General Education Annual Course Assessment Form

Course Number/Title ANTH 11 – Cultural Anthropology GE Area D1

Results reported for AY 2017-2018 # of sections 10 # of instructors 4

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Department Chair: Roberto Gonzalez College: Social Science
(Acting Chair, Jan English-Lueck)

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

GELO 2: Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Four different instructors taught the course over the course of the academic year; however, one of them abruptly resigned from her position at the end of the Fall 2017 semester without submitting assessment data.

Instructor 1 used an an auto-ethnographic exercise on race and racism as an assessment tool. This exercise came after an in-class lecture and discussion on anthropological approaches to race. For this exercise, students were instructed to write at least one paragraph in response to each of the following prompts: (a) First Recollections. What is your first recollection of race? Of encountering racism? (b) Cultural Environment. How would you describe the cultural environment in which you were raised: racially homogeneous? Multiracial-multicultural? Something else? How did the racial environment differ between your home, community, and school? (c) Race in High School. What patterns of race relations do you recall from high school? How much healthy social interaction was there across racial lines? What about interracial dating? (d) Race at SJSU. What patterns of race relations do you find on campus at SJSU? Are
they different from your experiences in high school? Have you encountered race and racism on campus? (e) **What to do about Race.** Complete this sentence: The most important thing that our country needs to do now about race is_______________. And (f) **Obstacles to Discussing Race.** What obstacles have you encountered in discussing and addressing race and racism with others?

Instructor 1 reported that: "Overall, in assessing the content of our in-class discussions and students' written products, I was convinced that the vast majority of the students generally grasped that race was a socio-cultural phenomenon not supported by biology or genetics. However, I did notice that several students identified acts of bias (often toward dominant groups, like white Americans) as examples of racism. My principal take-away from this finding is that I will have to more clearly establish racism as a **systematic exclusion of groups from wealth, prestige, and safety, based on racialized myths, not merely the expression of bias. I plan to do this through both readings and lecture content in the future."

Instructor 2 focused on the complexity of ethnic identities (rather than race per se) in a globalized world. Students completed readings on the dynamics of ethnicity in articles such as "Mixed Blood" in the edited volume, "Conformity and Conflict: Readings in Cultural Anthropology," in order to understand the construction of identity based on racial classification in American society. In addition, throughout the semester students read and discussed Seth Holmes' ethnography, "Fresh Fruit, Broken Bodies: Migrant farmworkers in the United States," which addresses the issues of transnational identity, migration, social inequality, and the impact of the global economy on the Triqui, an indigenous ethnic group from Oaxaca, Mexico, who experience multiple identities as indigenous people of Mexico, undocumented Mexican migrants, and Latino farm workers.

As an assessment tool, Instructor 2 had students explain in a written assignment how, as a consequence of globalization, the Triqui people often experience discrimination associated with their multiple identities as indigenous people of Mexico, undocumented Mexican migrants, and Latino farm workers in the United States. A majority of students--approximately two-thirds--understood how the Triqui people were forced to migrate to the United States, and once they crossed the border were treated as undocumented Mexican farm workers experiencing both exploitation and discrimination.

Instructor 3 used a research paper to assess the GELO. Students chose a culture of their choice, and then presented information about that culture's language and communication, production, domestic life, political organization, and supernatural beliefs. The final section included an analysis of their culture in the context of a globalizing world.

Instructor 3 reported that "grades were generally high (expected because students with priority registration filled the class early). The median score on the final paper was 20/20 because I corrected each section and returned them to the students before they assembled the final paper. The median score on the midterm [which also contained embedded questions related to GELO #2] was 46/50. The median score on the final [also with embedded questions] was 46/50."
Seven out of 33 students did not pass the class due to a failure to submit assignments or take exams. Sixteen of the remaining students received grades in the A range. Ten received grades in the B range. I believe most of the students who did not pass were late adds and unprepared for the commitment necessary for an online class."

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

No modifications are planned for this course for the upcoming year.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing. The department offers all sections in a manner taught in a manner consistent with the discipline of anthropology and SJSU Area Z goals, objectives, etc. The anthropology department addressed practice and revisions in writing with this large section of ANTH 011 in the following ways: (1) by coordinating construction of assignments that facilitate efficient assessment of student work, including assessment of student writing; and (3) by developing increasingly streamlined procedures for providing feedback to students in a timely fashion. Finally, the department chair limits enrollment caps to 10% of the recommended maximum enrollment, although most are under the cap.