle - (michelletellez) <[michelletellez@arizona.edu](mailto:michelletellez@arizona.edu)>

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

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

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

**Cc:** Salazar, Ricky M - (ricar22) <[ricar22@arizona.edu](mailto:ricar22@arizona.edu)>; Ewing-Cooper, Allison R - (arewing) <[arewing@arizona.edu](mailto:arewing@arizona.edu)>; Cruz, Christopher B - (cbcruz75) <[cbcruz75@arizona.edu](mailto:cbcruz75@arizona.edu)>; Ronald, Rachael L - (rronald) <[rronald@arizona.edu](mailto:rronald@arizona.edu)>; Alvarez, Maribel L - (alvarezm) <[alvarezm@arizona.edu](mailto: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](mailto: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><a href="#"><u>JEDI Classes from other Colleges</u></a></p>
	<p>JEDI Classes from other Colleges College of Agriculture and Life Sciences Jim Hunt (<a href="mailto:jeh@email.arizona.edu">jeh@email.arizona.edu</a>) 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  
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