General Education Annual Course Assessment Form

Course Number/Title ANTH/ASIA 115 Emerging Global Cultures  GE Area: SJSU Studies Area V

Results reported for AY 2015-2016  # of sections _____9____ (2 online) # of instructors _____5____

Course Coordinator: Jan English-Lueck  E-mail: Jan.English-Lueck@sjsu.edu

Department Chair: Roberto Gonzalez  College: Social Sciences

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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

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

Area V SLO 1(GELO #1): Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

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

During AY 2015-2016, the course instructors experimented with different assessment strategies. The norm in the course is that the instructors work with a general common template of relatively similar topics and assignments. Two of the instructors, Anderson and McCrary, were well versed in the course, having taught it multiple times. Three of the instructors were relatively new—Doha, Conand and Marlovits. They can differ in the case studies used to illustrate the concepts, but the concepts are relatively stable from section to section. Notably, Doha was the exception, and he deviated from the common template and focused all his efforts on Islam-related social movements, the area of his expertise. While Doha did develop the course to meet SLO #1, the material from the courses taught by Anderson, McCrary, Marlovits and Conand are more representative of the overall teaching and learning strategies of the course. All faculty members used a written assignment to assess the objective, using different case studies to illustrate the concepts.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Case Studies</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Quincy McCrary</td>
<td>Global spread of tomatoes, global production of chocolate; Chinese Mardi Gras beads, Mexican tourism</td>
<td>Midterm and final embedded questions on global technology, tourism and outsourcing; term</td>
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The course instructors reported that most of the students could successfully meet objective imbedded in the assignment.

Students performed best with visual material, and concrete case studies that positioned familiar objects in a global context. The experiment in online teaching by Dr. Anderson demonstrated that the visual nature of the material she used translated well to that pedagogical medium. All faculty reported that most of the students were able to demonstrate that they could meet the objectives implied in SLO #1, However, challenges remain. These challenges include:

a) Students may not have enough background political geography and modern history to be able to consistently place case studies in a broader context.

b) Students may have difficulty being able to conceptualize actions and values as products of institutions, rather than artifacts of individual choice. While they can identify an association, they may not be able to construct a systemic understanding of cause and effect. This social scientific mode of thinking is unfamiliar, and it takes much of the semester to reinforce this way of interpreting social facts. In part, the lack of historic background makes it hard for them to see what institutional structures, such as colonialism, and what events, might have contributed to the present.

c) Students were challenged by the broad definition of technologies beyond the immediate electronic present. Hence the processes of the big historical revolutions of agriculture, maritime exploration, and transportation did not translate into what they are currently experiencing.

(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.)
Beginning in AY 2015-16 the faculty either replaced or supplemented the common textbook, *Emerging Global Cultures. 2nd edition*. Instead, the course instructors used a new common text during the AY 2015-16: *Globalization: A Very Short Introduction* (3rd edition) by Manfred Steger. Each instructor "customized" his or her course by supplementing the common text with (1) an ethnography of his/her choosing; and (2) a course reader with timely case studies. The faculty in the course will be working on a new edition of a common supplementary reader (*Emerging Global Cultures. 3rd edition*) in AY 2016-2017.

While this effort to maintain the balance between consistency and customization was largely successful, the presence of the outlier, the section taught by Tanzeen Doha, indicates that more conversations should be hosted throughout the semester to maintain consistency. The course should be theoretically informed, but it is not primarily a theory course, but one that translated the key theoretically-informed concepts of globalization to cases that stretch student understanding.

To address the challenges outlined above instructors are considering more modeling and intentional instruction of geographic and historical context, more activities to draw out the institutional constraints that can generate cultural values and attitudes, going beyond the default explanation of “individual choice.” The teaching team can generate examples that can be used that don’t reinforce student assumptions, but challenge them to see the connections between historic changes and modern manifestations.

**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 (SLOs), 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.

Out of 9 sections of ANTH 115 offered during AY 15-16, 7 had enrollments exceeding the recommended maximum enrollment by more than 10%. The anthropology department is addressing practice and revisions in writing with these larger sections of ANTH 115 in the following ways: (1) by employing a mutually supportive teaching team that includes a stable group of experienced instructors; (2) 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. If provided with adequate resources (which do not currently exist), the anthropology department would welcome the opportunity to hire graduate assistants to help support assessment of student writing. Finally, the department chair will be limiting enrollment caps to 10% of the recommended maximum enrollment during AY 16-17 in order to ensure