Course Number/Title: ANTH 146 Culture and Conflict

GE Area V

Results reported for AY 2018-2019

# of sections: 4

# of instructors: 2

Course Coordinator: A.J. Faas

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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, 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? (Just enter the number and text of the GE learning objective)

Students will be able to systematically compare 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?

For ANTH 146-01 in the Fall 2018 semester and ANTH 146-01 and 146-02 in the Spring 2019 semester (all instructor Giselle Bousquet), the course was helped students learn how colonialism, globalization, and neoliberalism affect emerging economies such as those of Mexico and Central America. Using an anthropological approach and lectures, films, group discussions, and ethnographies, students explored how the social inequality and structural violence that are often at the heart of social unrest, uprisings, and migration in nations around the world have their roots in globalism and neo liberal ideology. The ethnographies included one by anthropologist Seth Holmes, who showed how, as the result of NAFTA, the Mexican government cut subsidies to corn producers, impelling indigenous people such as the Trinqui to migrate to the United States as undocumented farm workers. Students also discussed and compared civil wars in Central America using the work of anthropologists Michael Taussig, Jean Franco, Philippe Bourgois, and Linda Green, who show how at the core of these conflicts lies brutal suppression of agrarian reforms by corrupt governments supported by American multinational corporations. After a short lecture on each weekly reading, students discussed the readings in small groups using posted questions as a guideline. Toward the end of the class period, all groups came together to summarize and discuss the main points of the reading. This format allowed students to engage with the readings, and it prepared them for the essay questions on the two midterms and the final exam. In addition, students did a presentation and a research paper on a contemporary conflict of their choice.

ANTH 146-80 (instructor, Quincy McCrary) was offered online in the Spring 2019 semester. This course section focused on urban dwelling stateless people (the Kurdish people) with marginal foragers (aboriginal Australians of the western desert), fractured Somali agriculturalists, and refugee Hmong families. The instructor had students choose an ethic group or indigenous people and relate them to the
groups we study (referred to as "pairing" in the syllabus). Students then reflect on the condition of the people they are studying and those presented by the class content. The primary results of this assessment are a section of the term paper that requires pairing with class content. Students find that environmental and human problems they experience every day have a dramatic impact on the group they have chosen to study.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the please indicate this.)

No modifications are planned for the on campus sections. The Spring 2019 ANTH146-80 reflects a new move to online instruction. The instructor has recorded lectures and chosen a wide array of supplemental materials to create an in-class experience in the online format. He anticipates a strong assessment opportunity for this class, in this format, in future semesters.

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, all sections of the course are still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment.

(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%.