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 2017-2018 # of sections 8  # of instructors 3

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Department Chair: Roberto Gonzalez  College: Social Sciences
(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, 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 GELO(s) were assessed for the course during the AY?

GELO 3: Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment? During AY 2017-2018, the course instructors coordinated their assessment instruments, continued to adjust for the new course modality of teaching online. In the previous year four of the nine sections offered were taught online. In this year only one of the 8 sections was taught online. A common core book of readings, Emerging Global Cultures (3rd edition), bundled with Pearson Writer. The book integrated detailed historic and anthropological discussions of the historic evolution of capitalism and the current consequences of cultural, economic and political globalization. Each faculty member included specific case studies, largely focused on Asia (the course is cross-listed with Asian Studies) detailing the impact of globalization on Japan (sushi, tea, ramen) and China (cars, consumer technology consumption and production, popular culture). Although specific case studies, either as book length ethnographies or articles, 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. Anderson also integrates Grammarly into her writing assignments.

In each section students complete directed ethnographic and historical readings about the impact of globalization on various kinds of societies. Examples range from indigenous societies such as the Kayapo, to complex states such as China or Brazil. Discussions about the globalization, localization, migration, emigration and immigration take place in classes and are tested in various formats, including essay questions, in exams. After a set of discussions, with instructor feedback, the GELO was assessed in midterm and final exam questions. Map reading is one of the foundational skills in discussing comparative historical and ethnographic examples. Students struggle with this skill. Their geographic knowledge remains spotty. Some students were unable to locate some of the ethnographic sites under discussion on a blank global map. In one assignment, the Global Flows Exercise, the students are asked to identify, in an ethnographic interview exercise, the push forces that influence emigration. We also discuss the impact of emigration on the society that is left behind. 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. In that group assignment, individual students explore the production and consumption of a commodity outside the U.S. and then, as a group, look at the larger global dynamic. As a final product in the course, students may present a PowerPoint. One instructor, English-Lueck, asks the students to create a video that includes global imagery and discussion. Generally, the students understand the dynamics of production and consumption in societies outside the US. With some commodities, such as beef, they have a difficult time keeping a focus on societies outside the US and have to be continually prompted to think comparatively.

(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.)
None of the instructors plan any major revision of course content. In 2018-19 the faculty will assess the third edition of Emerging Global Cultures and revise as necessary. One of the instructors, English-Lueck, will intensify instruction on geographic literacy and clarify the need to focus on cultures outside the U.S. in the global commodity project.

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%,