

11-26-2012

Museum Studies and Public History Interdisciplinary Minor

The College at Brockport, College Senate

Follow this and additional works at: https://digitalcommons.brockport.edu/senate_resolutions

 Part of the [Higher Education Commons](#)

Repository Citation

The College at Brockport, College Senate, "Museum Studies and Public History Interdisciplinary Minor" (2012). *College Senate Resolutions*. 366.

https://digitalcommons.brockport.edu/senate_resolutions/366

This Resolution is brought to you for free and open access by Digital Commons @Brockport. It has been accepted for inclusion in College Senate Resolutions by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

350 New Campus Drive
Brockport, New York 14420
585-395-2586 * 585-395-2246 (fax)
senate@brockport.edu
brockport.edu/collegesenate

Resolution # 04 2012-2013
College Senate

Supersedes Res #: _____



TO: Dr. John R. Halstead, College President

FROM: The College Senate: 11/26/12

- RE: I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
→ III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: Museum Studies & Public History Int'disciplinary Minor
(#11_12-13) uc

Signed: Date: 12/3/12
(Mark Chadsey, 2012-13 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Mark Chadsey, College Senate President

FROM: John R. Halstead, College President

- RE: → I. Decision and Action Taken on Formal Resolution (circle choice)
- a. Accepted - Implementation Effective Date**: Fall 2013
**Implementation of resolution requires final approval from SUNY- State Education Department. YES
 - b. Deferred for discussion with the Faculty Senate on ___/___/___
 - c. Unacceptable for the reasons contained in the attached explanation
- II, III. Response to Recommendation or Other/FYI
- a. Received and acknowledged ___/___/___
 - b. Comment:

Signed: Date: 12/5/12
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION:
Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office 2012-2013</i>	#11_12-13UC <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS

- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphron@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/ or title, indicate if for GED code, etc.*

Museum Studies and Public History Interdisciplinary Minor

2. **BRIEF DESCRIPTION OF PROPOSAL:**

An interdisciplinary minor that focuses on introducing students to museums and archives through core courses, internships and electives in five departments: Anthropology, African-American studies, Art, Communication and History

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?** NO YES EXPLAIN YES

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

5. **HOW WILL THIS AFFECT TRANSFER STUDENTS:**

N/A

6. **ANTICIPATED EFFECTIVE DATE:**

Fall 2013

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
10/09/12	11/05/12		

8. **SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
<i>Morag Martin</i>	<i>History</i>	<i>5690</i>	<i>mmartin</i>

9. **COMMITTEES: (Senate office use only)**

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	10/09/12, 11/05/12
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	11/5/12
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	11/26/12
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	12/5/12
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

The College at Brockport

Interdisciplinary Minor in Museum Studies and Public History

Rationale for New Option:

The Museum Studies/Public History Minor is an interdisciplinary minor using courses from the Departments of History, Anthropology, African American Studies, Art, and Communication. The program will offer courses that will enhance the students' knowledge of museums, public history, heritage and preservation, and public culture. It is designed for students who are interested in these subjects or in pursuing careers related to museum work and/or graduate studies. All the courses for this minor are already being taught or will soon be taught, so no new required classes will be added, but appropriate electives can be added if new classes developed by faculty fit this minor. The required courses which have already been taught are part of a movement in the Anthropology Department to offer museum studies electives and in the History Department to offer public history electives to their majors, indicating that there is a demand for these courses before an umbrella was created to organize them. The History Department, in coordination with this minor, has created a public history MA track and the Anthropology department hopes to create a graduate certificate in Museum Studies in the future. Students will also be encouraged to travel abroad for greater depth of experience or apply for internships in the summer months at museums and archives throughout the country.

The minor field should especially appeal to students who major in Anthropology, Art, African-American Studies and History but will also pertain to students in Business, Communications, English, Women's Studies and Philosophy.

Structure

The program will have a designated coordinator from within the main departments involved: History, Art or Anthropology. The coordinator will be in charge of allocating students to advisors based on their interests. They will also be in charge of calling board meetings, making revisions to the list of electives, as well as having the website updated. The board will be made up of members from the departments offering classes in the minor field, at least one per department.

Entrance Requirements:

Sophomore status

Program Requirements:

18 credits required for the minor including two core courses, two internships and two electives. Students design their course of study in close consultation with their advisor and select courses, beyond those required, relevant to their particular line of interest.

Students must earn at least a "C" or higher for courses in the minor.

History Majors and Anthropology Majors may not count towards their major the following courses: ANT 463, HST 427, HST 4xx Public History.

COURSE	CREDITS
CORE COURSES: at least 2	
ANT 463 Museology	3
ART 470 Gallery Management	3
HST 427 Material Culture	3
HST 4xx Public History	3
INTERNSHIPS: 2 (may take BCE 348 more than once or may substitute a study abroad internship)	
ANT 462 Museum Internship	3
BCE 348 Career Exploration	3
ELECTIVES in the following disciplines	6
AAS	
ANT	
ART	
CMC	
HST	
TOTAL	18

CORE COURSES

ANT 463 Museology: Theory and Practice of Museums. Introduces students to the interdisciplinary field of museum studies, including the global history, theory, and variation of museums, as well as the practices of museum curation, registration, collections management, exhibitions, research, administration, and fundraising.

ART 470, Gallery Management and Exhibition Design (B,T) This course is an intense practicum to prepare students for careers as curators, gallery directors and gallery professionals. Students will actively engage with diverse mediums, arts and curators to develop public exhibitions and programs. Through hands-on experience, students will be challenged to address meanings conveyed by exhibition design and presentation.

HST 427 Material Culture

Investigates 18th and 19th century US material culture and lived experience. The course includes discussion and analysis of various topics: clothing production and consumption; the cultural construction of hygiene; the meaning and utility of lived spaces; interior furnishings and their relationship to users; amenities such as the lighting and heating of homes; cultural expressions such as art, music, and print culture; the shaping and reshaping of urban and rural land.

HST 4xx Public History

Examines how historians preserve historical memory to the public. After considering the challenges of popularizing specialized knowledge, students examine the work and techniques of archives, popular historical writing, historical societies museums, and oral history. The course culminates with a hands-on project in one of those areas.

INTERNSHIPS

ANT 462 Museum Studies Internship.

Structured course focused around hands-on internship at the Emily Knapp Museum, Brockport.

BCE 348 Career Exploration

Allows students to participate in a hands-on internship at local institutions such as the Rochester Historical Association, Brockport College Archives, Strong Museum, Genesee Country Village and Museum, Rochester City Historians Office, Memorial Art Gallery, Morgan Manning House. Students will be advised as to which institution to contact, will be given guidance by both their advisor and their supervisor at the internship location. Students must commit to 120 hours of work.

Study Abroad options from Brockport (others may be counted):

ANT 504 Petra Fieldschool: This four week six credit course centers on the tools and techniques employed in discovering the history and material culture of ancient Jordan during the Roman, Byzantine and Islamic periods and introduces students to the historical geography of the region. The course consists in field work, lectures, and field trips. During the day, the methods and techniques used by archaeologists to reconstruct ancient cultures and history are examined through participation in the excavation of the Petra Pool and Garden Complex. In the evening, lectures by professional staff members and expert guest lecturers address various topics in the fields of archaeology, history, geography, and culture, as well as technical aspects of the excavation.

ELECTIVES:

Electives help students gain the proper context and knowledge of content to undertake internships in museums, historical societies or archives. Students may pick a class outside the list if it is approved by their advisor.

AAS 114 African American History II 1865-Present (A): Surveys the history of African Americans from 1865 to the present, covering such themes as emancipation, reconstruction, migration, urbanization, community formation and development, the political and cultural movements of the 1960s and 1970s, affirmative action, the underclass, and the reparations debate. Makes students aware of the historical conditions and development of people of African descent in the United States along with their contributions to American society. 3 Cr. Every Semester.

AAS 303 Slavery and the Underground Railway (A). Considers an aspect of American history (approximately 1830-1861) involving the quest for freedom by African slaves who ran away from bondage through an elaborate system of escape routes stretching from the US South to the North and Canada. Labeled the "Underground Railroad," these networks were managed by conductors who helped their passengers (the escaped slaves) move from station to station and to reach freedom in the North. Probes the background history of slavery, the legislative backcloth of the Underground Railroad, its geography of routes, and the biography of its major conductors. Also explores the local history of the Underground Railroad of Western New York, including planned visits to its stations in Buffalo, Rochester, and Ontario. 3 Cr. Spring.

ANT 202 Intro to Archeology(A,O,S). Provides an overview of the field of anthropological archaeology while emphasizing the relationship between the past and the present. Topics include the history of archaeology, methods and techniques used to recover archaeological data, and an examination of how data are used to understand and interpret human existence in the past, and exploration of particular case studies and important issues in contemporary archaeology. 3 Cr. Every Semester.

ANT 301 Native Americans Contemporary Issues (A,D,I). Explores the major issues facing Native Americans (Indians and Eskimos) in the United States today. Emphasizes understanding the varied perspectives of the major parties involved in each issue with particular attention to the Native American position. 3 Cr. Fall.

ANT 337 Iroquois Culture and History (A,D,I). The emergence, contemporary history and cultures of Haudenosaunee and Iroquoian peoples in New York State, Ontario and Quebec, from pre-contact to the contemporary periods, using a wide variety of written, visual, historical, archaeological, ethnographic and other sources. 3 Cr.

ANT 342 North American Archaeology (A). Provides an overview of the history of humans in North America focusing on the United States, from the earliest settlement to the recent historical period. Explores recent research on issues such as peopling of the New World, variation in gatherer - hunter adaptation, the development of agriculture, the nature of Chiefdoms, the rise of the state, and modern political aspects of the archaeology of indigenous peoples. 3 Cr.

ANT 384 Methods in Archaeology (A). Principles, concepts, techniques and interpretive approaches used by archaeologists to study past human cultures. Topics include material culture analysis, archaeological dating, analysis of archaeological artifacts and explanation in archaeology. Examples will be drawn from archaeological research from around the world. 3 Cr. Fall.

ANT 401 Native American Art and Culture (A).Provides a survey of Native-American visual arts (north of Mexico) viewed within the context of Native-American cultures and through the framework of anthropology. Considers Native- American arts by culture area: their roots, traditional expressions, changes with European contact, and contemporary expressions. Relies heavily upon the use of audiovisual material. 3 Cr. Spring.

ANT 440 Historical Archaeology (A). A survey of the field of American historical archaeology. Examines the rationale, methods and theories for the archaeological investigation of the recent past. Explores the insights gained on particular social issues,

ANT 464 Historic Preservation and Archaeology (A). Recognizes that archaeological sites, old buildings, places of religious importance, and landscapes are all “cultural resources.” Examines the development of historic preservation ideas, the laws structuring “historic resources.” Also examines the development of historic preservation ideas, the laws structuring historic preservation, and how this structure affects archaeological work in the United States. Practical aspects include an examination of local preservation initiatives, the mechanics of National Register nominations, and public presentation and outreach. 3 Cr.

ARH 310 Women in Art (A, C, W). Examines the contributions and creations of women to the visual arts throughout history, with an emphasis on the women artists of the last two centuries. Students will gain an understanding of artistic techniques and movements and become familiar with the social and political history of women in order to understand how such conditions affect artistic production.

ARH 420 Twentieth Century ART (A). Examines the major trends and developments of the 20th century, primarily in Europe and the United States. Students will learn how biographical, social, cultural, and political forces influence various artists. Helps students understand how art making is not a practice in isolation, but an expression of how creators respond to their interior and exterior worlds. 3 Cr.

ARH 431 American Art (A). Students will gain a broad comprehension of the painting, sculpture, architecture, photography, and popular arts made in the United States from the Colonial period to the present. Throughout the semester, thematic lectures will chart the history of our nation and simultaneously illustrate how the visual arts and visual culture influenced and were influenced by the notion of a distinctly “American” identity. 3 Cr.

ART 418 Documentary Film/Video (A). (Taught at Visual Studies Workshop, lab hours weekdays during Media Center hours.) Provides insight into the practice of documentary film/video making. Introduces and discusses basic tools and the principles of film narration and montage, as they apply to documentary film/video making. In hands-on exercises, allows participants to explore the creative process of interpreting "the world out there" by means of the moving image. 3 Cr.

CMC 327, Web Publication and Design.

Introduces the basic elements of both print and Web publication design and production: headlines, text, photos and illustrations, type manipulation and use, charts and graphs, Web site links, hypertext, sound, video and other emerging publication technologies. 3 Cr.

HST 310 American Indian History (A,D). Provides an overview of the history of North America's native people from the pre-Columbian period to present day. Addresses the diversity and commonalities of Indian culture and experience, the consequences of Indian-European contact, the nature of Indian-European relations and the evolution of Indian identity. 3 Cr.

HST 313 Slavery in the Antebellum South (A,D). Cross-listed as AAS 313. Provides a study of some of the dynamics of slavery in the South between 1800 and 1860. Includes firsthand accounts of observers and the political, economic and racial implications of this system. Compares the US plantation slavery to other slave systems in the Americas. Encourages students to borrow from the disciplines of anthropology, sociology, literature, and economics, as well as from political and intellectual history. 3 Cr. Fall.

HST 324 Politics in America, 1780s-190s: Sex, Race, Culture & Party (A,W,Y). An analytical narrative of the interaction of sex, race, ethnicity, religion, culture and political party in American domestic politics, and its relationship with the world from the Founding Fathers to the Age of Reagan, 1780s-1990s. 3 Cr.

HST 328 Women in America (A,D,W,Y). Cross-listed as WMS 328. Focuses on the political, legal and social history of women in America, taking race, immigration, and class into account. 3 Cr.

HST 344 Sex, Sin and Sorority: Women in Early American Republic (A,W,Y). Cross-listed as WMS 344. Explores the origins of the modern American woman. Seeks to describe and explain the ways women in America transformed their reproductive, productive, political, and personal lives during the first century of The Great American Republic, c. 1776-1876. Is aimed at a general audience and has no prerequisites. Entails lectures, reading, discussion, quizzes, and essay exams. 3 Cr.

HST 358 US Family History (A,D,W,Y). Cross-listed as WMS 358. Focuses on family structures and strategies, challenges to patriarchal families, and changing views of marriage and motherhood. Includes consideration of Native American, black and immigrant experiences. Explores issues such as the effects of the women's rights movement on families and working mothers, single parents, and alternative families. 3 Cr

HST 404 Safaris in Africa (A). Provides an in-depth exploration of the images and contests over nature that resulted from Western travel, scientific research, and conservation work in Africa (c. 1860-). Students will analyze how Western visitors have viewed the African environment, constructed knowledge, and related their experiences for instance in the creation of exhibitions and museums about Africa. Students will also examine how these interactions shaped ideas about gender, race, and the role of the West in protecting African nature. 3 cr.

HST 411 The New York Experience (A). Explores New York State history from the hegemony of the Iroquois to today, including New York as a microcosm of national experience, cultural pluralism, economic development and politics. 3 Cr.

HST 414 The Salem Witch Crisis (A). Explores the various ways historians have sought to understand the most infamous witch-hunt in American history. Focuses on scholarship that explores the Salem Crisis so students can trace an unfolding historiography and compare various approaches to understanding this event. Demonstrates the contingent/contested nature of historical knowledge and investigates the process of historical inquiry. 3 Cr. Summer.

HST 415 Natives and Newcomers (A). Explores the context and consequences of Indian-European contact in North America (c. 1500-1840). Topics include the nature of pre-contact Native societies; the encounter of Indian and European cosmologies, economies, and methods of warfare; and the relationship between Indian-European contact and developing constructs of race, gender, and identity. 3 Cr.

HST 4xx The Rochester Reform Trail: The Power of Place in History and the Construction of Historical Narratives (A). Examines the role of Rochester in the history of the American Reform Movement. Topics include women's rights, abolition, temperance, religious revivals, and political economy. The course also examines how these historical narratives are constructed and reconstructed in physical and virtual museum spaces like the Susan B. Anthony House, the National Women's Hall of Fame, various Erie Canal museums, the proposed "Rochester Heritage Trail," and others.

HST 470 Consumerism in Europe and the World, 1600-Present (A). Introduces students to the theory and history of consumerism in Europe, America and globally. Requires that students read novels, monographs and articles pertaining to the history of shopping, advertising, fashion, globalization, cultural dissemination and effects on workers. 3 Cr.

Study Abroad Programs from Brockport (others can be counted by advisement)

HST 401 Death, Memory, and Monuments in Irish History and Culture Program: This study abroad class in Maynooth, Ireland provides an opportunity for students to examine the concept of history as the creation of a "useable past" through the specific example of Celtic and medieval history's role in Irish national identity. English colonial rule over Ireland, and challenges to that rule, necessitated the identification of uniquely Irish history and culture as part of Ireland's national self-definition. This course examines the remnants of that Celtic and medieval past and the ways that its art and symbolism persist into the modern era as an essential expression of Irish political and cultural identity. We will focus in particular on the West of Ireland, exploring the rich cultural offerings of the Dublin area, its civic history, and its unique role as the center of Irish politics, but we will also visit important early sites in and around Glendalough and Offaly. Beyond the programmed itinerary, there is ample time for students to explore other famous and iconic areas of Ireland on their own on the weekends, and students are encouraged to do so. For students who do not undertake independent travel on their free weekends, there are optional excursions for those interested in visiting Howth/Malahide Castle and Cork.

Sequence in which the courses would be offered:

Fall

ANT 4xx Museology

HST 427 Material Culture

Spring

HST 4xx Public History

ANT 462 Museum Internship

ART 470 Gallery Management

Every semester

Internship

Elective courses

Resources, facilities that may be needed to implement the program:

No new facilities are needed, but the Departments of History and Anthropology will continue to work with the Emily Knapp Museum and the Brockport archives to enhance student internship potential. When faculty teaching required courses in the minor are on sabbatical or leaves, hiring of an adjunct to cover a course would be a considerable benefit to the program.

Academic administration commentary

a) Letter of recommendation from chairs of all departments participating: African American Studies, Anthropology, Art, Communication, History

See attached below

b) Letter of recommendation from Dean of School

See attached below



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Anthropology

October 4, 2012

Dr. Morag Margin
Department of History
130 Brown
The College at Brockport

Dear Dr. Martin,

The proposed Interdisciplinary Minor in Museum Studies and Public History is a well-designed program, using already-existing courses in our curriculum to offer students a coordinated direction of study in the field of public history and museology.

As your proposal indicates, there are a number of courses offered regularly by the Department of Anthropology that will serve as both core courses and as elective options for students who wish to complete a minor in this area. Members of the Anthropology faculty have been closely involved in designing this program. As Interim Chair of the department, I wish to affirm the department's full support for this proposal, and our delight at being part of it.

Sincerely,

Dr. J. Roger Kurtz

Interim Chair, Department of Anthropology



SUNY BROCKPORT
Department of African and African-American Studies

October 4, 2012

Dr. Morag Margin
Department of History
130 Brown
The College at Brockport

Dear Dr. Martin,

The proposed Interdisciplinary Minor in Museum Studies and Public History is a well-designed program, using already-existing courses in our curriculum to offer students a coordinated direction of study in the field of public history and museology.

As your proposal indicates, there are a number of courses offered regularly by the Department of African and African American Studies that could serve as elective options for students who wish to complete a minor in this area. As Interim Chair of the department, I wish to affirm the department's full support for this proposal, and our delight at being part of it.

Sincerely,

Dr. J. Roger Kurtz

Interim Chair, Department of African and African American Studies

Hi Morag,

I fully support the establishment of an interdisciplinary minor in museum studies and public history as described in this Senate proposal.

Monica

Monica Brasted, PhD

Associate Professor & Chair

Department of Communication

The College at Brockport, SUNY

223 Holmes Hall

Brockport, NY 14420

585-395-2157



SUNY BROCKPORT
Department of History

October 4, 2012

Undergraduate Curriculum Committee
Faculty Senate

Dear UCC,

Public History and Museum Studies appears to be attracting increasing interest among our undergraduate students. "Public History" is an umbrella covering work in public archives, city and county and state historians' offices, corporate archives, records management offices, the National Park Service, and elsewhere. "Museum Studies" is self-descriptive though involving a variety of skills and institutions.

The proposed program will be inter-disciplinary, bringing together courses and faculty in the departments of African and African-American Studies, Anthropology, Art, Communications, and History. No single department has the requisite expertise, but combining their talents could create a synergy that will benefit our students. And the courses already exist, so we will be making a whole that is greater than the sum of existing parts.

As the Minor will build on disciplinary majors such as History, it will provide a potential direction in which to apply those intellectual tools honed in the major.

This program will provide a taste of these fields. Some students may decide to pursue professional training in graduate programs in museum studies and/or public history. Others will use it as an avocation, working in local historical societies, doing genealogy and oral histories, or volunteering at museums and libraries.

I recommend this Minor as one that coordinates existing resources to further the potential of inter-disciplinary work.

Sincerely,



Owen S. Ireland, Chair



Date: October 2, 2012

To: College Senate

From: Phyllis Kloda
Professor of Art and Chair
Department of Art

RE: Interdisciplinary Minor in Museum Studies and Public History

Dear Senators:

I am writing in support of the proposed Interdisciplinary Minor in Museum Studies and Public History. The addition of offering a minor such as this is beneficial to many students across our campus and not just students in The School of The Arts, Humanities and Social Sciences. The proposal is sound in regards to using pre-existing courses from other disciplines and departments, which will enhance enrollment in those areas. Additionally, it supports interdisciplinary practices among departments and programs which is highly encouraged by the College.

Many of our Art majors will be interested in pursuing Museum Studies as a minor along with their Studio major and an Art History minor. In the past we have had a high interest among our students to pursue Museum Studies and we did not have a proper minor in place. This new minor will definitely benefit our majors and our course enrollment.

I highly endorse the proposal.



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

School of The Arts, Humanities and Social Sciences

October 9, 2012

**Dr. Morag Martin
Department of History
130 Brown
The College at Brockport**

Dear Dr. Martin:

The dean's office of the School of The Arts, Humanities and Social Sciences heartily endorses the proposal for the interdisciplinary minor in Museum Studies and Public History. Such an interdisciplinary effort will benefit students in ways not currently available.

Sincerely,

**Virginia Bachelier
Associate Dean
The Arts, Humanities and Social Sciences**