General Education Annual Course Assessment Form

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

Results reported for AY 2012-2013  
# of sections: 7  
# of instructors: 2

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Department Chair: Chuck Darrah  
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?

   Student Learning Objective #1: Students shall be able 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 U.S.

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

   Using 3 ethnographic case studies dealing with distinct social systems, hunter-gatherers (Australian Aborigines), pastoralists (Somalis) and horticulturalists (Hmong), the class learns about each groups' culture, beliefs, and traditions; the class compares how colonialization, the development of the nation-states, and Westernization have altered traditional life for these indigenous groups. Students read ethnographic material, write a 3-part sequential research paper which highlights the culture of indigenous groups and the types of conflict that have arisen with contact, participate in peer-editing, watch films/documentaries, and listened to guest lecturers (narrative of a Hmong in the US).

   From this assessment, we learned the format for the 3-part research paper maximized student learning and success as it promoted the synthesis of material presented in class with students’ own research and showcased their grasp of key concepts. Peer-editing encouraged students to learn from their classmates and most appreciated the opportunity to clarify their ideas and writing prior to submitting their papers. Those students who were adequately prepared to participate in peer-editing wrote the most successful research papers. Many students appreciated the structured building of a research paper and commented that they enjoyed the in-depth learning of another culture and society the assignment fostered.

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.)

   The reading material will be reviewed and modified to reflect the representation of the present status of the indigenous groups used as case studies. This is an ongoing process conducted by the instructors.

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?

The sections of this course are taught consistently and the assignment and assessment reported by the coordinator are clearly consistent with the SLOs. Assessment is integrated into the classroom pedagogy and no actions are planned. The department provides opportunities throughout the year for instructors to discuss the course assessment and its results, and to share the outcomes with instructors in other courses. ANTH 146 is taught by two instructors who are experienced in the course and I am comfortable that the course is fulfilling its role in SJSU Studies.