

IDC 2
Request for Authorization to Establish a New Degree Program

INSTRUCTIONS: Please submit five copies of the proposal to the Senior Vice President for Academic Affairs, UNC Office of the President. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required.

Date: November 4, 2009

Constituent Institution: University of North Carolina - Asheville

CIP Discipline Specialty Title: Anthropology

CIP Discipline Specialty Number: 45.0201 Level: B M 1st Prof D

Exact Title of the Proposed Degree: Anthropology

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): B.A.

Does the proposed program constitute a substantive change as defined by SACS? Yes No

a) Is it at a more advanced level than those previously authorized? Yes No

b) Is the proposed program in a new discipline division? Yes No

Proposed date to establish degree program (allow at least 3-6 months for proposal review):

month August year 2010

Do you plan to offer the proposed program away from campus *during the first year of operation*? Yes No

If so, complete the form to be used to request establishment of a distance education program and submit it along with this request.

I. Description of the Program

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

As both UNC Tomorrow and the UNC Asheville Strategic Plan suggest, today's colleges must do a better job than we have done preparing students for life in an increasingly mobile, interconnected, and therefore diverse world. Our students need to learn not only about differences among the human population abroad, but also differences at home. They need to learn how to work across those differences. And because human relations are dynamic, our students need to learn how to learn – a matter of openness, sensitivity, appreciation, and on-the-ground experience. This is perhaps the most important reason the Department of Sociology proposes a major in Anthropology. For the skills our students need to negotiate our changing world lie at the heart of Anthropology. Students trained in Anthropology are prepared to help businesses, agencies, professional organizations, and government offices extend themselves to diversifying constituencies.

Anthropology seeks to document and understand the varieties of human experience. It does this by attending comparatively to the local and individual, from studying the economics of a ritual festival in a remote village in Bolivia to the symbolic meanings behind market trading in Madagascar to the particular understandings of healing and health among head-hunters in Java to the complexities of identity politics in an American city or the social and cultural changes experienced in the greater Appalachia region.

Building on the Anthropology concentration (implemented in 2004) in the Sociology major, the Sociology department at UNC-Asheville is proposing an Anthropology major, to be housed in a joint Sociology and Anthropology department. Since the hire of a tenure-track anthropologist in 1990 (now a full professor), the department has been committed to offering Anthropology courses and to expanding its support of the many university initiatives. With the addition of a second tenure-track Anthropologist in 2001 (now an associate professor), the Sociology department doubled its course offerings in Anthropology. When the Sociology department undertook a fundamental revision of its curriculum, we formulated a concentration in Anthropology. Thus, the significance of Anthropology in the Sociology department evolved from an offer of rather unlinked courses to a two-fold presence: on the one hand, it is now fully integrated in the new curriculum, allowing students to take all required courses for the degree in Anthropology alone and, on the other, a curricular integration with Sociology that affords the students to either replace or add required as well as elective courses. This is a particularly original approach with regards to theory, methods, and senior thesis courses. This innovation marks a significant departure from past arrangements, whereby students interested in Anthropology nevertheless received a BA in Sociology.

Today, with the new and revised curriculum, the department is in the position not just to offer a concentration but a BA in Anthropology.

We foresee, following the approval of the new major, adding two more tenure-track positions over a period of five years. That would bring the total number of full-time tenure track Anthropology positions to four. As mentioned, the department has currently 2 tenured Anthropologists. Just recently, the department's request to retain a position (vacated due to retirement) and to transform it into a tenure-track Anthropology position was approved April 2008. This fall (2009), the department has launched a national search to fill this position. If successful, starting fall 2010, the department will then have a third tenure track Anthropologist. And finally, given recent growth of the department's student population (especially those students declaring a concentration in Anthropology), the department hopes to hire a fourth tenure-track assistant professor over the course of the next five years.

Our potential graduates are uniquely suited for a career in any number of fields--including education, health care, museum curation, social work, international development, government, organizational psychology, non-profit management, marketing and publishing—anything that requires a keen mind, trained in thinking outside the confines of our cultural assumptions. Some careers require a graduate degree. The critical reading, thinking, and writing skills emphasized in our program are excellent preparation for graduate programs in law, public policy, medicinal fields, counseling, education, and beyond. Practicing and applied anthropologists pursue an MA or a PhD and take on roles outside of academia, in public health, environmental fields, or cultural resource management.¹

B. List the educational objectives of the program.

Students majoring in Anthropology learn about human beings from many different places and times, as well as more generally the generative nature of social and cultural realities – they learn how people become different. Students develop the critical thinking and communication skills necessary to apply these insights to productive and meaningful professional and personal lives in their communities. Anthropology teaches and encourages students to document and interpret different forms of human experience, enabling them to:

- Explore the richness of all social life—both the familiar and the unfamiliar—through cross-cultural and comparative study and recognize different systems of meaning, belief and knowledge.
- Understand the concepts of cultural relativity and ethnocentrism.
- Understand and be able to apply the ethnographic model.
- Appreciate the importance of language as demonstrated through clear, competent and creative written and oral communication.
- Study the richness of human relations on site, that is, know methods of fieldwork.
- Engage in research that prepares them for their senior thesis; inspires them to participate in undergraduate research; encourages them to consider their senior thesis as a stepping stone towards graduate school or as theoretical and practical foundation for professional community work and civic engagement.
- Become responsible for their own education through participation in a community of learning with faculty mentors and student peers.

Such training gives students the basis for continuing work in the discipline as well as for entering many other careers. The skills of understanding other people different from oneself, gathering information about them, reporting that information in a form accessible to others are needed in all forms of business, banking, public service, government, and mass media. The world needs people who not only appreciate the variety of human experience but also know how to translate these differences to others.

Making the change from a Sociology major with a concentration in Anthropology to a major in Anthropology has the following advantages: First and foremost, the Anthropology major enjoys a significantly greater attractiveness than a concentration in Anthropology. Therefore, current UNC-Asheville students may consider majoring in

¹ From the American Anthropological Association website.

Anthropology. Moreover, high school graduates in the region may consider coming to UNC-Asheville because it offers a major in Anthropology (both of these arguments are elaborated below at “Justification for the Program – Student Demand”). Second, students who major in Anthropology will obtain more extensive and thus better training and education. This can make a difference in the pride of Anthropology majors (whose diplomas will read “Anthropology”). Third, it improves students’ chances for admission to graduate programs in Anthropology. Fourth, it enhances career opportunities, because an Anthropology major buttresses precisely the skills a globalizing economy and an increasingly complex and interdependent society requires. Fifth, it heightens the attractiveness of UNC-Asheville as dynamic employer for new faculty (in this case, both Anthropologists and non-Anthropologists, because Anthropology is a key discipline in the liberal arts). And last but not least, a new Anthropology major will increase opportunities for faculty and students to engage the community, which (community engagement) is a key component of UNC Tomorrow. This is addressed in what follows.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

The proposed Anthropology major at UNC-Asheville is integrated with the Sociology major, and vice-versa. Both fields share courses, faculty, facilities and resources. In 2004, the department revised the curriculum to bring the two disciplines closer together. The logic of this revision has been to bring Sociology and Anthropology students together early in their UNC-Asheville careers by way of a 200-level social and cultural inquiry course, essentially theoretical in nature. In this course, the two disciplines are presented in both their similarities and differences. The course has been taught by Sociologists but, beginning in spring 2010, will be taught by both Sociology and Anthropology faculty, deepening the integration of the two disciplines and making it real to students. Following the 200-level inquiry course, students must take a methods course, for which they can choose among ethnographic, quantitative, and qualitative methods. All three methods courses have equal standing and any of them can be used for either focus (but through advising, we encourage students focusing in Anthropology to take ethnographic and/or qualitative methods). Finally, students are required to take a senior thesis and senior symposium course. In the former, students must finish their thesis. This course is currently taught by both Sociology and Anthropology faculty to students in their respective disciplines. In the senior symposium course, students are brought together one final time, to heighten their sense of the close relationship between Anthropology and Sociology, to examine contemporary topics that are germane to both fields and to discover the ways that the two disciplines are answering the same questions in unique ways. This course is currently taught by Sociology faculty. In proposing the Anthropology major, the department neither seeks nor needs further curricular changes. However, in the new major, with three or four Anthropology faculty, the department can add more electives and have Anthropologists share in the teaching of courses that are currently taught by Sociology faculty only.

We envision a growing joint department – growing in terms of faculty and majors - where Anthropology students can benefit from the expertise of Sociology faculty and vice versa. Anthropology is well partnered with Sociology in a single department (see the American Sociological Association’s 2006 publication, *Models and Best Practices for Joint Sociology-Anthropology Departments*). Anthropology and Sociology are sibling disciplines. Both study the same social phenomena, but through different lenses. Anthropology’s interests in nonwestern (as well as western), local, and thickly described ethnographic experiences – the study of particular individuals in particular places – makes it a distinct discipline that attracts a distinct group of students as majors.

Anthropology and Sociology faculty are currently supporting a variety of programs, including the Humanities, Integrative Liberal Studies Colloquia, Women’s Studies, Africana Studies, Disability Studies, Health and Wellness, and Religious Studies. Anthropology as understood and taught by our faculty is not only supportive of a large number of departments, programs and the students these serve, it is also fully compatible with and an integral part to UNC Asheville’s Strategic Plan and the UNC Tomorrow Initiative. Specifically speaking, in Anthropology, we teach engagement with communities as well as a curriculum for the future. To the degree to which Anthropology will be able to establish itself as discipline anchored in the presence of a number of Anthropology faculty that can sustain a major and contribute to its student growth, these two University and System wide initiatives will be well served. This is elaborated in what follows.

D. Describe any explorations of collaborative offering in this program and the results of those explorations

The department has hopes for a number of collaborative projects, including with the department of Religious Studies. Preliminary conversations were held during fall 2009. Upon establishment of the Anthropology major, both departments will come up with concrete plans for collaborative projects.

II. Justification for the Program—Narrative Statement

A. Describe the proposed program as it relates to:

1. Institutional Mission and Strategic Plan

The core of UNC Asheville’s mission – both in the way we see ourselves and the way we are understood by the UNC system – is the liberal arts. UNC Asheville’s “liberal arts educational approach” asks students to “cultivate an understanding of the dimensions of human diversity while recognizing the common humanity of all”² This corresponds to the field of Anthropology’s core definition: “The word anthropology itself tells the basic story — from the Greek *anthropos* ("human") and *logia* ("study") — it is the study of humankind, from its beginnings millions of years ago to the present day”.³ That anthropological study of humankind concerns itself equally what we have in common as members of the same species and the myriad diversity that makes each culture unique. Anthropologists hold that we must learn to understand other people on their own terms, not only on our own. This supports the university’s mission to “encourage students to clarify, develop and live their own values while respecting the views and beliefs of others.”⁴

Our current Anthropology faculty emphasize interdisciplinary learning within the Social Sciences and among all three divisions--Social Sciences, Humanities, and Natural Sciences—in keeping with the UNC Asheville’s mission that states: “Students undertake concentrated study in one area while simultaneously developing an understanding of the connections among disciplines.”⁵ For instance, *Death and Dying* (Anth 365), *Manhood and Masculinities* (Anth 425), *Cultures of Africa* (Anth 260), *Anthropology of the New ‘Old’ Europe* (Anth 373), *Writing Gender* (Anth 361) (in fact, all Anthropology electives) are quintessential interdisciplinary, in a number of ways. How dying is understood and experienced here in North Carolina or Spain or Kenya. How gender is experienced and understood today and yesterday, and what this means for tomorrow, in Appalachia, in the US, in the West, and in the non-western world. These are questions that Anthropology courses deal with. Such an interdisciplinary approach is central to the discipline of Anthropology. It is also central to the way Sociology and Anthropology interrelate as disciplines.

All Anthropology elective courses afford students an opportunity to explore the increasing interconnectedness of the local with the global and vice versa. We also encourage and teach our students to re-examine our understanding of the Humanities and to seek ways to make the Humanities a guide for praxis in the twenty-first century globally. For example, through *Zen Buddhism* (Anth 373), we bridge Eastern and Western Religions. In such courses as *Making of the Modern Middle East* (Anth 373) and *Gender in Latin America and the Caribbean* (Anth 373), we re-examine what we think we knew about both regions of the world and replace stereotypes with careful culturally sensitive scholarship.

The university’s mission is advanced in a number of complementing ways, both in the proposed requirements for the Anthropology major and in the Integrative Liberal Studies curriculum. Anthropology is firmly embedded in this mission in terms of scientific discipline, educational and pedagogic objectives, commitment to as well as critical examination and evaluation of, liberal arts as a standard of, and guide to, values. For its part, Anthropology, within a Sociology and Anthropology department, will continue to play a major role in bridging the gap between local and global, national and international, western and non-western perspectives.

² UNC Asheville Mission Statement, July 2009

³ American Anthropological Association “What is Anthropology” website
<http://www.aaanet.org/about/WhatisAnthropology.cfm>

⁴ UNC Asheville Mission Statement, July 2009

⁵ UNC Asheville Mission Statement, July 2009

UNC-Asheville is committed to its Strategic Plan, and Anthropology enhances the university's ability to achieve its goals. Specifically, a major in Anthropology facilitates the following aims of the Strategic Plan:

Public Responsibility: Through the Anthropology curriculum we teach public responsibility from a local level to a global one. For instance, in Culture and the Individual (Anth 353), each student has a service-learning project that they connect back with the other course material in a variety of ways. All of our Anthropology electives deal with issues of diversity and inclusion. In Body, Disability and Culture (Anth 350, a Diversity Intensive course in the Integrative Liberal Studies curriculum) students engage with disability, an often-forgotten element of diversity. This course offers students important perspectives on the function, dysfunction, premises and promises of various communities from Medicine to Public Policies to Social Work and Public Health. All classes in the proposed Anthropology major encourage students to be engaged public citizens. One important way that we accomplish that vital goal is to lead through example. Our current Anthropology faculty's research interests, from the significance of local support groups (stroke, aphasia, brain tumor) in generating empowerment to the survivors, to meanings attached to place and race in Asheville, signal a strong commitment to public responsibility.

Liberal Arts: The firm commitment of the Anthropology curriculum to the mission of the liberal arts is explained above. Here, we want to emphasize the dedication of the proposed Anthropology major to the idea of Undergraduate Research by highlighting some important Undergraduate Research projects in which our current faculty are involved by mentoring students. We had two students win prestigious Wellness Scholar Awards (given by the North Carolina Center for Health and Wellness) in recent years: Fran Oliver, "Adding life to years for individuals living with Alzheimer's" and Parris Marks, "Attention, Relationship and Intention: A Close Look at the Process of Yoga in Asheville." We have one faculty member involved with the Appalachian College Association and UNC Asheville Undergraduate Research Partnership (funded by the Andrew Mellon Foundation) involving three students. The Anthropology faculty has mentored undergraduate research projects as diverse as finding ways to peace through youth involvement in the Palestine-Israel conflict to a study of space and melody in music in Asheville. We also encourage co-curricular activities by sponsoring the An-So student organization, a club that further binds our commitment to working together to blend Anthropology and Sociology into one dynamic department at UNC Asheville.

Long-Term Sustainability: In our social sustainability (and economic and environmental sustainability too), we want to highlight our joint curriculum, incorporating aspects and strengths from both Anthropology and Sociology. Specifically stressing our commitment to social justice concerns from our first joint class on the 200-level (Social and Cultural Inquiry) to the last joint classes taken on the 400-level, Difference and Inequality, and Senior Symposium.

A major in Anthropology also supports the following elements of the UNC Tomorrow Initiative: *Global Readiness* – the discipline exposes students to different cultures, languages, and social systems around the world, sensitizing them to the varieties of human experience; *Our Citizens and Their Future* – in courses, fieldwork projects, and internships students discover the "others" among us and learn to recognize that not all of our citizens have the same access to economic and cultural resources; *Our Health* – in a variety of different courses and projects students learn about different models of human health in the cultural and historical record, exposing them to alternative (albeit traditional) healing models that as we speak are being embraced by our own biomedical establishment.

2. Student Demand

Students – and perhaps especially those students who choose to come to a public liberal-arts university – are eager to understand the meaning of human experience, to situate them within the range of human activity, and to understand themselves against the diversity of human expression. UNC-Asheville has a growing sense of its obligation to prepare students for a diverse world of intersecting differences. Yet, preparing students for this new world runs the risk of remaining theoretical if, in their very educational process, students have few encounters with the world they are being prepared for. This produces a deficit in the construction of meaning. It is important to remember that, by creating a concentration in Anthropology, the Sociology department has attracted diverse students by race, sexuality, ability. As mentioned, Anthropology invites – indeed, demands – that students consider their humanity in the face of difference. We take this very seriously. And if we, as a society, are to understand others – and ourselves – we must do so on others' terms, not just our own. In a real sense, Anthropology creates an intellectually and personally

safe space for students to explore the differences of others and to understand their own experience in a non-judgmental way. The addition of Anthropology major will help UNC-Asheville prepare our students to understand difference – on campus and beyond.

Ever since 2004 when the department began to offer a concentration in Anthropology, the number of students declaring a concentration has steadily increased. (See table 1). Seven students declared an Anthropology concentration in spring 2005. A year later – spring 2006 – 16 students had done so. During spring 2007, 27 students declared a concentration. Of equal importance is the growing number of Anthropology course offerings as well as the growing number of students enrolled in Anthropology courses. During 2004-05, the department offered seven Anthropology courses with an enrollment of 114 students. In 2006-07, the department offered 19 courses with an enrollment of 195 students - a phenomenal growth rate tied to the launch of the Anthropology concentration. In the current fall 2009 semester, the department is offering 14 classes (including five Introduction to Anthropology courses) with 280 students enrolled. The Anthropology schedule for spring 2010 lists 15 courses, bringing the total number of Anthropology courses for the academic year 2009-10 to 29 courses. Moreover, a number of Anthropology courses support Integrative Liberal Studies clusters and intensives and in this way serve the wider Liberal Arts curriculum.

Table 1: Students declaring a Concentration in Anthropology 2004-2009

Anthropology	2004-05	2005-06	2006-07	2007-08	2008-09⁶	2009-10⁷
Sections	15	12	19	21	20	17
Enrollment,	368	312	417	451	383	275
Concentrations (Fall Sem)	7	16	28	24	31	17

During fall 2008, the department conducted a survey to ascertain student interest in the Anthropology major (see table 2). This was a non-stratified sample, asking all students who were taking any class offered by the department (that is, Sociology and Anthropology classes). We obtained 255 responses. If controlled for “type of major”, the survey shows that among 32 students who declared to be a Sociology major with a concentration in Anthropology, 20 responded that it is “very likely” that, if offered, they would declare a major in Anthropology. 7 students responded with “likely,” 2 students responded “somewhat likely,” and only 3 students responded “not likely.”

Moreover, of the 255 students interviewed, 93 students stated that it is either “very likely” (34 students), “likely” (27 students) or “somewhat likely”(47 students) that they would declare an Anthropology major. Notice that this result included all types of students: non-Sociology majors, Sociology majors, and Sociology majors with a Concentration in Anthropology. This result reflects another point made earlier. There is a tremendous growth potential for Anthropology, one that is not a zero-sum game for the department, i.e., growth in Anthropology students entails a necessary loss of Sociology students. To the contrary, with Anthropology, the department as a whole can grow. This is good news for the Social Sciences, and good news for UNC-Asheville.

Out of 161 non-Sociology majors who answered the survey, a total of 48 students stated that it is “very likely” (6 students), “likely” (12 students) or “somewhat likely” (30 students) that they would declare a major in Anthropology. From the same pool of non-Sociology majors, 110 students declared that if offered, they would “not likely” declare a major in Anthropology. This is an interesting finding. Though not (necessarily) interested in becoming an Anthropology major, many students are nevertheless interested in what Anthropology has to offer, which, from the perspective of the department, is of crucial relevance for our mission and vision for UNC-Asheville.

Table 2: Interest in Declaring a Major in Anthropology

Major	If Offered, I Would Declare a Major in Anthropology									
	Very Likely		Likely		Somewhat Likely		Not Likely		Don't Know	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Not Applicable	3	11.1	4	14.8	8	29.6	10	37.0	2	7.4
Non-Soc Major	6	3.7	12	7.5	30	18.6	100	62.1	13	8.1
Sociology	5	15.2	4	12.1	7	21.2	17	51.5		
Soc-Anth Conc	20	62.5	7	21.9	2	6.3	3	9.4		
Total	34	13.3	27	10.7	47	18.6	130	51.4	15	5.9

3. Societal need

As indicated above, Anthropology majors are trained to document, interpret, and translate across human differences. These are essential skills for the discipline. They are also eminently portable, useful in many other disciplines, industries, and organizations. As the demographic profile of our state (and nation) changes, institutions of all sorts will require employees who are trained to help them understand, address, and appeal to these differences. In many respects, the Anthropology major personifies the liberally educated person – but with a key distinction: the Anthropology major knows the world is not composed of like-minded people. As institutions respond to diversification they will need help from people who understand these differences and know how to work across them.

4. Impact on existing undergraduate and/or graduate academic programs of your institution (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors' productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)

The creation of an Anthropology major strengthens the Liberal Arts and the university. What is more, the creation of a new degree program can be done at minimal cost to the University (see also Summary of Estimated Cost, below). It supports academic cohesion and integrity. It expands curricular offerings and interdisciplinary teaching and learning. It enriches Integrative Liberal Studies. Anthropology majors take courses in Health and Wellness, Religious Studies, Women's Studies, Africana, Arts, Biology, Classics, Economics, and more. Essentially, Anthropology students constitute a demand for classes in other departments. Anthropology serves as a yardstick by which to gauge overall institutional promise – a promise that can easily be measured and evaluated by student surveys – as well as a conduit to disperse interdisciplinary teaching, thinking, and learning. In other words, Anthropology serves as a model of intra-institutional, interdisciplinary communication, in helping to convey who we are and what we do.

B. Discuss potential program duplication and program competitiveness

1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from the proposing institution. Include a) public and b) private institutions of higher education

The following UNC institutions offer a major in Anthropology (number of majors in parentheses, latest year is 2007 (distance from UNCA in italics) (see table 3): ASU (74, 85) , ECU (33,337), NCSU (45,239), UNC-CH (95,218), UNCC (42,126), UNCG (51,166), UNCW (38,319), and WCU (35, 57). Private institutions include Wake Forest

University, Duke University, Davidson College, Elon University, Guilford College, Peace College, Warren Wilson College. The North Carolina Independent Colleges and Universities website includes the above mentioned schools as well as 29 other schools, of which only 1 (Peace College) offers a major in Anthropology.

UNCA has a particular mission as the liberal arts school within the UNC system. To this end the UNC-General Administration has identified fifteen liberal arts colleges as peer institutions (see appendix 1), and UNCA measures its standing by comparing itself to these schools. It is significant that only 2 out of the 15 institutions do not offer a degree in Anthropology. 4 of the 15 institutions have a combined Sociology and Anthropology department (College of Holy Cross, Denison University, DePauw University, St Olaf University).

2. **Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why is it necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education) with another UNC institution. If the program is a first professional or doctoral degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.**

Given the number of North Carolina Colleges and Universities that offer a major in Anthropology, meaningful comparisons – to public as well as private institutions - are difficult to make. However, a few comparative points can be made. UNC-Asheville is the only designated liberal arts university in the system. No other school has, nor seeks to have, the kind of curricular integration to its university-wide curriculum as do we. Several of the Anthropology departments in the UNC system are large enough to offer 2 or more areas of concentration (such as ASU which offers Cultural Anthropology, Archaeology, Linguistics, and Biological Anthropology). Others, such as UNCC have no area of concentration but focus on applied Anthropology. In contrast to them, UNC-Asheville offers Cultural Anthropology within a curriculum that is inextricably tied to the Sociology curriculum, and this singular curriculum is, in turn, conceived within the Liberal Arts education.

We believe that the creation of an Anthropology major comes at a crucial moment when UNC-Asheville itself has redefined its ILS curricula, its mission, and Strategic Plan. The timing is crucial. The Sociology and Anthropology department has built a curriculum around the wider curricular issues that are now taking shape at UNC-Asheville – such as diversity, sustainability, global readiness, and many other issues already mentioned. Though it does not yet exist, or exists only as an area of concentration, the Anthropology major can help guide UNC-Asheville on these fronts. It is no surprise to us that our faculty serve on campus-wide committees, such as ILSOC, Faculty Senate, Academic Programs Committee, Institutional Development Committee, and University Planning Council, whose job is to shape the university's future.

Anthropology is a discipline such as History, Biology, Economics, and Religious Studies that is traditionally offered within Liberal Arts curricula. Yet, there is no program or department at UNC Asheville that does what Anthropology does, in terms of scientific premises, theoretical perspectives, methods, and, last but not least, objects and subjects of analysis. And in terms of its curricular design and combination of Sociology and Anthropology, UNC Asheville is unique.

Collaborative efforts between UNC institutions, including distance education, are useful and have already yielded some fruitful results. The department will continue to explore such possibilities. However, a program such as the one envisioned cannot be realized through collaborative efforts with other institutions, as fruitful as they might be. Among others, as amply evidenced, the current demand for a major in Anthropology cannot be met in any other way. It is simply not realistic to assume that our students would get the same exposure to Anthropology, indeed the education, that will be possible with the new program. Moreover, not having a degree program here at UNC Asheville will result in a serious supply deficit of precisely some of the key components of UNC Tomorrow, including undergraduate research (often community oriented) and community outreach (also geared towards WNC).

C. Enrollment (baccalaureate programs should include only upper division majors, juniors and seniors).

Headcount enrollment

Show a five-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and (in the case of professional programs) job placement. Indicate how their experiences influenced your enrollment projections.

Table 3: Anthropology (CIP 45:0201) Majors and Degrees Awarded at UNC Institutions: Five Year Trend

School	Fall Semester Majors					Graduates by AY					Distance to UNCA
	2003	2004	2005	2006	2007	2002-03	2003-4	2004-05	2005-06	2006-07	
ASU	71	76	83	81	74	30	32	33	32	36	85
ECU	34	18	24	36	33	9	27	11	8	15	337
NCSU	37	33	36	41	45	4	15	19	15	25	239
UNC-CH	97	90	81	102	95	41	55	51	37	42	218
UNCC	38	45	41	40	42	16	9	17	20	15	126
UNCG	37	39	34	40	51	11	17	16	17	11	166
UNCW	40	43	40	29	38	13	16	18	22	12	319
WCU	15	21	31	31	35	11	6	8	12	9	57
UNC Total	369	365	370	400	413	135	177	173	163	165	

Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections:

	Year 1 (2010 - 2011)	Year 2 (2011 - 2012)	Year 3 (2012 - 2013)	Year 4 (2013-2014)
Full-time	10	15	20	30
Part-time	2	4	5	5
TOTALS	12	19	25	35

Please indicate the anticipated steady-state headcount enrollment after four years:

Full-time: 30 Part-time: 5 Total: 35

SCH production (upper division program majors, juniors and seniors *only*, for baccalaureate programs).

Use the format in the chart below to project the SCH production for four years. Explain how SCH projections were derived from enrollment projections (see UNC website for a list of the disciplines comprising each of the four categories).

Year 1	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I	247		
Category II	83		
Category III	50		
Category IV			

Year 2	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I	382		
Category II	128		
Category III	78		
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I	505		
Category II	169		
Category III	103		
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I	729		
Category II	244		
Category III	148		
Category IV			

III. Program Requirements and Curriculum

A. Program Planning.

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program

College of Holy Cross (MA), Denison University (OH), DePauw University (IN), St Olaf College (MN).

2. List other institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.

Linda Wolfe, Chair, East Carolina University, September 7, 2009.

Holly Mathews, East Carolina University, September 10, 2009.

Pat Beaver, Appalachian State University, September 14, 2009.

Gregory Reck, Chair, Appalachian State University, September 18, 2009

Susan Keefe, Former Chair, Appalachian State University, September 22, 2009.

Katherine Novak, Chair, Department of Sociology, Butler University, October 2008.

Antonio Menendez, Department of Sociology, Butler University, October 2008.

B. Admission. List the following:

- 1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).**

No specific or unique requirements for admission to Anthropology degree. Student must meet UNCA general requirements (e.g. student in good standing,). Student must meet curricular requirements to be able to declare a major in Anthropology (these will be similar to those students must meet to declare a major in Sociology: (nine hours of Anthropology, six of which must be at 200 levels and above.)

- 2. Documents to be submitted for admission (listing or sample).**

No special documents necessary.

C. Degree requirements. List the following:

- 1. Total hours required. Major. Minor.**

Major: 36.

Minor: 18.

- 2. Proportion of courses open only to graduate students to be required in program (graduate programs only).**

NA

- 3. Grades required.**

Student must complete Ant 455 with a grade of C or better. Students must meet departmental minimum GPA to graduate (2.0).

- 4. Amount of transfer credit accepted.**

Transfer credits are evaluated by chair in consultation with department faculty. No limit on transfer credits. UNC Asheville requires completion of one half the credits for the major in residence.

- 5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).**

All majors require oral competency, computer technology competency, and major competency.

- 6. Language and/or research requirements.**

Students must successfully pass Ant 455.

- 7. Any time limits for completion.**

NA

D. List existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked “new”) and describe new courses proposed.

Ant 100 * Introduction to Cultural Anthropology
 Soc/Ant 225* Social and Cultural Inquiry
 Ant 280 Cultures of Africa
 Ant 325 Culture and Mind
 Ant 336* Ethnographic Methods
 Ant 350 Body Disability and Culture
 Ant 353 Culture and the Individual
 Ant 361 Writing Gender
 Ant 365 Death and Dying
 Ant 373 Zen Anthropology
 Ant 373 Making of Modern Middle east
 Ant 373 Gender in Latin America and the Caribbean
 Ant 373 Disrupted Lives The Anthropology of Social Suffering
 Ant 379 Navigating Cultures
 Soc/Ant 400 Internship
 Soc 420* Difference and Inequality
 Ant 425 Manhood and Masculinities
 Ant 455* Senior Thesis Seminar
 Ant 465* Senior Symposium
 Ant 499 Undergraduate Research in Anthropology
 Ant 171, 217, 371, 471 Special Topics in Anthropology

New courses proposed

Ant 273 Anthropology of Gender
 Ant 379 Islam and theory
 Ant 379 Medical Anthropology
 Ant 373 Globalization, Transnationalism and Culture
 Ant 373 Archaeology, Heritage, Power
 Ant 373 Islam and the Politics of Knowledge

IV. Faculty

A. List the names of persons now on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member's education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita.

Dr Heidi Kelley, Professor of Anthropology
 Dr John Wood, Associate Professor of Anthropology
 Dr Oguz Erdur, Visiting Assistant Professor of Anthropology
 Dr Lauren Fordyce, Lecturer in Anthropology

Information on these faculty is compiled in appendix 2.

B. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

The department has 4 Anthropology faculty. 2 tenure track and 2 non-tenure track. Starting fall 2010, 3 of the 4 will be tenure track. To meet growth demand, the department hopes to convert the 4th one to tenure track in the near future. The department has enough faculty to launch the new major but based on current projections, a more optimal scenario would be one with 4 tenure track positions.

C. If the employment of new faculty requires additional funds, please explain the source of funding.

The conversion of one non tenure track position to tenure track will require a small amount of additional funds. As far as we know, nothing else is changing.

D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research

The curriculum is already in place. The major will not affect course load, public service activities etc. However, the new major can expand opportunities for faculty scholarship, for service learning, for undergraduate research, and for increasing department engagement with the community (for both faculty and staff).

V. Library

A. Provide a statement as to the adequacy of present library holdings for the proposed program.

In consultation with UNCA library, the department coordinates book purchases and journal subscriptions. Current library holdings are adequate.

B. State how the library will be improved to meet new program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

Current budgetary constraints make it difficult to improve library holdings in general, and Anthropology holdings in specific. The new major could no doubt benefit from better budgetary conditions; however, they (i.e. improved or improving budgets) are by no means necessary to offer the major.

C. Discuss the use of other institutional libraries.

UNC Asheville is in partnership with ASU and WCU through the ABC Express. Interlibrary loans connect us to 2 or 3 major university libraries in the region (Chapel Hill and Duke University).

VI. Library

A. Describe facilities available for the proposed program.

Existing facilities include: UNC-Asheville library, classrooms.

B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

Existing facilities are adequate.

C. Discuss any information technology services needed and/or available.

Information technology is already available.

D. Discuss sources of financial support for any new facilities and equipment.

NA

VII. Administration

Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The new major will be administered through the department of Sociology, which, upon establishment of the new major, will be renamed Department of Sociology and

