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Reduction in Credits Required to Complete the Anthropology Major, Allowing ANT 101 to satisfy One of the Three Introductory Class Requirements and Streamlining Course Numbering for Core Courses

The College at Brockport, College Senate

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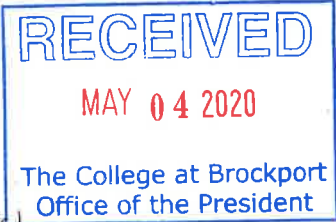
The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

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Brockport, New York 14420
585-395-2586 * 585-395-2006 (fax)
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brockport.edu/collegesenate

Resolution **2019-20 #32**
College Senate

Supersedes Res #: _____

TO: Dr. Heidi Macpherson, College President
FROM: The College Senate:
RE: → I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)



SUBJ: *Anthropology curriculum adjustments (#35_19-20GE)*

Implementation Effective Date**: Fall 2021

Signed: JAZ7 Date: 5 / 6 / 2020
(Dr. James Zollweg, 2019-2020 College Senate President)

Signed: *Eileen Daniel* Date: 5 / 20 / 2020
(Dr. Eileen Daniel, Vice Provost, The College at Brockport)

****Implementation of resolution requires final approval from SUNY- State Education Department.**
 YES X NO

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

TO: Dr. James Zollweg, College Senate President
FROM: Dr. Heidi Macpherson, College President
RE: → I. Decision and Action Taken on Formal Resolution (circle choice)
a. Accepted
b. Deferred for discussion with the Faculty Senate on ___/___/___
c. Unacceptable for the reasons contained in the attached explanation.
d. Comments:

Signed: *Heidi Macpherson* Date: 5/6/2020
(Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:
The College Senate will forward the resolution signed by the College Senate President to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY-State Education Dept. The Vice Provost will then forward the resolution with that designation to the College President. Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff and to the College Senate. 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: January 31

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

See https://brockport.edu/support/college_senate/proposals.html for full details.
Complete this cover page. Email it along with all relevant files (individual .docx or .pdf files) to senate@brockport.edu. Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

Routing Number <i>Routing # assigned by Senate Office</i>	35_19-2020
This Proposal Replaces Resolution	
Revision Date(s)	
Anticipated Effective Date:	

Title of Proposal in Title Style

Reduction in Credits Required to Complete the Anthropology Major, Allowing ANT 101 to Satisfy One of the Three Introductory Class Requirements and Streamlining Course Numbering for Core Courses

Brief Description of Proposal

In order to better serve the needs of our students, the Anthropology Department proposes to streamline course numbering, to broaden the options which satisfy our lower-level core course requirements, and to reduce the credits needed to complete the major by three upper-level elective credits. Specifically, the changes are as follows: **1) to allow ANT 101 to satisfy the lower-level core course requirement, 2) to renumber ANT 220 (a required core course) to ANT 320, and 3) to change one of the required methods classes from ANT 456 to ANT 356 and 4) to change the requirement of three upper-level (300-400) elective courses to two.** These changes are in response to suggestions recommended by our recent PPR reviewers and better reflect how our department has expanded in terms of curriculum development and faculty

Budgetary Resources Needed

N/A

Student Learning Outcomes Assessment Data

Assessment in ANT 456 supports a change for this methods course to a 300-level and suggests that students are not performing at the mastery level (only 69% of students met or exceeded expectations). ANT 356 will take its place and is already developed and in the course catalogue.

Effect on Transfer Students

The proposed changes to the anthropology major curriculum and credits will be beneficial to transfer students as they will be able to complete the major in a more timely fashion as there will be one less elective credit required. They will also be able to see a clear pathway to completing the major with the renumbering structure we propose.

Proposer Information

Jennifer Ramsay, Anthropology, #5706, jramsay@brockport.edu

Senate Office Use Only

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	01/30/2020
<input type="checkbox"/> Engagement & Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	
<input checked="" type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

ANTHROPOLOGY MAJOR PROPOSAL FOR CIRICULUM CHANGES

1. The current curriculum for Anthropology majors was created in 2008 and it no longer accurately reflects our student learning objectives or changes in our curricular offerings and faculty. The PPR of 2013 revealed we needed a better way to introduce non-majors to our discipline and that we lacked foundational lower-level required majors courses. Our introductory-courses at that time were only at the 100-level and The Ethnographic Experience (formerly ANT 200) was the only required majors course at the 200-level. Since then, our department has created a four-field gateway course (ANT 101) that covers the major sub-fields of our discipline and our foundational major core have all been switched to the 200-level. ANT 101 has succeeded as a recruitment tool into our major, and our first proposal change is to make **ANT 101 an option for satisfying one of the required two lower-level core courses**. At present, the options which satisfy that requirement are ANT 201, 202, 203 and 256. All of our faculty have taught ANT 101. We have discussed the course's curriculum and student-learning objectives (in faculty retreats). We believe it is equal in content and coverage to our current lower-level core-course options, and it would be inefficient not to let it count towards our major for many of our newest majors (who have taken it).
2. As our 200-level course offerings have expanded and as our major continues to draw heavily from transfer-student populations, students and faculty have questioned the value of keeping ANT 220 (formerly ANT 200) as a lower-level course when the theoretical and methodological orientation of the course material lends itself to being an upper-level offering. After much discussion during our recent faculty retreat (December 2019) and comments by external examiners during our Periodic Program Review (Spring 2019), the **faculty propose renumbering ANT 220 to ANT 320**. This change better reflects the content of the course as it is currently taught. It would also prove useful to our newest majors, most of whom enter our program as transfer students without an ANT 220 equivalent at their community college. By making ANT 220 an upper-level course, it streamlines the major for transfer students who could use ANT 320 (as proposed) to count towards the 48 upper-level courses credit requirement at Brockport (please see attached syllabus for the proposed ANT 320 course).
3. The classification of Methods in Forensic Anthropology as a 400-level course (**ANT 456 needs to be changed to a 300-level course (ANT 356)**), which we had discussed in our faculty retreat and was noted by the external examiners during our Periodic Program Review (Spring 2019). 400-level courses assess primarily at the mastery-level, assuming that students have previously been exposed to the materials and methods covered in the course. As a methods course, students are still developing their knowledge base in the discipline and are only now getting the opportunity to learn the practical aspects of methods of research. As such, it is more logical that a methods course should be at the developing-level. Assessment in ANT 456 backs this up (only 69% of students met or exceeded expectations) and suggests that students are not performing at the mastery level. This change better aligns the forensic methods course with the rest of the anthropology methods courses – as they are all classified as 300-level courses. This change would also allow for the development of a new 400-level forensic anthropology course at the mastery-level that builds upon the knowledge and skills gained in the methods course. This new course could focus directly on practical skeletal analysis, which would be introduced and developed in the 300-level methods course.
4. In an attempt to further streamline our major to best meet the needs of students, we propose **reducing our major by three credits or one required upper-level (300-400 level) elective course**. This would make the requirement to graduate four upper-level elective courses in Anthropology (verses five), with two remaining at the 400-level.

Overall, we believe that these proposed changes maintain the integrity and high standards of our major program without needlessly burdening our students with extra course requirement. We recognize that students benefit from streamlined programs which provide flexibility and customization options, and we believe we've hit the right balance with these changes.

1. Side-By-Side Comparison

CURRENT PROGRAM	PROPOSED PROGRAM
Required Academic Core (39 credits)	Required Academic Core (36 credits)
<i>Three intro courses (9 credits) selected from:</i>	<i>Three intro courses (9 credits) selected from:</i>
	ANT 101 The Human Condition: Intro. to Anthropology (3)
ANT 201 Intro. to Cultural Anthropology (3)	ANT 201 Intro. to Cultural Anthropology (3)
ANT 202 Intro. to Archaeology (3)	ANT 202 Intro. to Archaeology (3)
ANT 203 Intro. to Human Evolution (3)	ANT 203 Intro. to Human Evolution (3)
ANT 256 Intro. to Forensic Anthropology (3)	ANT 256 Intro. to Forensic Anthropology (3)
<i>Three core courses (9 credits):</i>	<i>Three core courses (9 credits):</i>
ANT 220 Ethnographic Experience (3)	ANT 320 Ethnographic Experience (3) ***
ANT 470 Anthropology as a Profession (3)	ANT 470 Anthropology as a Profession (3)
ANT 471 Anthropological Theory (3)	ANT 471 Anthropological Theory (3)
<i>Two methods courses (6-7 credits) selected from:</i>	<i>Two methods courses (6 credits) selected from:</i>
ANT 383 Cultural Anthropology Rsrch. Meth. (3)	ANT 383 Cultural Anthropology Rsrch. Meth. (3)
ANT 384 Archaeological Rsrch. Methods (3)	ANT 384 Archaeological Rsrch. Methods (3)
ANT 385 Biological Anthropology Rsrch. Meth. (3)	ANT 385 Biological Anthropology Rsrch. Meth. (3)
ANT 456 Forensic Anthropology Rsrch. Meth. (3)	ANT 356 Forensic Anthropology Rsrch. Meth. ***
Five upper level elective courses (ANT 300-499), at least two of which must be at the 400-level.	Four upper level elective courses (ANT 300-499), at least two of which must be at the 400-level.
<i>ANT Electives (15 credits) selected from:</i>	<i>ANT Electives (6 credits) selected from:</i>
ANT 3xx-4xx Anthropology Electives	ANT 3xx-4xx Anthropology Electives
	<i>ANT Electives (6 credits) selected from:</i>
	ANT 4xx Anthropology Electives
Total = 39	Total = 36

Ethnographic Experience
(ANT 320) Proposed Course Re-Numbering

Dr. Pilapa Esara Carroll

Office: Cooper C-13a

Phone: 585-395-5345

Email: pesara@brockport.edu

Office hrs: Tuesdays and Thursdays 12:30-1:30pm, 3:30-4:30pm, or by appointment

Course Time: xx

Course Location: Cooper, Rm. C-7

Course Description & Objectives:

Through the power of words, writers create worlds. It is through their eyes that a place unseen is populated, the familiar is made strange and our own lives appear simple when compared to the published complexities of others. Is it not odd that those of us who have never set foot in Tokyo or Los Angeles, nevertheless have images and ideas of its residents and their activities whether accurate or not? On what grounds do we make certain assumptions about others whom we've only read about and heard about? How much of our general understanding about world issues is informed and dependent upon specialist-fieldworkers, like anthropologists and journalists, who have "been there and seen it"? By what criteria do we assess knowledge of other cultural contexts and which authors do we view as legitimate?

In this course, we will study anthropology as a discipline that has helped to construct our particular perspectives of the world. We will explore what it is that anthropologists do (research in a naturalistic setting) and produce (ethnographic information and anthropological theory) with consideration as to why and towards what ends. Specifically, we will focus on ethnography, as the written product of anthropological inquiry, and as a literary genre. I have designed this class primarily for sophomores with the goal of nurturing writing and reading skills. This **class is reading-intensive**. Class discussions will center upon issues of ethnographic research methods; interpretation and representation; the "ethnographic gaze"; the academy and scholarly production; and the distribution and implications of ethnographic knowledge.

The Anthropology Department's academic major endeavors to teach students 7 learning outcomes of which this course focuses on Disciplinary Knowledge. Upon completion of the course, students will be able to:

- Understand the broad knowledge base of human biocultural diversity across time and across cultures. Additionally, hard-working students can also anticipate achieving the following course-based learning outcomes:
- Speak knowledgeably about major classic and contemporary ethnographies
- Describe historic changes within the field as reflected in shifting writing styles
- Identify specific issues of interpretation, representation and authorship

Course Requirements:

To earn a passing grade, students must complete *each* course requirement in a timely fashion. *A student who fails to do so will earn an automatic E.* Student performance in this course will be evaluated in accordance to the Department of Anthropology's Guidelines for Student Evaluation (see Blackboard page). Letter grades are calculated as follows: A: 100-94; A-:93-90; B+:89-87; B:86-84; B-:83-80; C+:79-77; C:76-74; C-:73-70; D+:69-67; D: 66-64; D-: 63-60; E:59-0. I suggest reading the Student Policies on the school website, which detail various college-wide standards concerning attendance and academic dishonesty.

Evaluation of student performance is based on the timely completion of the following tasks (See *Assignment Descriptions* for more info):

20	Class Participation Score includes Reading Review/s and in-class activities
20	Ethnographic Project
60	Tests (4 worth 15 pts. each)
100 pts	

Course Policies:

Academic Dishonesty/Plagiarism

It is important for students to understand that the College faculty and staff value student honesty and integrity. Academic dishonesty, "cheating" and other forms of misrepresenting others' work as your own, such as plagiarism, are considered serious breaches of academic integrity and are major violations of the

standards of ethical behavior that the College expects from all its students. The best rule is to assume that instructors expect all work (exams, papers, projects, etc.) submitted for grading to be entirely your own, done without collaboration. If you don't know what academic integrity is, go to the Web site and find out.

https://www.brockport.edu/support/policies/adopted/aa_vprovost_academicaffairs_academic_dishonesty.html

Class Participation

Active involvement in class activities is integral and requires consistent attendance. Students are expected to come to class prepared. Excused absences include documented emergencies that are beyond a student's control (as perceived by the professor) and pre-appointed college business (like a scheduled athletic event). Schedule doctor's appointments and work shifts outside of class time. Absences, **excused or not**, do not alter a student's responsibility for assigned course work.

https://www.brockport.edu/support/policies/adopted/aa_vprovost_academicaffairs_attendance_guidelines.html

Electronic Devices:

Please be courteous and mute all cell phones before entering the lecture hall. If you have an emergency and need to use your phone, please leave the classroom quietly so as not to disturb your fellow students. I always notice these disruptions and repeat occurrences will affect your Class Participation score. I do not generally permit e-readers and computers for note-taking, unless requested in advance.

Office hours & Contact Information

Immediate questions and assignment-specific concerns are best addressed during office hours or through appointments. Email should only be used for *non-immediate* topics and responses can be expected in 2-3 *business days*. I am happy to grant learning accommodations if given a couple of weeks notice.

Course Materials:

Assigned course texts are accessible through the Reserves Desk in Drake Memorial Library. (Note: Course texts are referenced using APA style)

1. Malinowski, B. (1961). *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. New York: E.P. Dutton & Co.
2. Behar, Ruth. (1993). *Translated Woman: Crossing the Border with Esperanza's Story*. Boston: Beacon Press.
3. Goffman, A. (2014). *On the Run: Fugitive Life in an American City*. Chicago: University of Chicago Press.

Assigned course readings will be accessible through BLACKBOARD [BB] by clicking on the Content link and looking in the READINGS folder. The references for these readings are as follows in APA style:

- Bourgois, P. (2002). Understanding Inner-City Poverty: Resistance and Self-Destruction under U.S. Apartheid. In MacClancy, J. (Ed.), *Exotic No More: Anthropology on the Front Lines*. Chicago: University of Chicago Press.
- Malinowski, B. (1967). *A Diary in the Strict Sense of the Term*. Stanford: Stanford University Press.
- Neyfakh, L. (2015, June 18). The Ethics of Ethnography. Slate. Retrieved from: http://www.slate.com/articles/news_and_politics/crime/2015/06/alice_goffman_s_on_the_run_is_the_sociologist_to_blame_for_the_inconsistencies.html
- Parry, M. (2015, June 12). Conflict over Sociologist's Narrative Puts Spotlight on Ethnography. The Chronicle of Higher Education. Retrieved from: <https://www.chronicle.com/article/Conflict-Over-Sociologists/230883/>
- Rosaldo, R. (1983) Grief and a Headhunter's Rage. In Robben (Ed.), *Death, Mourning and Burial: A Cross-cultural Reader*. Malden, MA: Wiley-Blackwell Publishing.
- Scheper-Hughes, N. (1995.) The Primacy of the Ethical: Propositions for a Militant Anthropology. *Current Anthropology*, 36(3): pp. 409-440.
- Scheper-Hughes, N. (2002). Mind(ing) the Body: On the Trail of Organ-Stealing Rumors. In MacClancy, J. (Ed.), *Exotic No More: Anthropology on the Front Lines*. Chicago: University of Chicago Press.
- Sluka, J. & A. Robben (Eds.) (2007). Fieldwork in Cultural Anthropology: An Introduction. In *Ethnographic Fieldwork: An anthropological Reader*. Malden, MA: Blackwell Publishing.

- Sokefield, M. & S. Strasser. (2016). Introduction: Under suspicious eyes --surveillance states, security zones and ethnographic fieldwork. *Zeitschrift für Ethnologie* 14:159–176
- Verdery, K. (2012). Observers Observed, *Anthropology Now*, 4(2): 14-23

Course Schedule:

Reading and submitted assignments are due at the start of class *on the day* in which they are listed. Completion of a reading assignment includes not just the physical act of having read the text but includes comprehension of the material. When a reading assignment is not listed, the class session will focus on a previously assigned text.

(Note: Schedule is subject to change with notice.)

Week #1 – What is Culture? What is ethnography?

Tuesday, Jan. 23rd Welcome and Course Information

READ: Malinowski (1961), “Argonauts,” Introduction & Ch. 1-2

Week #2 - How should anthropologists study culture?

Tuesday, Jan. 28th READ: READ: Malinowski (1961), “Argonauts” Ch. 3, 5 & 6

Thursday, Jan. 30th READ: Malinowski (1961), “Argonauts” Ch. 10-11

Week #3 – How should one write about culture?

Tuesday, Feb. 4th Malinowski (1961), “Argonauts” Ch. 17 & Ch. 22

Thursday, Feb. 6th READ: [BB] Malinowski, (1967). “Diary” Part One excerpt starting with “Sept. 20, 1914” (pp. 1-37), stopping at the last full entry and excerpt starting with “Tues., Dec. 1” (pp. 45-74)

Week #4 – Can an outsider ever get at the insider’s native perspective?

Tuesday, Feb. 11th READ: [BB] Malinowski, (1967). “Diary” Part Two Excerpt starting with “Monday 24th” (pp. 163-170) and Excerpt starting with “Tues., 5.2” (pp. 266-273).

Due: Ethnographic Project Check-In

Thursday, Feb. 13th READ: [BB] Lyons (2011), “Malinowski”
READ: [BB] Sluka & Robben (2007) “Fieldwork” excerpt 1

Week #5 – What is Ethnography? A genre of writing? A research method?

Tuesday, Feb. 18th Rosaldo, “Grief and a Headhunter’s Rage”

Thursday, Feb. 20th **Test #1**

Week #6 – Re-thinking the classic ethnography

Tuesday, Feb. 25th READ: Behar, “Translated Woman,” Part I Intro., Coraje, Ch. 1 -3

Thursday, Feb. 27th READ: Behar, “Translated Woman” Ch. 4-6

Week #7 – Should an ethnographer be a fly on the wall? Or should she have a voice?

Tuesday, Mar. 3rd READ: Behar, “Translated Woman” Part II Intro., Ch. 9-11

Thursday, Mar. 5th READ: Behar, “Translated Woman” Part III Intro., Ch. 12-14

Week #8 – In writing about cultures, do ethnographers in a sense create it, since their readers often have never and will never interact with the subjects of these studies?

Monday, Mar. 10th READ: Behar, “Translated Woman” Part IV Intro., Ch.15-17

Thursday, Mar. 12th **Test #2**

Week #9 – SPRING BREAK

Tuesday, Mar. 17th

Thursday, Mar. 19th

Week #10 – How has ethnography changed in the PostModern period?

Tuesday, Mar. 24th

READ: [BB] Sluka & Robben (2007) “Fieldwork” excerpt 2

DUE: Ethnographic Project

Thursday, Mar. 26th

READ: [BB] Scheper-Hughes (2006) “Kidney Kin”

Week #11 – What makes a “good” anthropologist? What is our mission?

Tuesday, Mar. 31st

READ: [BB] Scheper-Hughes (1995) “Primacy of the Ethical”

Thursday, Apr. 2nd

READ: [BB] Bourgois, (2002)., “Understanding Inner-City Poverty”

Week #12 – Is the role of an anthropologist to be a Witness, Advocate or Provocateur?

Tuesday, Apr. 7th **Test #3**

Thursday, Apr. 9th

READ: Goffman, (2014) Intro., & Ch. 1-2

Week #13 – Should anthropologists continue to write ethnography, given claims that neutrality is impossible?

Tuesday, Apr. 14th

READ: Goffman, (2014) Ch. 3-4 & Ch. 7

Thursday, Apr. 16th

READ: Goffman, (2014), Conclusion, Epilogue & Appendix

Week #14 – Of what use is anthropological knowledge? Is this a question of morality?

Tuesday, Apr. 21st

READ: Neyfakh, (2015). Slate article, see url above

READ: Parry, (2015). Chronicle article see url above

Thursday, Apr. 23rd

READ: Verdery, (2012). Observers Observed

Week #15 – How do we “assess” the quality, accuracy and responsibilities of ethnography today?

Tuesday, Apr. 28th

READ: Sokefeld & Strasser (2016). Under Suspicious Eyes.

Thursday, Apr. 30th

Course Wrap-Up

Test #4 DUE in hard-copy by the Final Exam Day (tbd)

College Policies:

Anti-Discrimination Statement

“The College is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.

Documentation & Accommodation policy

Students with documented disabilities may be entitled to specific accommodations. Student Accessibility Services makes this determination. Please contact Student Accessibility Services at (585) 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing any approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty will work as a team with the Student Accessibility Services.

<https://www.brockport.edu/support/policies/adopted/emsasasaccommodationappeals.html>

Emergency Alert Statement

“In case of emergency, the Emergency Alert System at The College at Brockport will be activated. Students are encouraged to maintain updated contact information using the link on the College’s Emergency Information website, <https://www.brockport.edu/support/emergency>. Included on the website is detailed information about the College’s emergency operations plan, classroom emergency preparedness, evacuation procedures, emergency numbers, and safety videos. In addition, students are encouraged to familiarize themselves with the Emergency Procedures posted in classrooms, halls, and buildings and all college facilities.”

Gender Equity Policy Statement:

“Sex and Gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at https://brockport.edu/about/title_ix/. Confidential assistance is available on campus at Hazen Center for Integrated Care and RESTORE. Faculty are NOT confidential under Title IX and will need to share information with the Title IX & College Compliance Officer. For these and other policies governing campus life, please see <https://www.brockport.edu/support/policies/student.php>”

January 27, 2020

The College Senate Undergraduate Curriculum Committee
612 Allen Administration Building
The College at Brockport, SUNY
Brockport, NY 14420

To the College Senate Undergraduate Curriculum Committee:


I would like to express with this letter my support as chair of the Anthropology Department for the proposed curriculum changes to the Anthropology Major. The changes requested in this proposal are; 1) to allow ANT 101 to satisfy the lower-level core course requirement, 2) to renumber ANT 220 (a required core course) to ANT 320, and 3) to change one of the required methods classes from ANT 456 to ANT 356 and 4) to change the requirement of three upper-level (300-400) elective courses to two. The proposed changes were arrived at based on faculty discussion, assessment data and comments from external examiners during our Periodic Program Review in the spring of 2019. The changes also reflect our expanded curriculum and new faculty. The Anthropology Department faculty voted unanimously in support of these changes during our faculty retreat in December 2019.

I believe that these proposed changes will positively affect our major as our students will be able to complete the major in a more timely fashion and they will be able to see a clear pathway to completing the program with the renumbering structure we propose. I also know we will still maintain the integrity and high standards of our major program but without needlessly burdening our students with extra course requirements.

If you have any questions or concerns regarding the proposed changes, please contact me.

Thank you for your time and consideration.

Sincerely,



Jennifer Ramsay, Ph.D.
Associate Professor and Chair



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

School of Arts and Sciences

January 24, 2019

College Senate
The College at Brockport
Brockport, NY 14420

Dear College Senate:

I have reviewed the proposed updates to the Anthropology major submitted by Dr. Jennifer Ramsey, some of which are necessary to better align Anthropology course offerings with their student learning outcomes. The proposed revisions are rooted in assessment data and recommendations from PPR reviewers. The revisions will better serve students by streamlining course numbering and increasing flexibility in course offerings that satisfy lower-level core requirements. Additionally, these changes will improve the transfer experience while decreasing the total number of credits for the major. Finally, no new resources are needed to implement the proposed revisions. Given these reasons, I support the proposed updates to the Anthropology major.

Sincerely,

Dr. Jose Maliekal
Dean

