Part 1

To be completed by the course coordinator:

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

GELO 2: Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

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

During AY 2016-2017, the course instructors coordinated their assessment instruments, adjusting for the new course modality of teaching online. Four of the nine sections offered were taught online. In each section students complete directed ethnographic and historical readings about the green revolution, and its impact on American and international environments. Discussions about the globalization, localization, outsourcing, insourcing and the impacts of international capitalism clarified the complex systemic interaction, including the influence on American culture. After a set of discussions, with instructor feedback, the GELO was assessed in final exam questions. Students were tested on their understanding of the history of industrial agriculture and the green revolution, cash cropping, and consumption; on their understanding of methodological tool/operations for situating culture in relation to history; and as a way of understanding the unequal distribution of resources in particular local cultures. New assignments included researching local environments which were transformed by ethnic habitation such as Little Saigon, Japantown, San Pablo Square, San Francisco Chinatown, etc. While there is resistance to seeing the impact of global/ethnic culture on American culture, rather than the hegemonic reverse, the instructors find that discussions of food cultures opens the door to such realizations. The instructors plan to integrate this perspective earlier in the semester, rather than stacking it near the final exam. The global commodity exercise, in which teams of students identify significant globally produced goods and services and mark their impact on American society, continues to work well across the sections.

(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.)
This last year the course instructors agreed to use a new common text during the AY 2016-17, *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. A significant change to ANTH/ASIA 115 will be implemented in AY 2017-2018. The common core book of readings, *Emerging Global Cultures*, bundled with Pearson Writer, has been updated by Pearson for use across the sections. Although specific case studies, either as book length ethnographies or articles, will vary across sections, the core ideas of course are explicated for the students in the common text. Pearson Writer, which offers online writing and research guidance, will help instructors give appropriate writing feedback.

**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.

**None of the sections had enrollments exceeding the recommended maximum enrollment by more than 10%,**