General Education Annual Course Assessment Form

Course Number/Title ANTH 146 Culture and Conflict GE Area V __________________________________________

Results reported for AY 2015-2016 _________ # of sections 3 _________ # of instructors ___2_______

Course Coordinator: _A.J. Faas_ E-mail: _aj.faas@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 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?

Learning Objective 1: To compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the US

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

In Spring 2016, students in Anthropology 146-01 and 146-03 were required to read about and develop an understanding of the conflicts, histories, and transformations of – among others – Spain and Togo. Student progress was measured through a few different kinds of assignments: 1) through group work culminating in seminar papers, where students were asked to summarize and synthesize course topics, readings, and lectures; 2) through group presentations in class; and 3) in essay assignments that functioned as the culmination and synthesis of group facilitations and seminar papers. Course texts introduced students to conflicts over economic positioning; cultural ideals and values; democratic plurality and the repression of historical memory; dictatorship; and conflicts that arise from abrupt transformations of ordinary life.

Spain
Through readings, films, discussions, seminar papers, and essay assignments, students were required to article an understanding of cultural, regional, political, and economic conflicts leading to the Spanish Civil War. This included an historical understanding of the transformation of agriculture and industry in early 20th century Spain; regional differences and divisions between rural and urban areas; cultural conflicts revolving around gender, labor, and family; the intersections of monarchist, industrialist, agricultural, the Catholic Church, the army, fascists, and Francisco Franco; Basque and Catalan movements for regional autonomy, workers movements, socialists, communists, anarchism, and women’s rights. Overall students came to understand the relationship between changing relations of production, the development of new political coalitions on both right and left, and conflicts over cultural values and visions of authority – the latter, ultimately forced via the Franco dictatorship.
Starting from this platform students were required to read and write about memory, repression, and the return of the repressed in contemporary Spain. Students drew on anthropological and historical literature about memory and terror under dictatorial rule, and applied those ideas to a close-reading or interpretive essay about Pedro Almovodar’s film *Volver*.

**Togo**

Second, students were required to read a full-length ethnography covering Togo from the Cold War to the present. Course texts explored the international relations, Cold War funding, and the dictatorship of Gnassingbe Eyadema – and the eventual fraying of cultural and political-economic stabilities following the end of the Cold War and the drastic reduction of American and European aid to Togo. Thus the contemporary ethnography of Togo focuses on the regime’s attempt to maintain power alongside the disintegration of everyday life in the country. This has given rise to new evangelical cultures in urban areas, renewed and reformulated witchcraft accusations rurally, and new forms of resourcefulness, political-economies of fraud, and the desire to leave the country centered around NGOs and the US Visa Lottery – the latter which one-sixth of the Togolese population participates in annually, and has led to a new economy based on document forgery and remittances.

In seminar papers, group discussion, and written essay assignments students were required to identify the disintegration of key infrastructures of continuity in the country, to outline those structural transformations, and then link them to the experimental – sometimes fraudulent, and often particularly creative – social institutions that stepped in to manage the collapse of former collective strategies. Finally, students were required to identify the ways that these cultural transformations expressed themselves in the conflicts Togolese experienced with each other in everyday affairs.

In Fall 2015, we offered one section of ANTH 146, but the temporary instructor is no longer working with the department and declined to submit any course learning objective assessment materials.

(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

**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?

(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 3 sections of ANTH 146 offered during AY 15-16, 2 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 146 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 that students receive adequate feedback.