General Education Annual Course Assessment Form

Course Number/Title __ARTH 193A___________________ GE Area ___ V________________

Results reported for AY __2012-2013_______ # of sections __4______ # of instructors _1_

Course Coordinator: ______Dore Bowen____________________E-mail: dore.bowen@sjsu.edu

Department Chair: ______Anne Simonson____________________ College: _______ H & A

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?

All.

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

Art History 193A interrogates the production of sacred art and architecture within diverse cultures, starting with small scale societies and working its way up to larger, more hierarchical societies. Systems of philosophical continuity and similarity in the production and distribution of visual media are at the core of the lectures and each lecture surveys how these systems influence the world views of diverse international cultures and therefore the world views of American citizens and residents who come from these cultures (either as direct immigrants or as the progeny of immigrants).

SLO 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

This SLO is at the heart of the course, and levels of success are evident in all written work (exams, journals, papers). Paper assignment #1 is particularly apt in relation to SLO 1.

Paper #1. Compare and Contrast/Critical Thinking: Historical accounts of specific events are colored by the cultural experiences and expectations of their authors so that no single perspective is or can be absolutely accurate. Your first paper asks you to critically assess and then compare and contrast the accounts of a Spanish conquistador (Bernal Diaz), an hidalgo or nobleman (Hernan Cortes), and the defeated Aztecs. As you read, remember that both Cortes and Diaz write from the perspective of their European experiences during the period of the Inquisition; how does this color their view of the Aztec world and of the celebrations they witnessed? How did the Aztec (writing post conquest) interpret the Spanish attacks?
SLO 2: Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

SLO 2, as instructor Wyman points out, is addressed in a variety of ways with respect to civil religion. SLO 2 is also assessed in journal entries and in assignments such as a summary paper with an experience based essay prompt such as the following:

**Paper #2.** Active Learning/Participation: This assignment is designed to put what you have learned this semester into practice within a personal context as you critically reflect on the ideas we have discussed throughout the semester. Choose a labyrinth from the Bay Area using the following website: <http://wwll.veriditas.labyrinthso</p>

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

This SLO is also addressed in a variety of ways, such as how Buddhist, Christian, and Shinto imagery changed from aniconic to iconic in response to outside influences (Buddhist because of Hellenism, Christian with the demographic shift from mostly Jews as converts to mostly non-Jews as converts, and Shinto because of the introduction of Buddhism and its image base from China via Korea), and typically assessed via exam questions.

The information from the previous assessment has not changed significantly. The SLOs are met with the assignments described above (written assignments, journals, and class discussions that occur as much as is practical during the lecture session). Some students continue to struggle with the concept that neither Christianity nor the United States are the paradigms against which all other cultures should be judged rather than working through a more equitable playing field. Critical thinking and assessment remain skills that still need to be developed. This is especially obvious in the first comparison paper in which students are asked to read and assess three different perspectives on a single event (the Conquest of Mexico) - one from the perspective of a royal delegate of Spain attempting to convince the king of the merits of his mission, one from the perspective of a defeated soldier ten years after the conquest, and a third from a foot soldier written 50 years after the event who feels that his participation has been marginalized. This assignment in part reflects the need for SJSU students, as they become participants in American politics, to learn to listen and read with a critical ear to the many accounts/perspectives of American involvement in overseas conflicts or activities and make knowledgeable decisions or assessments about what they hear.

At least 50% of students confuse "summary" with "analysis." This also becomes apparent in the analytic paper, in which they summarize each position but then do not provide any analysis.

Vocabulary is important and specific visual analysis terms are interspersed with culturally specific terminology. A vocabulary quiz based on the discussion of a single image is given early in the semester to make sure that students study and become comfortable with basic terms before the semester is too
far along. A midterm exam is already too late to learn that basic terms were not clearly understood, despite having the terms on the screen (ppt) and providing definitions multiple times over the course of the inter-related lectures. The instructor changes the image and the vocabulary for each class; this year she asked for a brief but thoughtful and integrated essay response to the following question.

Reverence for, a relationship with, and an understanding of the "power of place" are fundamental beliefs seen in many traditions that help to provide a sense of both community and individual identity. On the screen is the painting Sacred Places at Malmindjar based on these relationships by the Australian artist David Malangi. Please write an integrated essay that briefly discusses this image using the following concepts/terms. In your response, please define each term, use the term appropriately in your discussion, and indicate the evidence within the painting that suggests its relevance in understanding this image: sacred v. secular time, liminality, totem, transformation, and covenant. In your conclusion, please discuss how these terms relate to the concept of "place identity."

According to the instructor, an on-going problem with 15%-20% of the students is a lack of attention to instructions, despite the fact that instructions, with a complete methodology, are currently on the instructor’s website for the course.

(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.)

No modifications are planned at this time. Despite the problems discussed above the course is successful.

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?