General Education Annual Course Assessment Form

Course Number/Title: ANTH/ASIA 146 Culture and Conflict    GE Area: SJSU Studies Area V

Results reported for AY 2017-2018 # of sections ___ # of instructors ___

Course Coordinator: A.J. Faas      E-mail: AJ.Faas@sjsu.edu

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?

In the Fall 2017 course offering of Anthropology 146-01, we reviewed the roots of social and racial conflicts and their political and economic linkage to local and global communities. Using anthropological readings on structural violence and global conflicts, we analyzed colonial legacies and the culture of violence in post-colonial African countries such as Rwanda, Sierra Leone, and Nigeria. For example, we examined how a colonial hierarchy, imposed on ethnic groups, exacerbated and perpetuated ethnic tensions in Rwanda that led to the 1994 genocide of the Tutsis by Hutus extremists; and we looked at how proxy wars in Sierra Leone and Nigeria produced chaos and violence that resulted in the destruction of the social fabric of communities, enlistment of children as soldiers, and displacement of thousands of people. Students completed readings from an edited volume of studies on violence and conflict entitled Violence in War and Peace: An Anthology by two anthropologists, Nancy Scheper-Hughes and Philippe Bourgois, as well as the memoir of a child soldier by Ismael Beah. Students are writing a research paper on a contemporary conflict, addressing the roots of that conflict and its cultural impact on the respective country and then making a recommendation for a plan of conflict resolution.

(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.

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%.