

The completed and signed proposal should be submitted by the Dean’s Office to: curriculumplanning@asu.edu. Before academic units can advertise undergraduate concentrations or include them in their offerings as described in the university catalogs, they must be recommended for approval by the Senate Curriculum and Academic Programs Committee and approved by the University Provost.

Definition and minimum requirements:

A concentration is a formalized selection of courses within a major.

- A concentration requires a minimum of 15 semester hours of which at least 9 semester hours must be upper division. Specialized concentrations (e.g., BIS Concentrations) may have additional or different requirements.
- A concentration is offered by a single unit and is intended exclusively for students pursuing a particular major. If a concentration consists of courses from more than one college the approval of each college Dean is required.

College/School/Institute: New College of Interdisciplinary Arts and Sciences
Department/Division/School: School of Humanities, Arts and Cultural Studies
Proposing Faculty Group (if applicable): American Studies; Ethnicity, Race and First Nations; Women and Gender Studies
If this is an official joint degree program? No, this is not a joint degree program

If “Yes” List all the additional college(s)/school(s)/institute(s) that will be involved in offering the degree program and providing the necessary resources. Note: All units offering this program must have collaborated in the proposal development and completed the appropriate unit and college/school approvals.

Existing Degree and Major under which this concentration will be established: Social and Cultural Analysis, BA
Proposed Concentration Name: Ethnicity, Race and Indigenous Studies
What is the first catalog year available for students to select on the undergraduate application for this this program? 2016-2017
Delivery method: On-campus only (ground courses and/or iCo)
Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.

Campus/Locations: indicate all locations where this program will be offered.

Downtown Phoenix Polytechnic Tempe West Other: _____

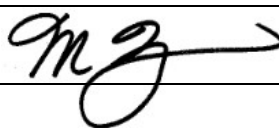
Proposal Contact

Name: Louis G. Mendoza **Title:** Director, School of Humanities, Arts and Cultural Studies
Phone number: (602)543-6242 **Email:** louis.g.mendoza@asu.edu

DEAN APPROVAL(S)

This proposal has been approved by all necessary unit and College/School levels of review. I recommend implementation of the proposed organizational change.

College/School/Division Dean name: Marlene Tromp

Signature  **Date:** 2/2/2016
College/School/Division Dean name:
(if more than one college involved)

Signature _____ **Date:** ___ / ___ /20

Note: An electronic signature, an email from the dean or dean’s designee, or a PDF of the signed signature page is acceptable.

1. OVERVIEW

- A. Provide a brief description of the new concentration (including the specific focus of the new concentration, relationship to other concentrations in this degree program, etc).

The social and cultural analysis BA with a concentration in ethnicity, race and indigenous studies combines interdisciplinary topics and methods to critically analyze relationships among individuals, groups, institutions, governments, economies, and environments. The concentration in ethnicity, race and indigenous studies derives from our former BA in Ethnicity, Race and First Nations studies. The concentration enriches the study of individual racialized and indigenous groups by drawing upon theories, methods, and pedagogies in ethnicity, race and indigenous studies, while engaging complementary fields of literature, history, sociology, oral history, sexuality, queer studies, social justice, transnational, and cultural studies. Course work in the concentration will be grounded in a deep understanding of the particular historical, social, economic, cultural, and political experiences of individual racialized groups as well as an analysis of the relationships among them.

- B. Explain the unit's need for the new concentration (e.g., market demand, research base, direction of the discipline, and interdisciplinary considerations). How will the new concentration complement the existing degree program?

This concentration will build on and extends beyond the groups covered in our other majors by analyzing the multiple and intersectional ways in which groups are racialized, operate within and contest various forms of power, and build alliances. The ethnicity, race and indigenous studies concentration will provide innovative interdisciplinary and cross-cultural study for students interested in advancing social justice and linking these efforts to examine the relationship between social identities, institutions, governments, advocacy groups and non-government organizations. Students will be prepared to work in an ever changing globalized world and will have the ability to understand the interconnections between race, class, gender, sexuality, nations and culture.

2. Support and Impact

- A. Provide a supporting letter from the chair of the academic unit verifying that the proposed concentration has received faculty approval through appropriate governance procedures in the unit and that the unit has the resources to support the concentration as presented in the proposal, without impacting core course resources.

Please see attached letter of support from School of Humanities, Arts, and Cultural Studies Director Louis Mendoza indicating faculty support of the ethnicity, race and indigenous studies concentration and a verification of adequate resources to support the concentration.

- B. Identify other related ASU programs and outline how the new concentration will complement these existing ASU programs. (If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)

Academic units at ASU that have BA programs with related content include: the School of Transborder Studies, and the School of Social Transformation in the College of Liberal Arts and Sciences, and the College of Letters and Sciences. While our course work for this concentration draws from across the disciplines, it will not have a detrimental impact on any of the disciplines covered by the proposed concentration in ethnicity, race and indigenous studies. The proposed concentration complements the offerings of these units by offering students an opportunity to study the interdisciplinary connections between these areas and to build a synergistic relationship among the six concentrations within the Social and Cultural Analysis BA as students take common core methods and capstone courses in each concentration.

- C. Provide a supporting letter from each college/school dean from which individual courses, or the entire concentration, are taken. N/A

3. Student Learning Outcomes and Assessment Methods

A. Knowledge, Competencies, and Skills

List the knowledge, competencies, and skills (learning outcomes) students should have when they graduate from the proposed degree program. You can find examples of program Learning Outcomes at (<http://www.asu.edu/oue/assessment.html>).

Upon graduation, students in the ethnicity, race and indigenous studies concentration of the social and cultural analysis BA:

- Will demonstrate the ability to think critically about social and cultural issues
- Will demonstrate knowledge of key theoretical concepts in social and cultural analysis

- Will demonstrate mastery over a variety of interdisciplinary research skills
- Will be able to locate, evaluate, organize, and use research materials to address problems and issues relating to human identity and cultural life
- Will demonstrate the ability to evaluate historical definitions and debates on the relationship between theory, activism, and praxis.
- Will demonstrate the ability to evaluate information utilizing an interdisciplinary approach that draws on linguistic and cultural knowledge.

B. Assessment

Describe the plan and methods to assess whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. You can find examples of assessment methods at (<https://uoeee.asu.edu/creating-plan>).

As we start offering the concentrations, we would like to keep assessment outcomes, measures, and criteria consistent across the six concentrations and would like to draw from courses that are common to all students. As our numbers grow and the needs of the different concentrations are reevaluated we can reconsider the optimal way to do assessment and whether or not to pull from courses that are specific to a given concentration. Should that happen, we will promptly update the plans in the uoeee website.

Outcome 1:	Will demonstrate knowledge of key theoretical frameworks in social and cultural analysis.
Measure 1.1:	Outcomes will be directly measured by samples from the weekly response to papers in HRC 480.
Performance Criterion 1.1:	At least 70% of the students will achieve 70% or higher on the selected weekly response to papers in HRC 480.
Measure 1.2:	Outcomes will be directly measured by performance in the book review assignment in HRC 480.
Performance Criterion 1.2:	At least 70% of the students will achieve 70% or higher on the book review assignment in HRC 480.
Outcome 2:	Will demonstrate mastery of interdisciplinary methodologies.
Measure 2.1:	Outcomes will be measured by performance in the oral history assignment in HRC 310.
Performance Criterion 2.1:	At least 70% of the students will achieve 70% or higher on the oral history assignment in HRC 310.
Measure 2.2:	Outcomes will be directly measured by performance in the research paper assignment in HRC 310.
Performance Criterion 2.2:	At least 70% of the students will achieve 70% or higher on the research paper assignment.
Outcome 3:	Students will demonstrate their ability to successfully conceive and carry out a research paper.
Measure 3.1:	Outcomes will be measured by performance in the research paper proposal in HRC 480.
Performance Criterion 3.1:	At least 70% of students will achieve 70% or higher on their research proposal.
Measure 3.2:	Outcomes will be measured by performance in the research paper in HRC 480.
Performance Criterion 3.2:	At least 70% of students will achieve 70% or higher on their research paper.

4. Academic Curriculum and Requirements

- A. Provide the admissions criteria for the proposed concentration. If they are identical to the admission criteria for the existing major and degree program under which this concentration will be established, please note that here.

Admission criteria are identical to our existing degree program.

- B. Provide the curricular structure for this concentration. Be specific in listing required courses and specify the total minimum number of hours required for the concentration.

Required Core Courses for the Degree/Major				
Prefix	Number	Title	Is this a new Course?	Credit Hours
NEW	101	The New College Experience	No	1
AMS	201	Introduction to American Studies (L)	No	3
ENG	317	Cross-Cultural Writing ((L or HU) & G)	No	3
ETH	100	Ethnic and Indigenous Lives (SB & C)	No	3
HRC	200	Introduction to Social and Cultural Analysis	No	3
HRC	310	Social and Cultural Studies: Method and Theory	No	3
WST	276	U.S. Women's Movements (H)	No	3
Section sub-total:				19 credit hours
Required Concentration Courses: (24 credit hours) A total of eight (8) classes is required for the ethnicity, race and Indigenous studies concentration. Here is the list of course from which students may choose:				
Prefix	Number	Title	Is this a new Course?	Credit Hours
ENG	420	Multicultural Autobiographies ((L or HU) & C) (IAS 420)	No	3
ENG	460	Ethnic Women Writers (WST 467)	No	3
ENG	462	Africana Literature (HU & G)	No	3
ENG	463	African American Literature	No	3
ETH	334	The American Southwest in Literature and Film ((L or HU) & C)	No	3
ETH	353	African American Literature: Beginnings through the Harlem Renaissance ((L or HU) & C)	No	3
ETH	354	African American Literature: Harlem Renaissance to the Present ((L or HU) & C)	No	3
ETH	380	Race, Gender, and Class (SB & C)	No	3
ETH	428	Chicano Cultures in the Southwest (SB)	No	3
ETH	430	Gender on the Borderlands (SB & G)	No	3
ETH	449	Hate Speech, Manifestos, and Radical Writings (SB & C)	No	3
ETH	450	Latina/os, Schooling, & Social Inequality	Yes	3
ETH	469	Abject Bodies and the Politics of Trash (SB & C)	Yes	3
ETH	473	Indigenous and Latina/Chicana Representation (SB & C)	No	3
HST	418	The Hispanic Southwest (SB)	No	3
HST	419	20th Century Chicano/a History	No	3
Section sub-total:				24 credit hours
Other Concentration Requirements				Credit Hours
<i>E.g. – Capstone experience, internship, clinical requirements, field studies, foreign language skills as applicable</i>				
HRC 480 Capstone: Practices and Approaches				3
Section subtotal:				3
Total minimum credit hours required for concentration				46 credit hours

- C. A minimum residency requirement: How many hours of the concentration must be ASU credit?

30 minimum

D. Provide a brief course description for each new course.

Note: All new required courses should be submitted in Curriculum Changemaker and ready for Provost's Office approval before this concentration is put on the CAPC agenda.

ETH 450 Latina/os, Schooling, and Social Inequality:

In this course, students will gain an advanced interdisciplinary understanding of the issues facing Chicano, Mexican American, and Latino communities in relation to K-16 schooling in the southwestern United States. We will examine the various schools of thought that have shaped social discourse and policies, develop a critical perspective on the social and political issues affecting education, and identify issues - both historical and contemporary - affecting Chicanos in public education. Cross listed with AMS 450 and LAS 450.

ETH 469 Abject Bodies and the Politics of Trash

This course, taught several times as a Special Topics Course (as Trash, Freaks and SCUM), examines the possibilities inherent in "theorizing from the gutter"; looking at the world not from a lofty "Ivory Tower" but from the slime, the muck, the dumpster, the trash heap, the wasteland, the discarded, and the downtrodden. The course takes its theoretical framework from a radical 1960s manifesto called SCUM Manifesto by Valerie Solanas and from the French feminist philosophies of Julia Kristeva, who theorized the abject as a relationship with the grotesque that reveals the deep-seated fear of death. We will use these theoretical positions to examine trash, both abstractly and literally. We will work through a variety of concepts ranging from actual trash, garbage, waste, toxic sludge, pollution, and dirt, and tackle more abstract notions of trash such as the knowledge produced on the fringe in circuses, amusement parks, "trailer trash" zones, freak shows, and the bodies of those marked as "Other" or different. Cross listed with AMS 469 and WST 469.

5. Administration and Resources

A. How will the proposed concentration be administered (including admissions, student advisement, retention, etc.)?

Academic advising, admissions, and retention will be administered by School of Humanities, Arts, and Cultural Studies academic advisors: Academic Support Coordinator Tatiuana Wasyl, and Academic Success Specialists Robert Kiec and James Corbeille. They are supported by Office Specialist Jessica Covarrubias at the School of Humanities, Arts, and Cultural Studies front desk. Other administrative and program tasks are handled by Lucy Berchini, Administrative Associate; Dennis Marsollier, Media Specialist Sr.; Tracy Encizo, Program Coordinator; and Marla Carmona, Academic Financial Specialist.

B. What are enrollment projections for the next three years?

Projections below are for the total social and cultural analysis BA enrollment, not each separate concentration.

	1st Year	2nd Year (Yr 1 continuing + new entering)	3rd Year (Yr 1 & 2 continuing + new entering)
Number of Students (Headcount)	40	44	48

C. What are the resource implications for the proposed concentration, including any projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this concentration please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this concentration.

The ethnicity, race, and indigenous studies concentration courses will be taught by School of Humanities, Arts, and Cultural Studies faculty as a part of their normal workload. Faculty associates and/or instructors may be hired when key faculty are on sabbatical or are called upon to handle other administrative duties for the New College. No new books, library holdings, equipment, or lab space are required at this time.

D. Please list the primary faculty participants regarding this proposed concentration. For interdisciplinary concentrations, please include the relevant names of faculty members from across the University.

Name	Title	Area(s) of Specialization as they relate to proposed concentration
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Julie Amparano, MFA	Lecturer	English, creative writing, playwriting, journalism, and oral history
Owen Anderson, Ph.D.	Associate Professor	Religious studies, philosophy, ethics, natural law
Duku Anokye, Ph.D.	Associate Professor	African Diaspora orality and literacy practices, folklore, discourse analysis, oral history with a specialization in Ghanaian culture, religion, storytelling, and dance
Sherry Cisler, M.A.	Sr. Lecturer	Rhetoric and composition, American Literatures
Patricia Clark, MFA	Associate Professor	Interdisciplinary art, video, interactive media installations and performance, digital prints, and experimental documentary
Gloria Cuadraz, Ph.D.	Associate Professor	Sociology of education, Chicana/os and higher education, feminist <i>testimonio</i> , and theory and method in oral history
Alejandra Elenes, Ph.D.	Associate Professor	Borderland theories, Chicana studies, women and gender studies, social justice, education, Chicana feminist studies
Breanne Fahs, Ph.D.	Associate Professor	Women’s sexuality; radical feminism; social movements, and political socialization
Patricia Friedrich, Ph.D.	Associate Professor	Critical applied linguistics, critical theory, cross-cultural business communication, and language and peace
John Gilkeson, Ph.D.	Professor	American Studies, anthropology, folklore, geography, and linguistics
Barbara Guzzetti, Ph.D.	Professor	Impact of new media on teaching and learning, 21st century skills for global communication, social and gender justice
Darryl Hattenhauer, Ph.D.	Associate Professor	American literature, historical development of non-realist literary genres, science fiction, African American Literature, American cultural history
Jeffery Kennedy, Ph.D.	Assistant Professor	Interdisciplinary art and performance, American theatre and music history, music composition, American musical theatre
Sharon Kirsch, Ph.D.	Associate Professor	Late nineteenth- and early twentieth-century women writers, rhetoric and literature, critical theory, feminist scholars
Ilana Luna, Ph.D.	Assistant Professor	Gender and sexual identity, art and social justice, Mexican cultural productions, literary works, theater and film, Latin American studies
Louis Mendoza, Ph.D.	Professor	English, ethnic and third world literature
Karla Murphy, Ph.D.	Sr. Lecturer	Composition and writing, gender studies
Arthur Sabatini, Ph.D.	Associate Professor	Contemporary art and artists, interdisciplinary art, interdisciplinary art and performance
Julia Sarreal, Ph.D.	Associate Professor	Latin American social history, economic history, and ethnohistory
Sarah Stage, Ph.D.	Professor	History, women and gender studies, gender and professionalization
Michael Stancliff, Ph.D.	Associate Professor	Rhetoric, composition, US literature and culture, African American literature, critical race theory, history of antislavery movements, contemporary slavery and human trafficking
Eric Swank, Ph.D.	Professor of Practice	Gender relations, sexualities, racism, and social inequalities and movements, LGBT activism, sexual compliance, color-blind racism
Claudia Villegas-Silva, Ph.D.	Assistant Professor	Chilean literature and culture, Mexican-American literature, cultural production and treaties, Latin American theatre and new media

6. Additional Materials

- A. Prepare and attach a Major Map. Please use the "proposed map" function to create a Major Map in [BAMM](#). This feature is explained in the training document available on help.asu.edu. The major map is attached.
- B. **Complete and attach the [Appendix document](#).** The Appendix document is attached.
- C. Attach other information that will be useful to the review committees and the Office of the University Provost.

**APPENDIX
OPERATIONAL INFORMATION FOR UNDERGRADUATE CONCENTRATIONS**

(This information is used to populate the [Degree Search](#)/catalog website.
Please consider the student audience in creating your text.)

Proposed Concentration Name: Ethnicity, Race, and Indigenous Studies

1. Program Description (150 words maximum)

The BA program in social and cultural analysis with a concentration in ethnicity, race and indigenous studies combines transdisciplinary topics and methods to critically analyze relationships among individuals, groups, institutions, governments, economies and environments. This concentration enriches the study of individual racialized and indigenous groups by drawing upon theories, methods and pedagogies in ethnicity, race and indigenous studies, while engaging complementary fields of literature, history, sociology, oral history, sexuality, queer studies, social justice, transnational and cultural studies. Course work in the concentration will be grounded in a deep understanding of the particular historical, social, economic, cultural and political experiences of individual racialized groups as well as an analysis of the relationships among them.

2. Contact and Support Information

Office Location (Building & Room):	FAB N201
Campus Telephone Number:	602/543-4444
Program email address:	harcs.dept@asu.edu
Program website address:	https://newcollege.asu.edu/humanities-arts-cultural-studies-degree-programs

3. Additional Program Description Information

- A. Additional program fee required for this program? Yes No
- B. Does this program have a second language requirement? Yes No

4. Delivery/Campus Information

Delivery Method: On-campus only (ground courses and/or iCourses)

Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) to offer programs through ASU Online.

Campus(es) and/or Locations Check all locations where the program will be offered.

- Downtown Polytechnic Tempe West
- Other (*please specify*)

Operational information:

Once students select a campus or On-line option, students will not be able to move back and forth between the on-campus the ASU Online option.

5. Career Opportunities & Concentration(s)

Provide a brief description of career opportunities available for this degree program with the proposed concentration.

Graduates of the social and cultural analysis BA program with a concentration in ethnicity, race and indigenous studies will be prepared with the skills and knowledge necessary for graduate work as well as careers in government, education, business and nonprofit organizations. Due to the emphasis on culture and identity, students develop respect for and sensitivity to diverse populations. Graduates will be able to flourish in areas as varied as:

- civil rights organizations
- colleges and universities

- corporations
- government agencies
- law firms
- libraries
- museums
- nongovernmental organizations (NGO)
- Peace Corps
- political action groups
- public relation firms
- research organizations
- social service agencies

6. Additional Admission Requirements

If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.) **N/A**

7. Keywords

List all keywords used to search for this program. Keywords should be specific to the proposed program. activism, African American history, African diaspora, African American literature, American history, American studies, analysis, biographies, Chicana, Chicano, Latina, Latino, class, cinema, cross-cultural, culture, ethnicity, ethnic studies, equality, film, First Nations, gender, Harlem Renaissance, Hispanic, history, indigenous, interdisciplinary, multicultural, NGOs, non-profit, oral history, race, research, sexuality, slavery, slave trade, social, society, Southwest, theatre, theory, US history, nonprofit

8. Advising Committee Code

List the existing advising committee code associated with this degree. UGNCHS

9. Western Undergraduate Exchange (WUE) Eligible:

Has a request been submitted to the University Provost by the Dean to consider this degree program as eligible for [WUE](#)
Yes

*Note: **No** action will be taken during the implementation process with regards to WUE until approval is received from the University Provost.*

10. First Required Math Course List the first math course required in the major map. MAT 142 College Mathematics

11. Math Intensity

- a. List the highest math required on the major map. (This will not appear on Degree Search.)
MAT 142 College Mathematics
- b. What is the math intensity as indicated by the highest math required on the major map? Math intensity categorization can be found here: <https://catalog.asu.edu/mathintensity> General

12. CIP codes

- a. Identify CIP codes that should be displayed on Degree Search. CIP codes can be found at: <http://www.onetonline.org/crosswalk/CIP/>.

9.9999	Communication, Journalism, and Related Programs, Other
22.0101	Law
19-3094.00	Political Scientists
25-1062.00	Area, Ethnic, and Cultural Studies Teachers, Postsecondary
25-1065.00	Political Science Teachers, Postsecondary American Government and Politics (United States)
25-1125.00	History Teachers, Postsecondary

25-4011.00	Archivists
45.1001	Political Science and Government, General
45.1002	American Government and Politics (United States)

Are any specific career codes (SOC/ONET codes) to be omitted from the CIP codes selected above? (i.e. "Omit 25-10312.00 Engineering Teachers, Postsecondary from CIP code 14.0501 Bioengineering and Biomedical Engineering.") No

13. Area(s) of Interest

A. Select one (1) primary Area of Interest from the list below that applies to this program.

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Health & Wellness |
| <input type="checkbox"/> Arts | <input checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Business | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> Science |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Exploratory | |

B. Select any additional Areas of Interest that apply to this program from the list below.

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Health & Wellness |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Business | <input checked="" type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> Science |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Exploratory | |



The following fields are to be completed by the Office of the University Provost.	
CIP Code:	_____
Plan Code:	_____




2016 - 2017 Major Map





Social and Cultural Analysis (Ethnicity, Race, and Indigenous Studies)), (Proposed)



NZHOETM

Hide Course List(s)/Track Group(s)

Term 1	0 - 16 Credit Hours	Critical course signified by 	Hours	Minimum Grade	Notes
 ETH 100: Ethnic and Indigenous Lives (SB & C)			3	C	<ul style="list-style-type: none"> An SAT, ACT, Accuplacer, IELTS or TOEFL score determines placement into first-year composition courses. ASU Mathematics Placement Test score determines placement in mathematics course. ASU 101 or college-specific equivalent First-Year Seminar required of all freshman students. NEW 101 satisfies this requirement. IAS 300 is required for all transfer students in place of NEW 101.
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition			3	C	
MAT 142: College Mathematics (MA)			3	C	
NEW 101: The ASU New College Experience			1		
Computer/Statistics/Quantitative Applications (CS)			3		
Elective			3		
	Term hours subtotal:		16		

Term 2	17 - 32 Credit Hours	Critical course signified by 	Hours	Minimum Grade	Notes
 AMS 201: Introduction to American Studies (L)			3	C	
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition			3	C	
Natural Science - Quantitative (SQ)			4		
Complete 2 courses: Elective			6		
 Complete ENG 101 OR ENG 105 OR ENG 107 course(s).					
	Term hours subtotal:		16		

Term 3	33 - 48 Credit Hours	Critical course signified by 	Hours	Minimum Grade	Notes
 HRC 200: Introduction to Social and Cultural Analysis			3	C	
Humanities, Arts and Design (HU)			3		
Natural Science - General (SG) OR Natural Science - Quantitative (SQ)			4		
Complete 2 courses: Elective			6		
 Complete First-Year Composition requirement.					
 Complete Mathematics (MA) requirement.					
	Term hours subtotal:		16		

Term 4	49 - 63 Credit Hours	Critical course signified by 	Hours	Minimum Grade	Notes
 WST 276: U.S. Women's Movements (H)			3	C	
Humanities, Arts and Design (HU)			3		
Social-Behavioral Sciences (SB)			3		
Complete 2 courses: Elective			6		
	Term hours subtotal:		15		

Term 5	64 - 78 Credit Hours	Necessary course signified by 	Hours	Minimum Grade	Notes

★ ENG 317: Cross-Cultural Writing ((L or HU) & G) OR HRC 310: Social and Cultural Studies: Method and Theory	3	C	• IAS 300 (3 credit hours) is required for all transfer students.
★ Complete 2 courses: Upper Division Concentration Course	6	C	
Upper Division Humanities, Arts and Design (HU) OR Upper Division Social-Behavioral Sciences (SB) OR IAS 300: Adult Career Development (L or SB)	3		
Elective	3		
Term hours subtotal:	15		

Term 6	79 - 93 Credit Hours	Necessary course signified by	Hours	Minimum Grade	Notes
★					
★	ENG 317: Cross-Cultural Writing ((L or HU) & G) OR HRC 310: Social and Cultural Studies: Method and Theory		3	C	
★	Complete 2 courses: Upper Division Concentration Course		6	C	
	Upper Division Language and Cultures: Requirement satisfied through the following: * Completion of six semester hours of upper-division courses that have a Global Awareness (G) or Cultural Diversity (C) designation, in addition to the courses used to meet the University General Studies requirements or four (4) sequential semesters of one foreign language or two (2) semesters of a current computer language. Adjustment to upper division hours is required if lower division courses are used.		3	C	
	Elective		3		
	Term hours subtotal:		15		

Term 7	94 - 108 Credit Hours	Necessary course signified by	Hours	Minimum Grade	Notes
★					
★	Complete 2 courses: Upper Division Concentration Course		6	C	
	Upper Division Language and Cultures: Requirement satisfied through the following: * Completion of six semester hours of upper-division courses that have a Global Awareness (G) or Cultural Diversity (C) designation, in addition to the courses used to meet the University General Studies requirements or four (4) sequential semesters of one foreign language or two (2) semesters of a current computer language. Adjustment to upper division hours is required if lower division courses are used.		3	C	
	Complete 2 courses: Elective		6		
	Term hours subtotal:		15		

Term 8	109 - 120 Credit Hours	Necessary course signified by	Hours	Minimum Grade	Notes
★					
★	HRC 480: Capstone: Practices and Approaches		3	C	
★	Complete 2 courses: Upper Division Concentration Course		6	C	
	Upper Division Elective		3		
	Term hours subtotal:		12		

- For Areas of Concentration, students will choose eight (8) courses (24 credit hours) from their chosen area.

Ethnicity, Race, and Indigeneous
Studies Concentration

ENG 420: Multicultural
Autobiographies ((L or HU) & C)

ENG 460: Ethnic Women Writers

ENG 462: Africana Literature (HU &
G)

ENG 463: African American Literature

ETH 334: The American Southwest in
Literature and Film ((L or HU) & C)

ETH 353: African American Literature:
Beginnings through the Harlem

[Hide Course List\(s\)/Track Group\(s\)](#)

Renaissance ((L or HU) & C)

ETH 354: African American Literature:
Harlem Renaissance to the Present
(L or HU) & C)

ETH 380: Race, Gender, and Class
(SB & C)

ETH 428: Chicano Cultures in the
Southwest (SB)

ETH 430: Gender on the Borderlands
(SB & G)

ETH 449: Hate Speech, Manifestos,
and Radical Writings (SB & C)

ETH 450: Latina/os, Schooling and
Social Inequality

ETH 469: Abject Bodies and the
Politics of Trash (SB & C)

ETH 473: Indigenous and
Latina/Chicana Representation (SB &
C)

HST 418: The Hispanic Southwest
(SB)

HST 419: 20th Century Chicano/a
History

Total Hours: 120

Upper Division Hours: 45 minimum

Major GPA: 2.00 minimum

Cumulative GPA: 2.00 minimum

Total hrs at ASU: 30 minimum

Hrs Resident Credit for

Academic Recognition: 56 minimum

Total Community College Hrs: 64 maximum

Total College Residency Hrs: 12 minimum

General University Requirements Legend

General Studies Core Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Arts and Design (HU)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2016 - 2017 academic year.

MEMO

Date: January 13, 2016

To: Dr. Marlene Tromp, Dean, New College of Interdisciplinary Arts and Sciences

From: Louis Mendoza, Director, School of Humanities, Arts, and Cultural Studies



RE: Proposal to Revise Social and Cultural Analysis, BA

This is a memo in support of our request to make major revisions to the Social and Cultural Analysis, BA.

In accordance with discussions by the faculty affiliates with the Social and Cultural Analysis, BA, the proposed program changes have been reviewed and approved by the Humanities, Arts and Cultural Studies Curriculum Committee as well as relevant academic units throughout the university. We are proposing the dissolution of four tracks and the umbrella degree in place of six new concentrations. SHArCS has the resources to support the degree as presented in the proposal with no negative impact upon existing programs. We are requesting approval to add the new program effective Fall 2016.

Attachments:

- Proposals to establish concentrations in American Studies; Ethnicity, Race, and Indigenous Studies; Latin American Studies; Peace Studies; Queer and Sexuality Studies; and Women and Gender Studies.
- Proposed major maps and check sheets
- Letters of support from impacted academic units (if applicable)

**Letters of Support: Ethnicity, Race, and Indigenous Studies Concentration
Social and Cultural Analysis BA**

Dear colleagues:

The School of Humanities, Arts, and Cultural Studies has recently submitted a proposal for a new concentration in Ethnicity, Race and Indigenous Studies as part of our B.A. in Social and Cultural Analysis. This is not a new program area; rather, it is the addition of a concentration in our current B.A. program. This concentration will replace the current track in Social and Cultural Analysis in Ethnicity, Race and First Nations studies. We have been asked to solicit an impact statement from your units.

Please let us know at your earliest convenience if you foresee the proposed change as having any negative impact for the School of Politics and Global Studies; the School of Social Transformation; the School of Historical, Philosophical and Religious Studies; the College of Letters and Sciences; the School of Transborder Studies; or the degree programs in American Indian Studies.

Thank you so much,

Patricia

Patricia Friedrich, PhD
Associate Director, School of Humanities, Arts, and Cultural Studies
Associate Professor of Linguistics/Rhetoric and Composition
New College of Interdisciplinary Arts and Sciences
Arizona State University P. O. Box 37100
4701 W. Thunderbird Rd. Mail Code 3051
Phoenix, AZ, USA 85069-7100
voice 602 543-6046
fax 602 543-3006

From: Duane Roen
Sent: Tuesday, February 16, 2016 8:33 AM
To: Tracy Encizo <Tracy.Encizo@asu.edu>
Subject: RE: Impact Statement - Ethnicity, Race, and Indigenous Studies

Tracy,

The College of Letters and Sciences is happy to support this concentration.

Best,
Duane

Duane Roen
Vice Provost, Polytechnic campus
Dean, College of Letters and Sciences
Dean, University College
Arizona State University
480-727-6513
duane.roen@asu.edu

**Letters of Support: Ethnicity, Race, and Indigenous Studies Concentration
Social and Cultural Analysis BA**

From: Mary Fonow
Sent: Monday, February 15, 2016 9:52 AM
To: Tracy Encizo <Tracy.Encizo@asu.edu>
Subject: Re: Impact Statement - Ethnicity, Race, and Indigenous Studies

I do not see any negative impact on the School of Social Transformation.

Best, Mary Margaret

Sent from my iPhone

From: Matthew Garcia
Sent: Sunday, February 21, 2016 8:04 AM
To: Tracy Encizo <Tracy.Encizo@asu.edu>; Duane Roen <Duane.Roen@asu.edu>; Mary Fonow <MaryMargaret.Fonow@asu.edu>; Richard Herrera <Richard.Herrera@asu.edu>; Alejandro Lugo <Alejandro.Lugo@asu.edu>; John Tippeconnic <John.Tippeconnic@asu.edu>; Matthew Garcia <Matthew.J.Garcia@asu.edu>
Cc: Patricia Friedrich <Patricia.Friedrich@asu.edu>; Louis Mendoza <Louis.G.Mendoza@asu.edu>; Tracy Fessenden <TRACY.FESSENDEN@asu.edu>; Sean Kenney <Sean.P.Kenney@asu.edu>
Subject: Re: Impact Statement - Ethnicity, Race, and Indigenous Studies

Dear Colleagues:

We support this proposal as an addition of your current concentration. We have many faculty that teach in this area, and we want to work with your team to avoid duplication in course offerings, and we develop complementary schedules.

Sincerely,

Matt Garcia
Professor of History and Transborder Studies
Director, School of Historical, Philosophical, and Religious Studies
Arizona State University
@mattjgarcia68
<http://mattgarcia.org>

From: Duane Roen
Sent: Sunday, February 21, 2016 8:40 AM
To: Tracy Encizo <Tracy.Encizo@asu.edu>; Mary Fonow <MaryMargaret.Fonow@asu.edu>; Richard Herrera <Richard.Herrera@asu.edu>; Alejandro Lugo <Alejandro.Lugo@asu.edu>; John Tippeconnic <John.Tippeconnic@asu.edu>; Matthew Garcia <Matthew.J.Garcia@asu.edu>
Cc: Patricia Friedrich <Patricia.Friedrich@asu.edu>; Louis Mendoza <Louis.G.Mendoza@asu.edu>
Subject: RE: Impact Statement - Ethnicity, Race, and Indigenous Studies

Tracy,

I think that I neglected to copy everyone on my first reply. The College of Letters and Sciences is delighted to support this exciting program. Please let us know what else we can do to help.

**Letters of Support: Ethnicity, Race, and Indigenous Studies Concentration
Social and Cultural Analysis BA**

Best,
Duane

Duane Roen
Vice Provost, Polytechnic campus
Dean, College of Letters and Sciences
Dean, University College
Arizona State University
480-727-6513
duane.roen@asu.edu

From: Mary Fonow

Sent: Sunday, February 21, 2016 10:40 AM

To: Duane Roen <Duane.Roen@asu.edu>; Tracy Encizo <Tracy.Encizo@asu.edu>; Richard Herrera <Richard.Herrera@asu.edu>; Alejandro Lugo <Alejandro.Lugo@asu.edu>; John Tippeconnic <John.Tippeconnic@asu.edu>; Matthew Garcia <Matthew.J.Garcia@asu.edu>

Cc: Patricia Friedrich <Patricia.Friedrich@asu.edu>; Louis Mendoza <Louis.G.Mendoza@asu.edu>

Subject: RE: Impact Statement - Ethnicity, Race, and Indigenous Studies

Dear all: I support Matt's concerns about duplication and hope we can work closely across campuses to avoid conflict. There are courses in SST, TBS, AIS, and SHPRS that can and should be listed as part of the various concentrations. My bigger concern has to do with any online versions of the certificates and I would wish to be consulted when and if that occurs. We have all invested in hiring excellent faculty in these important areas (sexuality, peace, gender, race, first nation, ethnicity, Latin America) and I would want them to be involved in curriculum development in the online environment. It is harder to control quality when faculty are not teaching these courses.

M2

From: Matthew Garcia

Sent: Sunday, February 21, 2016 11:36 AM

To: Mary Fonow <MaryMargaret.Fonow@asu.edu>

Cc: Duane Roen <Duane.Roen@asu.edu>; Tracy Encizo <Tracy.Encizo@asu.edu>; Richard Herrera <Richard.Herrera@asu.edu>; Alejandro Lugo <Alejandro.Lugo@asu.edu>; John Tippeconnic <John.Tippeconnic@asu.edu>; Patricia Friedrich <Patricia.Friedrich@asu.edu>; Louis Mendoza <Louis.G.Mendoza@asu.edu>; Tracy Fessenden <TRACY.FESSENDEN@asu.edu>

Subject: Re: Impact Statement - Ethnicity, Race, and Indigenous Studies

Thank you, Mary Margaret. You make valuable points, particularly about how we are engaging the tenure-line faculty we have invested in on these topics. I think we need to make sure that we are insuring their maximum exposure to our students. It is my experience that we are not. Your observation about the need for coordination in online offerings is equally valid. These issues give me reason--and I think should give us all reason--to pause in moving this concentration forward. I tacitly supported this one contingent upon coordination. I asked for a pause on Peace Studies and Latin American concentration. I think we need coordination in ALL of these proposed concentration or we will have duplication and a lack of inclusion of critical contributors across our faculty. Perhaps a meeting of stakeholders would be best at this point?

**Letters of Support: Ethnicity, Race, and Indigenous Studies Concentration
Social and Cultural Analysis BA**

Sincerely, Matt
Matt Garcia
<http://mattgarcia.org/>
Sent from my iPhone

From: Tracy Encizo
Sent: Monday, February 22, 2016 1:34 PM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Cc: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Subject: RE: Impact Statements

Sent on behalf of Patricia Friedrich:

Dear colleagues:

Thank you for your feedback and for this important discussion. We value your perspective and believe this kind of dialogue helps further define our own. We would like to provide some clarification.

When it comes to these concentrations, as indicated in our original messages, most are not new. As part of a larger plan for realigning and streamlining our degree offerings to be more efficient, we requested the disestablishment of our BAs in Ethnicity, Race and First Nation Studies; Women's Studies; and American Studies. These degrees, which we have offered for many years, have been consolidated under the Social and Cultural Analysis designation for ease of management, assessment and other managerial concerns. The degree was approved and tracks for the above three areas are currently in place. In consultation with and encouragement from the Provost's Office, we have agreed to convert these to concentrations to ensure students' transcripts indicate their area of emphasis. The request for impact statement was an opportunity for schools' and programs' to express their views on whether switching from a track to a concentration impacts them negatively, not on the establishment of the degree itself, which has already been done.

When it comes to Latin American Studies, we also have a BA in that area, which unlike Women's Studies and American Studies will remain active. We had simply proposed an additional track in LA Studies so that the students could choose to do the core courses in LA Studies or the general core offered in SCA. So again this is not new, and our offerings will not change. It is simply a change into a concentration instead of a track to run concomitantly with the BA in LA Studies. We also have tenure-track faculty who were hired in 2012 for the specific purpose of teaching Spanish and Latin American Studies, so again, this is just a reorganization, not the creation of a new area of activity.

When it comes to Peace Studies, we are the owners of the PAX prefix as well as the course PAX 230 (Introduction to Peace Studies). To our knowledge, no unit at ASU offers a Peace Studies Degree. Instead of requesting a full degree to go with our offerings, we thought we could again make it a concentration. We do not consider this a duplication because no other unit does a humanities-focused, interdisciplinary degree in Peace Studies. Units only do individual Peace Studies course offerings, which we also now do through PAX, so this does not change the courses offered either, as the courses in the concentration are our regular offerings across several disciplines, organized in a way that allows for a focus on peace.

We have no plans to offer this degree online at this time. When and if we move in this direction we will be happy to collaborate with you. Please remember that these are not certificates; rather, when a

Letters of Support: Ethnicity, Race, and Indigenous Studies Concentration Social and Cultural Analysis BA

student studies Social and Cultural Analysis, they choose a concentration on one of six areas to focus on once they have completed their core requirements.

We believe our geographical distance means that we are not competing for the same students. The same way that each of the three Colleges of Arts and Sciences at ASU offers such degrees as English, History and Spanish, we believe that there is room for these other areas (which as we explained above are already existent in our offerings) to be pursued across these colleges, especially if their foci are different. Our focus, commensurate with the mission of our college (Interdisciplinary Arts and Sciences), is on Interdisciplinary approaches to humanistic enquiry through literature, language, culture, etc. and not on the more sociologically driven approaches of other areas of the university.

Finally, we would be thrilled to collaborate in any way possible. Our effort here is that of consolidating the programs we already have because we can be more efficient in doing so (especially crucial in a small unit such as ours) and because we can better serve the students we already have and attract under a single rather than through six different degrees. As part of the process of collecting impact statements, we will forward your concerns to the Provost's office along with all other responses we've received to our request.

Our best,
Patricia

Patricia Friedrich, PhD
Associate Director, School of Humanities, Arts, and Cultural Studies
Associate Professor of Linguistics/Rhetoric and Composition
Honors College Faculty
New College of Interdisciplinary Arts and Sciences
Arizona State University P. O. Box 37100
4701 W. Thunderbird Rd. Mail Code 3051
Phoenix, AZ, USA 85069-7100
voice 602 543-6046

From: Richard Herrera
Sent: Monday, February 22, 2016 1:42 PM
To: Alejandro Lugo <Alejandro.Lugo@asu.edu>
Cc: Matthew Garcia <Matthew.J.Garcia@asu.edu>; Mary Fonow <MaryMargaret.Fonow@asu.edu>; Duane Roen <Duane.Roen@asu.edu>; Tracy Encizo <Tracy.Encizo@asu.edu>; John Tippeconnic <John.Tippeconnic@asu.edu>; Patricia Friedrich <Patricia.Friedrich@asu.edu>; Louis Mendoza <Louis.G.Mendoza@asu.edu>; Tracy Fessenden <TRACY.FESSENDEN@asu.edu>
Subject: Re: Impact Statement - Ethnicity, Race, and Indigenous Studies

Our undergraduate committee is also still reviewing the proposals. Please do keep us in mind if a meeting is scheduled.

Thanks,

Rick

From: John Tippeconnic

**Letters of Support: Ethnicity, Race, and Indigenous Studies Concentration
Social and Cultural Analysis BA**

Sent: Monday, February 22, 2016 2:43 PM

To: Richard Herrera <Richard.Herrera@asu.edu>; Alejandro Lugo <Alejandro.Lugo@asu.edu>

Cc: Matthew Garcia <Matthew.J.Garcia@asu.edu>; Mary Fonow <MaryMargaret.Fonow@asu.edu>; Duane Roen <Duane.Roen@asu.edu>; Tracy Encizo <Tracy.Encizo@asu.edu>; Patricia Friedrich <Patricia.Friedrich@asu.edu>; Louis Mendoza <Louis.G.Mendoza@asu.edu>; Tracy Fessenden <TRACY.FESSENDEN@asu.edu>

Subject: RE: Impact Statement - Ethnicity, Race, and Indigenous Studies

We are also currently reviewing the proposal and will give our comments soon.

John

From: Mary Fonow

Sent: Monday, February 22, 2016 2:54 PM

To: Tracy Encizo <Tracy.Encizo@asu.edu>; Patricia Friedrich <Patricia.Friedrich@asu.edu>

Cc: Louis Mendoza <Louis.G.Mendoza@asu.edu>

Subject: RE: Impact Statements

Patricia, this is very clear and I think it will go a long way in addressing the concerns that have been articulated. M2

Mary Margaret Fonow
Director, School of Social Transformation
Professor, Women and Gender Studies
Arizona State University
PO Box 876403
Tempe, AZ 85287-4902
480-965-2358 (office)
480-965-2357 (fax)
marymargaret.fonow@asu.edu
<http://sst.clas.asu.edu/>

From: Patricia Corona <Patricia.Corona@asu.edu>

Date: Wednesday, February 24, 2016 at 10:18 AM

To: Patricia Friedrich <Patricia.Friedrich@asu.edu>, Louis Mendoza <louis.g.mendoza@asu.edu>

Cc: Alejandro Lugo <Alejandro.Lugo@asu.edu>

Subject: RE: Impact Statement - Ethnicity, Race, and Indigenous Studies

Good morning,

The School of Transborder Studies Curriculum Committee has reviewed the proposal to add a new Ethnicity, Race and Indigenous Studies concentration to the BA in Social and Cultural Analysis. We do not foresee a negative impact on our curriculum.

Thank you,

Patricia Corona, M.Ed.

Letters of Support: Ethnicity, Race, and Indigenous Studies Concentration Social and Cultural Analysis BA

Student Academic Specialist | [School of Transborder Studies](#)
[College of Liberal Arts and Sciences](#) | [Arizona State University](#)
Interdisciplinary B, B165-A | P.O. Box 876303 | Tempe, AZ 85287-6303
E-mail: Patricia.Corona@asu.edu | Phone: (480) 965-9426

From: John Tippeconnic

Sent: Friday, February 26, 2016 2:01 PM

To: Tracy Encizo <Tracy.Encizo@asu.edu>; Duane Roen <Duane.Roen@asu.edu>; Mary Fonow <MaryMargaret.Fonow@asu.edu>; Richard Herrera <Richard.Herrera@asu.edu>; Alejandro Lugo <Alejandro.Lugo@asu.edu>; Matthew Garcia <Matthew.J.Garcia@asu.edu>

Cc: Patricia Friedrich <Patricia.Friedrich@asu.edu>; Louis Mendoza <Louis.G.Mendoza@asu.edu>

Subject: RE: Impact Statement - Ethnicity, Race, and Indigenous Studies

After review by the American Indian Studies (AIS) Curriculum Committee the following is offered.

A concern is the way that Indigenous is presented. It is unclear who Indigenous studies represents. Indigenous in this context seems to imply Central and South America. Moreover, our concern is that American Indian (studies) issues will be placed under an ethnic studies model; meaning that American Indian issues will be included in the context of ethnicity in the United States rather than recognizing American Indians or Indigenous issues as sovereign nations with legal relationships with the federal, state, and local governments or structures.

Also, what courses are distinct as Indigenous, not just under Ethnic or Race? We also wonder who has the expertise in Indigenous studies or American Indian (studies) issues that could speak to that relationship or complexity of issues in American Indian/Indigenous live experiences. We do not see anyone in the listed faculty; our thought is to hire an Indigenous and/or American Indian scholar that could fill the Indigenous studies void. Also, an approach from our perspective is to have existing AIS courses cross-listed with the proposed courses.

Best,
John

From: Richard Herrera

Sent: Thursday, February 25, 2016 4:33 PM

To: Tracy Encizo <Tracy.Encizo@asu.edu>

Cc: Duane Roen <Duane.Roen@asu.edu>; Mary Fonow <MaryMargaret.Fonow@asu.edu>; Alejandro Lugo <Alejandro.Lugo@asu.edu>; John Tippeconnic <John.Tippeconnic@asu.edu>; Matthew Garcia <Matthew.J.Garcia@asu.edu>; Patricia Friedrich <Patricia.Friedrich@asu.edu>; Louis Mendoza <Louis.G.Mendoza@asu.edu>

Subject: Re: Impact Statement - Ethnicity, Race, and Indigenous Studies

The School of Politics and Global Studies has no direct concerns about the proposal from The School of Humanities, Arts, and Cultural Studies. We support the efforts at continued dialogue among units that may be affected and welcome being included in any future discussions as the concentrations develop.

Thank you,
Richard Herrera

**Letters of Support: Ethnicity, Race, and Indigenous Studies Concentration
Social and Cultural Analysis BA**

From: Louis Mendoza
Sent: Monday, February 29, 2016 2:23 PM
To: Tracy Encizo <Tracy.Encizo@asu.edu>
Subject: Re: Impact Statement - Ethnicity, Race, and Indigenous Studies

Note from School Director: In response to the American Indian Studies (AIS) Curriculum Committee.

Faculty in the School of Humanities, Arts, and Cultural Studies are very clear that in this context, "indigenous" represents the indigenous people of the United States. We are also very aware of the historical and contemporary presence of indigenous peoples throughout the Americas, but those regions are not the focus of the proposed concentration (and former B.A. in Ethnicity, Race and First Nations Studies) in our unit.

Our faculty are also very clear that indigenous studies is not to be placed under or conflated with an ethnic studies model. Assigned readings and course materials consistently acknowledge the sovereignty of indigenous nations. (A list of readings can be provided, if necessary.) Our faculty have scholarly track records and teaching experience in indigeneity. We agree we need a hire in this area, and it is a high priority. We do not believe, however, that a hire is crucial to the success of this area of studies, which we have taught for many years. We are open to exploring the cross-listing of some courses with AIS.

Dr. Louis Mendoza, Director

School of Humanities, Arts, and Cultural Studies
New College of Interdisciplinary Arts and Sciences
4701 W. Thunderbird Rd., FAB N201
Glendale, AZ 85306-4908
P.O. Box 37100, MC 2151, Phoenix AZ 85069-7100
Arizona State University
Office: 602-543-6242
<https://newcollege.asu.edu/humanities-arts-cultural-studies-degree-programs>