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?

   Area V SLO #2: Students shall be able to identify the historical context of ideas and cultural traditions outside the US and how they influenced American culture.

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

   SLO #2 was assessed using ethnographic readings, documentary films, classroom discussions and exams that engaged different learning styles and explicitly addressed culture and conflict that arises when very different peoples and belief systems have contact and the resulting cultural, social, political and economic changes.

   One assignment uses the ethnography “The Spirit Catches You and You Fall Down: A Hmong girl, Her American Doctors and the Collision of Two Cultures” in conjunction with the film “The Split Horn” to explore and discuss belief systems. Both items highlight Hmong communities located in the California, their refugee roots, and glimpses at how life in Laos, Vietnam, and China was different than life in the US. Ethnographic readings and documentary film allowed students to gain a greater understanding of cultural change and assimilation, and how these processes can be both beneficial and detrimental.

   Sample exam questions used to assess SLO #2 include:

   - In what ways did the Lee family change since coming to America? In what ways did the Lee family change MCMC, Merced, or the social programs in which they were involved?
   - What contributions did the Hmong made to the USA war efforts in Vietnam? Write a trajectory of the Lee family's long journey from Laos, Vietnam, and China was different than life in the US. Ethnographic readings and documentary film allowed students to gain a greater understanding of cultural change and assimilation, and how these processes can be both beneficial and detrimental.

   - Write an essay on the characteristics of Hmong diaspora and the ways the Hmong have adapted to American soil. How has the Lee family influenced the community and medical practice in Merced? Give examples from the readings and lectures.
   - Compare and contrast traditional Hmong shaman-healers with American doctors practicing western medicine. Please use at least two examples from each category: what do traditional Hmong healers consider their most important duties and obligations? What do American doctors consider their most important duties and obligations?
   - Describe how American involvement in the Vietnam Conflict influenced both Hmong and
American culture. Please use at minimum two examples from class readings, lectures, and films to support your points.

- Compare and contrast traditional Hmong shaman-healers with American doctors practicing western medicine. Please provide at least two examples from each category: What do traditional Hmong healers consider their most important duties and obligations? What do American doctors consider their most important duties and obligations?

Students critically engaged these assignments and participated in lively class discussions that considered the stakes for the different actors involved. They were able to learn from the case studies used in the class, such as the Hmong, and compare and contrast it with other case studies. The majority of students answered the exam questions by specifically addressing assimilation and acculturation, the ways these processes have influenced the Hmong community, and how the Hmong community has altered their American community.

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 only modifications planned for the course material is updating the case studies to reflect current situations. Presently, there are no plans to change the assessment activities.

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 course is taught by an instructor who has taught the course for many years and a newer instructor familiar with department assessment practices. The GE coordinator also teaches it so she is very familiar with both the SLO and the content. I have reviewed the assignments and they are clearly consistent with anthropological practice and the SLO. Because we offer few sections of the course and they are staffed by experienced instructors who consult with each other and the coordinator about the assignments I am comfortable that the sections are offered consistently. The specific assignment used to assess SLO 2 clearly makes the connection between U.S. and other societies.