**SOCIOLOGY AND ANTHROPOLOGY**

**SOCA Assessment 2018-2019**

For the 2018-2019 assessment round, the Sociology and Anthropology chose to focus on **Learning Objective 2:** Students willbe able to use sociological and anthropological concepts beyond fundamental perspectives to explain a social phenomenon.

**Courses Taught by Professor McClusky**

1. **SOC 151 (Fall 2018 – 2 sections)**

**Exposure:** Students will be able to recall and demonstrate understanding of the concepts essential to the disciplines (see below) on exams and in assignments.

**SOC 151:** race, gender, class, agency, structural -isms, etc.

**Locally devised rubrics:**

**Success =** 80% will receive C or better

In the Fall 2018, I taught two sections of SOC 151; the AM section enrolled 29 students and the afternoon section enrolled 24. Throughout the semester readings, films and discussions stressed many sociological concepts and theories. Assessed here is C. Wright Mills’ basic concept of “the Sociological Imagination” in which the discipline differentiates the personal troubles and public issues.

**ASSESSMENT TOOL:** The final exam serves as an assessment tool:

**SOC 151 Final Exam Dec. 11, 2018 and Dec. 13, 2018**

Sociologists emphasize the fact that our lives are shaped by the conditions under which we live, not just the individual decisions we make or by some biological pre-disposition. From the larger aspects of society that we are born into, like social institutions and the conditions of international agreements, right down to the way we come to understand who we are, how we present ourselves to others and how we follow common scripts in intimate and private moments, sociologists have written about how larger social forces are at play in our lives more than we are sometimes willing to recognize. In this way, sociology emphasizes “issues” over individual “troubles.”

**Write an essay about 5 pages in length that is well-organized. The essay must make argument above using examples from two of the following general topics: health, food, gender, race, and class.**

When you write about these two topics, you do not have to relate them to one another. You can write about them separately (first one, then the other). But, of course, if you’d like to write about how they are intertwined, that’s fine too.

Be sure to use specifics. This is an **open book** essay, which means you can refer to your notes, the power point slides and the readings. But **you cannot refer to outside readings, websites, or your classmates.**

I am grading on your ability to make this argument while referring to **specific sociologists**, and **specific examples or studies.** I also expect you to properly **use sociological concepts**. In other words, I expect you to demonstrate some fluency in the language of sociology and I expect you to be able to make (and understand) the argument stated above. I will not, however, grade on grammar or the ASA style guide. Know, however, that to some extent clear writing and good grammar helps get ideas across.

**While I expect you to refer to your notes and the Power Point slides, an excellent paper will not just parrot the materials I have prepared for you. It will use them to make a specific argument**. I expect you to take care, to think and to make this argument your own. Superficial answers get mediocre grades. Go the extra mile. Impress yourself.

I am also looking for your ability to **do this in a timely manner**. I assume timeliness indicates a level of mastery. Therefore, you have to take this exam in the allotted time, **1 hour and 30 minutes**. If I have documentation that you need accommodations for a disability, I will follow that accommodation.

I recommend that you **take the first ten minutes or so to organize your thoughts and develop a plan/outline for your essay.**

You are welcome to take this exam anywhere on campus. I encourage you to use a computer, but you are welcome to write by hand if you prefer. Just make sure it is legible.

I will be in my office or near the classroom if you need assistance understanding this exam.

Good luck!

Honor code: If you take this on Tuesday, do not give this prompt or discuss this prompt to anyone taking the exam on Thursday.

**RUBRIC:** The rubric for assessing **Learning Objective 2** in SOC 151 – McClusky is as follows:

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| --- | --- | --- |
| Assessment rubric guidelines | As it translates to exam grade | Resulting Tally/Percentage |
| Student illustrates knowledge of sociological imagination through appropriate and precise use of soc concepts/vocabulary to discuss two general topics in a way that does not directly parrot professor | A | 15 = 28% |
| Student illustrates knowledge of sociological concepts and illustrates sociological imagination, but basically parrots professor | B | 20 = 37% |
| Student illustrates some knowledge of sociological imagination, uses soc concepts, but without precision, examples are flawed, etc. | C | 13 = 24% |
| Student discusses general topics but does not illustrate sociological imagination | D | 2 = 4% |
| Student unable to illustrate sociological imagination or use soc concepts | F | 3 = 6% |

**RESULTS:** All ofthe 53 students who enrolled in SOC 151 took the final exam. 48 (90%) were able to perform at the C or better.

**FUTURE:** The learning goal was successfully met in this class by the time the students took their final exams. In the future, it would be helpful to refine the rubric to get a more precise understanding of exact concepts students chose to use. Choice of concepts would indicate the concepts they feel they have the most comfort with.

1. **SOC 277 (Spring 2019)**

**Reinforcement:** Students will have further exposure to multiple concepts delineated under **Exposure**. They will be able to will be able to recognize these concepts in the work of scholars and gain a more comprehensive and complex understanding.

**Any 2XX or 3XX designated class:**

**Locally devised means of assessment and rubrics:**

**Success:** 80% will receive a C or better

Nineteen students enrolled in this class in the Spring semester. Ten students who took SOC 277 in the Fall, took SOC 151 with me in the Fall. This sequencing allowed me to reinforce several concepts beyond basic perspectives. This reinforcement took place both by having students repeat several key readings, and to build upon these concepts through discussion and exams. SOC 277 is much more discussion based than SOC 151, so students grappled with verbally communicating their thoughts and helping those who had not taken SOC 151 learn the basic concepts.

While SOC 151 introduces students to concepts such as race formation, Bourdieu’s forms of capital, ideas of masculinities, and other concepts associated with social inequalities, this class centers around the larger concept of **structural violence** and understanding **hierarchies of suffering**. Having the basics from SOC 151 helps to fill-out students’ understandings of physical harm that stems from social structure as well as the systems of thought that reinforce that structure, justify that harm and/or make it invisible. The focus on the relationship between health and social status gives the class an emphasis on medical sociology/anthropology and the process of racialization.

**ASSESSMENT TOOL:** Take-home portion of theFinal Exam. While other assignments/exams, etc. deal with structural violence and the hierarchy of suffering, I do not have these available to assess. I graded them and handed them back to the students before I reviewed them for assessment data. I’m using these essays to assess students understanding of **structural violence** and **hierarchy of suffering**.

**SOC 277 Social Inequalities Spring 2019**

**Take Home Final**

Wells students following the “new” General Education curriculum are required to take one class among a list that deals with “Inclusion and Justice.” These courses are intended to explore equality, access, and inclusiveness. They have several learning goals. I’d like you to write an essay that shows you have learned something that fits under **Learning Goal 1** - Express empathy for diverse perspectives.

We have thought of several different perspectives in this class. We talked about Dumb Ole’ Biker, Triqui farmworkers, middle-class workers, and the tendency for policies that were meant to empower people of color to be undermined. We’ve talked about social and historical conditions that create, reinforce and perpetuate inequalities like the social construction of race, global economic and political conditions, white rage, upscale spending and hyper-consumerism. We talked about the gray zone.

Write an essay that helps us to understand and express empathy for the perspectives of three different groups of people. I’m thinking of the following, but if you can think of another perspective that might fit here, let me know and I’m sure I will accept it: African-American middle-class, undocumented farmworkers, white working class, the downwardly mobile, the upwardly mobile, vulnerable people’s displaced by war, climate change or unfair economic policies, and poor people of color.

Use your sociological concepts as appropriate. Limit your essay to under 10 pages. I can’t imagine you being able to do this under 5. I’m thinking the sweet spot is 7 pages (@ 2 pages per perspective and an Intro and a conclusion).

We’ll talk about this prompt on Thursday. In the meantime, think about how you would approach it.

**RUBRIC:** The exam doesn’t require the students to use the concepts directly. Therefore, I’m assessing the student’s comfort with the concept of structural violence and hierarchy of suffering as a useful tool to do analysis and garner empathy (as assessed for the Gen Ed Curriculum category of Justice and Inclusion). The assumption is that comfort will indicate a feeling of mastery and an organic attempt to apply the concept. NOTE: Students could have used other concepts and received excellent grade in the course.

|  |  |  |
| --- | --- | --- |
| Criteria | Ranking | Resulting Tally/Percentage |
| Student successfully uses the concept of structural violence and/or hierarchy of suffering to frame their essay, concepts are discussed overtly and purposefully | 4 | 5 = 26% of 19  = 33% of 15 |
| Student inconsistently uses the concepts as an overall frame, is describing the concept but not using the term | 3 | 4 = 21% of 19  = 27% of 15 |
| Student shows accurate knowledge of at least one of the concepts but doesn’t use it as a framework for the essay | 2 | 6 = 31% of 19  = 40 % of 19 |
| Students attempts to use the concept but does so awkwardly or inaccurately, does not use it to frame the essay | 1 | 0 = 0 |
| Students does not use either concept in their essay | 0 | 4 = 21% of 19  = 27% of 15 |

**RESULTS:** 15 of the 19 (79%) students were comfortable enough to use one or more of the assessed concepts in their essays (ranks 4-2). This is just below the success benchmark. 26% were comfortable enough with the concept to frame their essays. 21% used the concept, but not the term. When students used the concepts they did so accurately.

**FUTURE:** The concepts of structural violence and hierarchy of suffering were introduced in the second half of the semester, and were tested through in-class exam where the students needed to provide a definition of these terms as well as several others. This helped to provide the students with these terms as part of their personal toolkit of social analysis. I will continue to test in this manner to reinforce the concepts until the students feel comfort with the concept.

To help the students see these concepts as useful frames for their thoughts on social inequalities, I will make a greater effort in class discussion to emphasize how we use concepts to understand the world around us.

1. **ANTH 385 (Spring 2019)**

**Reinforcement:** Students will have further exposure to multiple concepts delineated under **Exposure** and others. They will be able to will be able to recognize these concepts in the work of scholars and gain a more comprehensive and complex understanding. Instructors will have freedom to devise means of assessing this in the classes they teach.

**Any 2XX or 3XX designated class:**

**Locally devised means of assessment and rubrics:**

**Success:** 80% will receive a C or better

Thirteen students enrolled in ANTH 385 Readings in Medical Anthropology. Five were non-majors, one of these was a first year student currently undeclared, 3 were Health Science students and one was an international studies student and Anthropology minor.

**ASSESSMENT TOOL:** Take-home essay #4. This prompt is related to a specific text, Fields of Combat by Erin Finley.

**Essay Prompt for Fields of Combat:**

Erin Finley takes a cultural approach to discussing PTSD as an illness category among vets in San Antonio Texas. This approach deals with the available frames (or lack thereof) that soldiers have to make sense of their experiences of trauma, to make sense of who they are, and the frames that their families have to accept their changed loved ones upon return. She also deals with cultural politics that shape and effect these frames and effect the diagnosis of PTSD. These include the pressures the military faces with fewer and fewer soldiers under endless war, the pressures from media outlets and Viet Nam (and other) Veterans’ groups to provide services for needy vets, the hyper-masculine culture of military, changing trends in psychotherapy and how they might affect compensation, perceived and real problems with the VA, etc. Write an essay that deals with three of these aspects of PTSD and explain how they affect soldier’s lives.

**RUBRIC:**

|  |  |  |
| --- | --- | --- |
| Criteria | Grade/Ranking | Resulting Tally and Percentage |
| Student clearly and successfully frames her essay in terms of cultural frames and cultural politics; sees Finley’s examples and use of various concepts as fitting within these larger overarching categories, | 5 = A | 5 = 38% |
| Student is able to successfully discuss cultural frames and cultural politics but does not use this as an overall frame for the essay; adequately deals with concepts Finley discusses, but doesn’t illustrate the “big picture” | 4 = B | 5 = 38% |
| Student adequately exhibits an understanding of a few concepts Finley uses to discuss PTSD | 3 = C | 1 = 7% |
| Student show limited understanding of concepts Finley uses to discuss PTSD, focuses on non-theoretical descriptions  Student exhibits an understanding few concepts Finley uses to discuss PTSD | 2 = D | 2 = 15% |
| Student is unable to do the assignment successfully in any measure | 1 = F | 0 |

**RESULTS:** 83% of the students were able to adequately able to use the concepts Finley presented in her text. These concepts are basic concepts in sociology and anthropology, such as cultural construction of masculinity, cultural definition of illness category, family/kinship, total institution, rites of passage, etc. 38% were able to see these concepts as part of an overarching framework of cultural frames for understanding lived experience and cultural politics. This is adequate but could be better.

**FUTURE:** In the future, if I teach this Topics class again, I will devise an assignment where students are more consciously keeping track of concepts that a scholar uses. More deliberate discussions about these concepts and how they might work together to build an overarching framework would be helpful for students to more clearly understand what they are reading and how anthropologists apply concepts to various field sites or to address specific problems.

1. **ANTH 270 (Spring 2019)**

**Reinforcement:** Students will have further exposure to multiple concepts delineated under **Exposure** and others. They will be able to will be able to recognize these concepts in the work of scholars and gain a more comprehensive and complex understanding. Instructors will have freedom to devise means of assessing this in the classes they teach.

**Any 2XX or 3XX designated class:**

**Locally devised means of assessment and rubrics:**

**Success:** 80% will receive a C or better

This class hasn’t had an overhaul in a very long time. It started as class that took various approaches to the study of food from an examination of eating disorders to a critique of global trade agreements. Through the years I focused more and more on a more purposeful anthropological lens. This class served LGI requirements, Sustainability requirements and Womens’ and Gender studies requirements. It has been trying to do too much in one course. For this reason, I chose not to assess any aspect of this class this year. I’m thinking of larger changes that need to take place with this course at this time.

**ASSESSMENT TOOL:**

1. **SOCA 401 (Fall and Spring)**

**Mastery:** Students will be able to use concepts to creatively apply these concepts in an original research project.

**SOCA 401:** All majors will create an original research project.

This learning objective will be assessed according to a **rubric devised by all faculty in the major.**

**Success =** 90% = B or better

Five students completed an original research project in the Fall of 2018. One student, studying off-campus in South Africa in the fall completed her thesis in the Spring 2019. Each student was able to complete an original research project using various concepts and theories they had mastered over their last 4 years, thereby meeting the success criteria for assessment.

However, in recent years the Soc/Anth faculty have discussed that the students narrowly focus on their thesis. We question therefore if the thesis project is serving as much of a comprehensive capstone as it might. In an attempt to better link thesis projects to broader anthropological and sociological approaches and to create a more organic comprehensive project, McClusky devised an assignment were students made a list of the classes they took in Soc/Anth and then list the concepts and theories they learned in those classes.

**ASSESSMENT TOOL, RUBRIC/OBSERVATIONS, RESULTS:** All 5 of the students that enrolled in the class in the Fall completed the assignment. However, what they handed in varied greatly. Rather than list concepts and theories, most listed only a smattering of concepts and theories, focusing on general topics instead. For example, one student wrote “Guatemalan army’s use of civil patrol” beside ANTH 345 Maya Ethnography and “the meeting of the elders” beside ANTH 330. We should also note the student titled ANTH 330 as “Anthropology Theory and Ethnography,” the actual title of the class is “Culture, Fieldwork and Ethnography”, so students failed to even know what classes they actually took. Only one student adequately listed the concepts she had gotten from all the specific classes she took. Two students made a truncated list of courses and concepts, mostly concepts related to her thesis topic. Students clearly didn’t take the assignment seriously even though it was listed on the syllabus as worth 5% of the final grade. The focus, tenaciously, is on the thesis itself.

The culture of the major suggests that thesis projects should be started before the start of SOC 401. While students do engage with the concepts, theories and methods in their previous semesters, they tend to cast a very narrow net and therefore produce thesis projects that do not reflect the robust nature of a Sociology and Anthropology combined major. The assignment to have them recall what they learned in previous classes is helpful, but not sufficient. It clearly illustrates that we have a great deal of room for improvement in making our efforts to teach disciplinary lenses more transparent.

**FUTURE:** To prepare for this coming year’s thesis class, Professor Olson has returned to an older, but modified model by reinstating the “junior meeting” where the Sociology and Anthropology faculty meet with the students to begin directing students in their thesis work. Professor Renfrow was unable to make the meeting due to illness, but McClusky and Olson met with the students to review the major concepts, theories and approaches they take in their classes. Professor Olson has devised an assignment to be completed over the summer where students work from a core of readings assigned by Professors McClusky, Renfrow, and Olson and create an annotated bibliography to be due at the beginning of the Fall Semester.

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**Assessment Report 2018-2019**

Daniel Renfrow

1. **Closing the Loop: Concept Applications in Sociological Theory**

Last year’s assessment revealed that students in SOC 363, in particular, understood the meaning of key concepts but had difficulty recognizing these concepts when applied in specific examples. The midterm in this course devotes a section to this type of application. Key ideas from our readings and discussion are referenced in an example from contemporary sociological work, and students are asked to identify the concept referenced in an excerpt, to explain how this passage captures the meaning of the concept, and to identify the classical theorist who coined the concept. A sample of these short response questions is included below:

Is the following description of modern times more consistent with Marx’s, Weber’s or Durkheim’s approach? Why?

“Individuals living in times when society is changing drastically are without a guiding belief system. In …[this] period, the source of directives is absent; the meaning attached to activity is unclear. In the words of de Tocqueville, ‘no one knows exactly what he [or she] is or what he [or she] ought to be.” (Steve Derne, 1985; emphasis added).

When I identified this weakness last year, I decided to modify classroom discussions in the coming year to provide students with additional practice making concept applications. Student performance on this section of the midterm indicate that our additional conversations and attention to working through applications in class have made a positive impact on student performance. While last year’s average for each of the three items was 60%, 60%, and 80%, this year averages increased to 75%, 73%, and 78% respectively. Two of the six students enrolled earned a perfect score on this section of the midterm. Only one student earned a failing score on this section. Clearly, I will continue these classroom discussions in the future.

1. **2019 Assessment: Student Learning Goal 2**

We have designed our courses such that *students will be able to use sociological and anthropological concepts beyond fundamental perspectives to explain a social phenomenon*. This year we are assessing whether and to what degree the students in our current courses are meeting this goal. Since I am teaching 200- and 300-level electives, which are *reinforcement courses* within our program assessment plan, *students should have further exposure to multiple concepts, be able to recognize these concepts in the work of scholars,* and *gain a more comprehensive and complex understanding of these concepts*.

**SOC 200: Humans, Animals, and Interaction**

Nine student enrolled in SOC 200 during Fall of 2018. This course explores the ambivalent and contradictory ways that we as humans view and think about other species, as well as what our use of and interactions with these beings say about us. Critically examining classic and contemporary writings from philosophy, anthropology, psychology, sociology, and gender studies, the course explores the ever-changing conceptualization of “animal” and the resulting implications for animals’ status within human society, their uses, and their life chances. A student learning goal in this course that connects to and builds on our program goal states that course assignments should help students should be able to *articulate how social systems and social institutions create, maintain, and reproduce inequalities for humans and non-human animals*. In order to accomplish this task, students must be able to understand important sociological and anthropological concepts and be able to apply them to complex situations.

Short assignment three, which asks students alone or in small groups to develop their own animal manifesto and present it to the class, enables us to assess this learning goal (as well as a second goal aimed at helping student to communicate sociological ideas effectively in oral presentations). The assignment encourages students to engage with several concepts from course materials (e.g., anthropocentricism, anthropomorphism, speciesism, toilet assumption, moral status, moral rights, sociozoologic scale, etc.).

Student presentations were excellent. One presentation was weaker in content than the others; another presentation was less focused than the others. The remainder, however, exceeded my expectations. Students effortlessly synthesized the material we covered throughout semester. They correctly used their new vocabulary. They referenced appropriate examples from the literature to illustrate these concepts and to support their claims (e.g. about various systems of inequality connected to animal use across social institutions). They attributed ideas/concepts to correct sources in both their written outline and in their oral presentation. Based on these presentations, I concluded that students have mastered these concepts and are able to use them effectively in their work. Given this success, I will continue to use this assignment in the future but with additional guidance to further reduce the two issues noted above.

**SOC 285: ST Sociology of the Paranormal**

Fourteen students enrolled in SOC 285 in the Fall of 2018. The course provides students with an introduction to the sociology knowledge. It explores questions such as: How do we know what is real? Why do we trust some pieces of evidence but ignore or dismiss others? It also explores the ways social science theories and empirical research can help us understand these statistically common but potentially discrediting experiences. The course concludes with a discussion of the complex and subtle ways beliefs about the paranormal reflect and reproduce social inequalities. As noted in the course syllabus, this course is intended to help students *develop a sociological vocabulary for the study of the paranormal* and to be able to *apply social science theories and concepts to assess hypotheses regarding paranormal phenomena*. Both of these map onto the reinforcement learning goal being assessed here.

Essay Two on explaining paranormal experiences provides an opportunity to assess how well students can apply social science concepts to explain away seemingly paranormal phenomenon depicted in the popular media. I collaborated with students to generate a rubric to assess their work. After spending considerable time deconstructing the writing prompt through discussion and then identifying the major requirements—substantive and stylistic--of the assignment (and after students had a week to think about their ideas), we achieved consensus around what would constitute a strong essay. I applied these guidelines when evaluating student work.

All but one student selected appropriate cases to analyze in this assignment. All students used appropriate concepts (e.g., confirmation bias, premature closure, social marginality hypothesis, etc.) from course materials. Most students defined these concepts correctly and applied them effectively in order to “debunk” seemingly paranormal experiences captured in their media case. A few students had trouble defining the worldview hypothesis, suggesting the need for more discussion in class prior to assigning this essay. Some writing issues emerged in this assignment. A few papers had very long introductions/set up section which is not appropriate for such a short assignment. This was surprising given considerable in-class discussion on this issue. Three papers did not have clear thesis statements related to the writing prompt. To reduce these weaknesses in the future, we will spend more time discussing what makes an essay strong and perhaps even look at and deconstruct a strong and weak paper from the past years (with names removed and with the authors’ permission of course).

**SOC 315: Men and Masculinities**

Twelve students enrolled in SOC 315 during Fall of 2018. This course presents a critical framework for thinking about what it means to be a “man” or “masculine” in contemporary American society. We theorize masculinities and explore four primary themes: historizing masculinities, multiplying masculinities, navigating masculinities, and dislocating masculinities. These themes highlight the social structures and practices that contribute to the scripting of gender relations, men’s use of power, and the constraints associated with some masculine forms. Student learning goals in this course include *developing a sociological vocabulary for the study of gender relations* and *being able to analyze the ways social class, race and other statuses intersect with masculinities to impact people’s life chances, everyday practices, and the workings of social institutions*. Both of these goals connect to the reinforcement learning goal assessed here.

Essay Two on intersectional masculinities asked students to reflect on course topics from the second half of the course (e.g., bodies and embodiment, female masculinities, the erotic, fatherhood, race, class, place, respectability) and to write an autoethnography responding to the question: *How can your own experiences help us to understand intersectional masculinities?* This assignment, in particular, provided an opportunity for me to assess how well students understood the lens of intersectionality and related concepts (e.g., intersectional stereotyping, intersectional invisibility, etc.) and how well they connected these abstract concepts with real-life examples from their own experience.

Eight of the papers were strong essays meeting (and in a few cases exceeding) the requirements of this assignment. These essays were well written and offered a clear, compelling argument supported by examples. I was especially happy to see students making interpretations of examples so that readers would know how they saw these cases illustrating concepts rather than letting the examples speak for themselves. We spent considerable time in class discussing the need for such interpretations, so it was nice to see students incorporate that strategy in their writing. A handful of these papers had writing issues; however, these did not interfere with the authors’ ability to convey their point. These issues were passive voice and run on sentences (e.g., comma splices). The remainder of these papers were plagued with both substantive and grammar/style problems. These papers did not provide clear definitions of concepts from the course, provide examples that clearly illustrated the concepts, and in some cases, did not provide a clear thesis guiding the overarching argument. These papers had numerous writing issues that did get in the way of understanding (e.g., passive voice, misspellings, missing words, sentence fragments, and run on sentences, etc.). Given that a third of the students produced papers with significant problems, I will spend more time in class working with students on establishing strong thesis statements and on developing examples descriptions that effectively illustrate/clarify sociological concepts. We will look at strong examples from published work (e.g. excerpts from Callahan’s essay “Academic Outings”).

One unanticipated challenge that emerged was that some students disclosed personal stories, which made the grading process uncomfortable for me. I worried that assigning grades to essays about very traumatic events would be viewed by students as insensitive. This experience led me to provide very detailed and specific feedback on content—particularly the use of the concepts and examples to illustrate them. I also spent considerable time discussing what was particularly strong in the papers and thanking students for their willingness to share their experiences. Given that student feedback on the assignment was particularly strong, I will continue to use the assignment with some modification to our process. For example, I will spend time with the students devising a rubric for a “good autoethnography,” so that we have clearly established expectations going into the assignment. Moreover, this rubric will help to guide and limit feedback to content and style topics that students have had a hand in determining. I hope these discussions will help students see that the grade and comments are focused on their paper and not them or their experiences.

**SOC 385 ST Queer Theory, Queer Representations**

Sixteen students enrolled in SOC 385 during Spring of 2019. This course explores queerness as identity, practice, community, and politic. Bringing foundational texts into conversation with popular culture, the course analyzes contemporary “queer” representations, their many forms, and their consequences. Moreover, it considers the societal implications of these specific representations. Course assignments are structured around two student learning goals (i.e., being able to *use a sociological vocabulary for the study of queer identities, practices, communities, and politics* and to *apply abstract theoretical concepts to specific examples*) that build on the reinforcement goal assessed here.

Essay One, for example, asked students to write a piece defining “New Queer Cinema” and to argue whether these representations are useful for queer identity, community, and/or movements. To complete this assignment thoroughly, students needed to define and apply many concepts from our discussions and readings (e.g., queer, identity, social movement, politics of respectability, etc.) and to draw on examples from our films to illustrate these concepts and support their claims.

Students’ performance on this essay was mixed. Four students wrote very strong essays clearly connecting readings, discussions, and the films into cogent arguments about the utility of representations in New Queer Cinema. They clearly understood the organizing principles of the genre, could identify them in films from class, and they were able to fashion specific claims using their new vocabulary. All of these paper referenced specific passages from our readings to ground their arguments. I was impressed with the way students set up their argument using these materials. Seven students wrote essays that were generally on track but that did have weak components. These papers tended to center on arguments that glossed the nuances of the genre. Consequently, their usage of concepts from the course were vague and often raised questions about students’ understanding. These points of uncertainty were likely also connected to writing issues (e.g., passive constructions without clear subjects, run-on sentences, sentence fragments, etc.). Four additional papers were sufficient in addressing the prompt posed, but the actual substance of their argument revealed either a lack of depth to the students understanding of key concepts or a misunderstanding. These essays often simply brought in students’ opinion of the films (often quite critical comments) rather than situating their critique within the goals of New Queer Cinema. These students were not able to distinguish scholarly critique using tools and concepts in the course from their own personal opinion. The result was a set of essays that mostly make claims relying on misunderstandings of key concepts. One additional essay was especially weak on all fronts.

Based on these papers, it was clear to me that some students simply did not do the assigned readings and/or did not view the assigned films. I began to use quizzes more regularly to hold students accountable for the material. Unfortunately, this appeared to have limited impact. Later in semester when I gave quizzes, it was not unusual for a student to admit to not reading the assignment in their response. Should I teach this course again, I will devote more course time early in the semester to discussion of these key concepts and to applications of these concepts to the films (similar to the strategy mentioned above in SOC 363). I will also consider using quizzes earlier in the course (perhaps weighting them more heavily) or adding exams to assess student understanding and application of concepts.

**SS 294 Research Methods in the Social Sciences**

Sixteen students enrolled in SOC 363 during Spring of 2019. This course introduces student to the logic of social inquiry and provides them an opportunity to design an original research project. Short assignments take students through each major component of study design and culminate in the production of a complete research proposal (i.e. with instrumentation and IRB materials). Two stated learning goals in the course (i.e., helping students *understand the logic of social inquiry* and be able to *evaluate and synthesize existing literatures*) build on the reinforcement goal assessed here, as each the first requires that students understand several new concepts (e.g., operationalization, independent variable, nonresponse bias, etc.) and the second requires them to recognize these concepts in the literature and to be able to evaluate the quality of these applications.

Three assignments indirectly assessed this goal—students’ ability to correctly use methodological concepts in their original scholarship—in an iterative approach (and with multiple opportunities for feedback). First, student completed a draft of their Data & Methods section for Short Assignment Four. I provided a detailed handout for this assignment, which was designed to walk students through all components. I used this strategy because students in the past tended to leave out some components. After these drafts were submitted and evaluated, I met with students for one-on-one meetings to discuss where these pieces were strong and weak and to offer guidance how to improve identified weaknesses. At the end of the semester (after also getting feedback from another student during our writing workshops), student submitted revised drafts of the Data & Methods section as one part of their larger research proposal.

The Data & Methods section required students to draw on their new methodological vocabulary (e.g., operationalize, reliability, validity, external validity, independent and dependent variables, etc.) as they outline their proposed research. One student demonstrated mastery of these concepts, clearly understanding their definition and applying the concepts to great effect in her writing. Three students produced thoughtful papers that drew on this new vocabulary but with some missteps. For example, these students tended to confuse independent and dependent variables. Five other students displayed greater imprecision in their use of these vocabulary words. In their case, they attempted to use concepts but appeared to misunderstand their meaning and failed in applying them. For example, not only did these students confuse independent and dependent variables, but they also did not identify the correct independent and dependent variables in their study. Surprisingly, all of these students effectively discussed reliability and validity in their work. The remaining seven students did poorly on this assignment. Six students scored in the borderline fail range. Their work was underdeveloped and largely ignored key concepts. One student failed because she did not complete the assignment.

I used one-on-one conversations to address weaknesses in concept use directly with each student. I noted that the majority of students understood concepts when I used them in conversation (e.g., operationalize, conceptual definitions, reliability, etc.). What was interesting, however, is that students tended not to use these new concepts when they discussed their work. It would appear they have not adopted them as part of their working vocabulary at this point.

Unfortunately, the few of the final research proposals submitted at the end of the semester fully addressed the revisions suggested in earlier feedback. Nearly all of the papers did correct grammatical and factual errors—including incorrect usage of methodological concepts. Therefore, papers mostly meet the goal being assessed here. Nevertheless, revisions rarely went beyond these issues. In the future, I will revise this assignment to add greater weight in grading to students’ response to feedback.

General Conclusions

Based on these data, it appears that students in each of these courses are meeting our learning goals. However, there is room for improvement in each course—in SS 294 and SOC 385 in particular. Looking to the future, I plan to continue the practice of developing rubrics with students. These conservations are productive on several fronts. When paired with a discussion decoding/deconstructing the assignment, students seem to better understand the goals of the assignment and how to demonstrate that learning in the assignment itself. Moreover, the exercises encourage students to ask question of all types and to engage in dialogue around writing strategies. Students have commented that these conversations help them to manage their anxiety around writing and display more ownership of the assignment. One additional strategy I hope to implement across all of my class is to require students to submit papers online. This will streamline the process through which I provide written feedback, and it will also have the added benefit of permitting me to retain copies of student work to use in future program assessment reports.

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**Assessment Report 2018-19**

Ernie Olson

**To REITERATE, THERE WAS ASSESSMENT OF LEARNING OBJECTIVE 2 FOR ALL OF OLSON’S ANTHROPOLOGY COURSES**: Students will be able to use sociological and anthropological concepts beyond fundamental perspectives to explain a social phenomenon.

**ANTH 161: Introduction to Anthropology (Fall and Spring Semesters)**

**EXPOSURE**:

ANTH 161: Introduction to Anthropology is meant to provide exposure to key concepts and ideas in the discipline of Anthropology, and was a course included in the General Education Requirements category of Social Systems.

As an introduction to the discipline, ANTH 161 introduces a wide range of topics, many centered on the nature of colonialism, forces of cultural change cultural survival, syncretism, and holistic connections to the environment, among others.

**Report from Professor Olson for Program Goal 1, Learning Objective #2 for ANTH 161 Introduction to Anthropology for Fall Semester, 2018.**

There were 25 students enrolled in ANTH 161.

Stated goals for ANTH 161 included: 1. Introduce students to the value of ethnographic case studies via inclusion of a number of required ethnographic texts. 2. Introduce students to key concepts such as culture, cultural relativity, cultural diversity, participant-observation, and ethnography. 3. Introduce students to the primary sub-areas or subfields such as cultural ecology, medical anthropology, economic anthropology, and so forth.

Assessment of ANTH 161 for Learning Objective 2 was facilitated through a number of writing assignments. Students were required to do two in-class essay writing assignments, two essay exams (midterm and a final), a kinship chart of a fellow classmate, and a problem/solution paper.

Specifically, there was assessment in ANTH 161 of student learning in regard to the 5th sub-discipline of anthropology, applied anthropology, and operationalize core concepts of anthropology such as cultural relativity, holism, ethnocentrism, and local/global development.

“A third course goal is to introduce you to the so-called “5th sub-discipline of anthropology, applied anthropology, and provide you with the beginning framework for conducting “hands on” research with an applied perspective.

**ASSIGNMENT EVALUATED**: Taken from the syllabus: A problem-solution paper requires you to research a chosen culture and apply social science models for possible solutions to major issues (such as language loss, climate change, social injustice); this project is designed to give you the opportunity to think about creating a more just, equitable, and sustainable society in a corner of the world different from your own.

1. Record of how the class met the assignment goal:
   1. \_\_\_48\_ percent A’s
   2. \_\_32\_\_ percent B’s
   3. \_\_\_20\_ percent C’s
   4. \_\_\_0\_ \_percent D’s
   5. \_\_0\_\_\_percent F’s

The learning goal was generally met by more than 80% of the students. 48% received a high grade of A. Students generally agreed with the premise that the assignment was a reasonable and useful testing of course materials.

Examples of Two Final Exam Questions from Fall Semester 2018:

1. Discuss the challenges of twenty-first century global migration in relationship to biomedicine, ethnomedicine, and critical medical anthropology. What can each of these three approaches contribute to health care in contexts of large-scale migration? Your discussion of challenges in the areas of migration and health care should include consideration of inequality, social stratification, culture change and loss, and globalization within systems of power. Include ethnographic examples as relevant.

2. Discuss the concepts of cultural authenticity and cultural representation, cultural survival and revival, and cultural identity. Illustrate your answer with examples from such things as tattooing, subsistence practices, dance, sport, language use, museum exhibits, food and feasts, and key rituals, to name a few. Be sure to discuss three different cultures as found in course lectures, videos, and texts.

Results: A majority of students successfully received a passing grade on these assignments and gave evidence of at least a rudimentary grasp of key anthropological concepts; the top 10-20% of students gave evidence of the basic ability to integrate concepts with theoretical models and ethnographic case studies.

**ASSESSMENT OF ANTH 161, SPRING 2019**

**EXPOSURE**

The same assessment strategy for Fall Semester was repeated for the spring semester.

There were 15 students enrolled in the class.

**ASSIGNMENT EVALUATED**: Taken from the syllabus: A problem-solution paper requires you to research a chosen culture and apply social science models for possible solutions to major issues (such as language loss, climate change, social injustice); this project is designed to give you the opportunity to think about creating a more just, equitable, and sustainable society in a corner of the world different from your own.

1. Record of how the class met the assignment goal:
   1. \_36\_\_ percent A’s
   2. \_33\_ \_ percent B’s
   3. \_25\_ percent C’s
   4. \_\_0\_ \_percent D’s
   5. \_\_6\_\_\_percent F’s

The learning goal was generally met by circa 80% of the students. 36% received a high grade of A. Students generally agreed with the premise that the assignment was a reasonable and useful testing of course materials.

**Plan for Fall Semester of 2019**:

The major change I plan to make for the Fall Semester of 2019 is to add further requirements to the assignment by inclusion of more specific details on requirements for the holistic inclusion of primary sources on method and theory introduced earlier in the course.

**ASSESSMENT OF ANTH 250: FALL SEMESTER OF 2018**

**Report from Professor Olson for Program Goal 1, Learning Objectives 2 for ANTH 250: Hawaii: Colonialism and Tourism**

There were 24 students enrolled in ANTH 250 for the Fall Semester of 2018

**EXPOSTURE AND REINFORCEMENT**

ANTH 250 Builds on key ANTH 161 key concepts of culture, cultural relativity, and cultural change. The course focuses on colonialism and culture, plantation capitalism, ethnic diversity and immigration, cultures and militarism, multiculturalism and globalization.

Ideally, students have already taken ANTH 161 but this is not always the case (prerequisite of any social science course).

Course Goals:

1. Build student knowledge of foundational material of introductory courses in Anthropology and Sociology.

2. Explore scholarship and scholarly texts from a range of academic disciplines and improve skills in the analysis of qualitative and quantitative research findings.

3. Improve student skills for writing essays within a social science theoretical framework. Learning

Objectives:

1. REINFORCMENT: Students will build on their understanding from ANTH 161 (and /or other SOCA courses) of the key concepts of culture, cultural relativity, colonialism, culture change, migration, plantation colonialism, linguistic diversity, multiculturalism, plantation capitalism, labor inequality, and globalization at the local cultural level.

2. REINFORCEMENT: Students will gain a rich understanding of academic scholarship in anthropology and other disciplines and improve analytical skills in their integration of the key concepts listed in #1 in their study of the cultures of Hawaii.

3. Students will improve their ability to write response essays that focus on key issues in contemporary anthropology. Two examples of course requirements are listed below:

**EXAMPLE ONE**: Writing Assignment 1: Consider the importance of the revival of lua and tapa cloth production for contemporary Hawaiian cultural identity and practice. How do lua and tapa cloth production compare to other cultural practices such as paddling, long-distance voyaging, and surfing as a means of cultural revival and continuance?

**EXAMPLE TWO**: Third Response Paper and Final Assignment for ANTH 250, Fall Semester, 2018:

The course has encouraged you to become educated on the history of colonization and current rapid development, land loss and eviction, unemployment, high rates of poverty, a crisis of poor health and healthcare, and the chronic threat of crime for many local populations in contemporary Hawaii. At the same time you have been exposed to a number of examples of positive cultural revitalization, cultural pluralism, and efforts for social justice and equality. With course materials in mind (see especially Skin Stories, Kupu Mana’olana: Seeds of Hope, Ho’okele Wa’a, Malama Haloa, and The Hawaiians: Reflecting Spirit), consider some possible “seeds of hope” for 21st century Hawaii in regard to social justice, economic wellbeing, health, food security, cultural survival, environment sustainability, land stewardship, and creative freedom.

This assignment, slightly revised from Fall 2017, allows for a general assessment of students’ performance after further exposure to anthropological or sociological concepts at the 200 level.

**Assessment results for ANTH 250 for Program Goal 1, Learning Objective 2**:

Written and oral assignments suggest that about 90% of ANTH 250 students (22 students) received a grade of B or higher and gave evidence of successfully building on their understanding of the key concepts of culture, cultural relativity, colonialism, culture change, migration, plantation colonialism, linguistic diversity, multiculturalism, plantation capitalism, labor inequality, and globalization at the local cultural level.

Written and oral assignments indicate that over 80% of students were able to provide evidence of a significant gain in understanding of academic scholarship in anthropology and evidence of improved analytical skills in their integration of key concepts.

Written and oral assignments indicate that over 80% of students significantly improved their ability to write response essays that focused on timely issues (Learning Objective 2) in anthropology.

Future Action: Add a “first-day-of-class” pre-course assessment questions, maintain and fine tune problem-solution writing assignments.

An additional goal for Fall 2019 is to increase the level of class discussion and oral presentation of the problem-solution assignments.

**ASSESSMENT OF ANTH 280: WORLD ARCHAEOLOGY FOR FALL SEMESTER, 2018 (15 students)**

**EXPOSURE AND REINFORCEMENT**

ANTH 280 was taught for the first time in a long time and was essentially a new course that exposed students to an introduction to archaeology and reinforced many fundamental concepts gained from exposure in ANTH 161.

Listed below are some particular points of focus and some course goals listed on the course syllabus:

**How does archaeology fit into the academic disciplines such as Museum Studies, Anthropology, History, Religion, and others?**

We will use anthropology’s holistic approach to explore the web of connections from archaeology to a full range of academic disciplines and to every student’s major at Wells

**What are some connections between archaeology and culture, globalization, environmental degradation, and climate change?**

There will be a particular focus, especially during the last half of the course, on global processes of cultural and environmental change.

**COURSE GOALS:**

Build student knowledge of specialized knowledge of the subfield of archaeology.

Explore scholarship and scholarly texts from a range of academic disciplines to gain skills in the analysis of archaeological research findings.

Improve student skills for writing essays within a social science theoretical framework.

**LEARNING OBJECTIVES**:

You will learn the key aspects of creating archaeological sites, designing archaeological field projects, excavation techniques, artifact analysis, and material culture preservation.

You will gain a rich understanding of archaeological scholarship and the strategies for reconstructing culture history, ecological adaptations, and the social and ideological aspects of culture.

You will improve your ability to write response essays to explain things of archaeological interest to a diversity of audiences that range from the general public to experts in the field.

**Assessment of Learning Objective 2**: Students will be able to use sociological and anthropological concepts beyond fundamental perspectives to explain a social phenomenon =

The fact that this was an introduction to archaeology meant that much of the material was new to students; this was particularly the case through the first 2/3rds or so of the course. However, by the end of the semester I felt able to give assignments that called for students to use archaeological and anthropological concepts in ways that began to explain the complexity of social and cultural phenomena by examining and analyzing a range of archaeological sites/cultural areas.

**Example of Course Requirement**:

You will be responsible for choosing three **different** archaeological sites/cultural areas for the completion of course requirements 2-5 (This means you can “double-dip” once). You will also be responsible for finding, reading, and reporting on evaluating **15 different** academic sources during the semester (as indicated on the syllabus). Many but not all of these sources should be connected to the three different archaeological sites you’ve choses. You will be responsible for providing information (via Moodle and class discussion) on your chosen articles as they come due each week. In addition, you must Insert the citation information for your sources into **your personal** syllabus and provide an ongoing updated copy on your Moodle space. Also note that we will be doing quite a bit of work in groups or “teams” of 3 or 4 (though there will be allocation of individual responsibilities in each group).

**Example of Course Requirement used to assess Learning Objective 2.**

MUSEUM EXHIBIT BLUEPRINT PROJECT OF AN ARCHAEOLOGICAL SITE OR TOPIC

1. Choose an archaeological site or topic
2. Find scholarly sources (at least 6) (including peer-reviewed journal articles)
3. Write a report (4-5 pages) on the nature of the site or topic:
   1. Describe the site
   2. Discuss major research questions, data, analysis, and findings
   3. Discuss the significance of this site/topic that makes it worthy of a museum exhibit
4. Create a blueprint of your proposed museum exhibit:
   1. Choose photos of the site, artifacts, excavation and include them on your blueprint
   2. Include some of the text from your report within the structural layout of your blueprint of the exhibit

The assignment was graded with performance for 3.a, b, and c each worth a quarter of the grade and 4.a &b worth the final quarter of the grade.

RESULTS: 14 of the 15 students were able to perform at the C level or better, 12 earned a grade of B or higher, and 5 students received a grade of A.

**CONCLUSIONS AND PLANS FOR THE FUTURE**:

I felt that students were generally highly interested in the material and quite motivated to do the course work. I also felt that the “case study” approach and allowance for students to have significant freedom to choose archaeological sites, areas, or topics based on their interests worked pretty well to keep students successfully engaged with the material in ways that included both method and theory. I look forward to expanding on this pedagogical strategy when next teaching this course.

**ASSESSMENT OF ANTH 222: ANTHROPOLOGY, RELIGION, & COLONIALISM FOR SPRING SEMESTER, 2019 (18 STUDENTS)**

**REINFORCMENT**

This course hasn’t been taught for some years and so it was basically a new course so I will include a fair bit of the statements of purpose and means of assessment found in the syllabus. In contrast to ANTH 280, the majority of students had fundamental knowledge of social sciences in general and SOCA in particular and so students were challenged to bring that knowledge to some new perspectives from Anthropology of Religion.

**As stated in the syllabus**:

The course is an anthropological exploration of religion as practiced in a range of cultures around the world. This means that there will be less of a focus on key written religious texts and much more of a focus on ethnographic writing that focuses on religious practices as found within the everyday cultural life.

Our approach will be holistic in the sense that religion is studied as part of the economic, political, and social realities of the individuals practicing that particular religion. Our approach is inclusive of local cultures; local peoples from every social “level” are part of the picture.

**ASSESSMENT:** Our viewpoint is critical as we look at the religious landscapes from many cultural contexts; we will ask hard questions about colonialism, forced conversion, unequal relations of power, and inequality. At the same time, we will also need to have a critical perspective about the role of religion and anthropology in aiding, accepting, and/or critically evaluating processes of colonization and globalization.

Above all, we will ultimately want to assess our own individual role and place the world of culture and religion. A different question is posed each week or so as we explore questions about human nature, cultural diversity, colonial history, and global transformation. Our quest is a journey into questions about the nature of religion, culture, and the individual. From a liberal arts perspective, we will consider the transformative relationship between particular religions, cultures, and individuals.

**COURSE STRUCTURE**: The course will consist of a mixed-format of lecture, group work, and organized discussion. Readings are REQUIRED and the expectation is that you will be prepared to discuss assigned readings.

**COURSE GOALS**: Anthropology, as an introductory course, has the goal to develop informed critical scholars who can communicate in the language of anthropology.

1. To fulfill this goal, Anthropology 222 introduces you to the complex interconnections of Anthropology and Religious Studies and presents a critical approach to the study of culture and religion.

2. A second, related course goal is to introduce you to the basics of anthropological and ethnographic research methodology as found in the ethnographic study of religion.

3. A third course goal is to foster an appreciation of cultural and religious diversity.

4. Finally, the research and writing assignments are designed to allow you the opportunity to think about creating a more just, equitable, and sustainable society.

**COURSE LEARNING OBJECTIVES**: The course is designed to engage us in active learning; from beginning to end, a major goal is to provide you with a social science map to negotiate local and global religious worlds. By the end of the semester, you are expected to persuasively articulate a number of models that reveal and explain interconnections between religion and culture within global processes of change. Major course objectives are:

1. Introduce students to major theoretical frameworks and research questions regarding culture and religion.

2. Introduce students to the major sub-area of the anthropology of religion and its interconnections to other sub-areas such as cultural ecology, medical anthropology, economic anthropology and so forth.

3. Introduce students to the basics of ethnographic research.

4. Introduce students to the value of ethnographic case studies of the interconnections between religion and culture.

5. Introduce students to the value of religious diversity from an anthropological perspective.

MEANS OF ASSESSMENT/COURSE REQUIREMENTS:

1. Two article reviews (4-5 pages) (10% each for 20%).

2. Three response papers (4-5 pages) (10% each for total of 30%).

3. Four team presentations (5% each for total of 20%)

4. Final project (7-10 pages) (20%)

5. Class attendance and participation (10%)

**ASSESSMENT TOOL**: The Final Project for ANTH 222 served as a means of assessing Learning Objective 2: Students will be able to use sociological and anthropological concepts beyond fundamental perspectives to explain a social Phenomenon.

**FINAL PROJECT**:

Discuss some key connections between religion and one or more of the following areas: visual art, music, sport, and/or humor. Be sure to use specific case studies of religion and culture as relevant. In addition, be sure to keep in mind major forces of globalization, the environment, and/or climate change that are likely to be shaping religious and cultural realities. Of course, you must include references to the main course text, your selected peer reviewed articles, and any other pertinent sources.

**ASSESSMENT RESULTS**:

Only one student out of 18 failed to receive a grade of C or higher and 17 students scored at 80% or higher. 8 students received a grade of B, and 5 students received a grade of A-, and 4 students received a grade of A.

**FUTURE**: Upon further reflection, the final project was simply the final response paper out of 4 such papers, and it might be useful to fine tune the final project in ways that more fully and accurately capture students’ successful integrated mastery ion of key sociological and anthropological concepts and theories.

**ASSESSMENT OF ANTH 230: CULTURE AND GARDENS FOR SPRING SEMESTER, 2019 (13 STUDENTS)**

**Exposer and Reinforcement**

This course, above any others I teach, reaches outside of the usual boundaries of anthropology and sociology. There are several reasons for this: the subject matter, the connections of the course to the Sustainability Major, and the broad range of student interests. Certainly the main focus is on the interconnections between gardening and culture and the importance of cultural diversity for garden diversity; however, there is less use of sociological and anthropological concepts to explain the social and cultural phenomenon of gardening.

**I’ve again included the course description**:

This course will travel through time and space to garden spaces and practices found in a wide range of cultures. Our “visits” to garden sites will be experienced through an anthropological lens that focuses on the human-to-environment relationship in regard to subsistence strategies, aesthetic values, religious understandings, sustainable practices, social networks, community organization, and cultural life ways.

A major goal is to create understandings of the complex articulations between people and their environment, from the archaeological past up through the present. A second goal is to reveal the intricate connections of land, culture, and society. A third goal is to uncover processes of cultural change related to land use, food production, and landscape. A final goal is to create a creative learning environment that encourages students to expand their writing and oral communication skills.

Means of assessment of course goals via assignments:

1. Create a model of your ideal garden (must include 4 pages of text plus your garden plans).
2. Compare two gardens that are radically different in a number of ways (must include course readings) (must be ten pages in length).
3. Plan a garden for two of the following spaces: 1) a Brooklyn neighborhood, 2) Wells College, 3) a Mexico City neighborhood, 4) rural New Mexico, 5) suburb of Tokyo, or 6) rural India. Your paper must include some “outside” research of the gardens and cultures of chosen spaces; your project must also include at least 8 pages of text AND a number of garden layouts).
4. Two in-class writing assignments.
5. Two in-class group discussions/presentations of your projects.
6. A comprehensive community garden plan for a garden of 2020 in a geographical area and culture(s) of your choice (must include at least ten pages of text and necessary support maps, layouts, designs, and so forth).

From the above text, one can see that the course content DOES allow and encourage students to consider gardening as a social and cultural phenomenon that can be critically examined. The final assignment perhaps best allows for assessment of student success in completing this critical examination.

FINAL ASSIGNMENT

**The assignment calls for a comprehensive garden plan for a community garden of 2020. The garden is for a geographical area, urban or rural setting, and culture(s) of your choice.**

**The plan must include at least ten pages of text and all necessary support maps, layouts, designs, inventories, and other support materials.**

2020 is less than a year away and there’s lots of planning to do! What significant environmental, political, economic, social, and cultural dynamics need to be considered?

Consider the potential contribution your garden will make to the local environment, economy, community, and culture(s).

What kind of garden does the world need?

What kind of garden does the local culture/society need?

What kind of garden does the (local) environment need?

What about issues of economy and sustainability?

What kind of garden do YOU want to design, create, and help maintain?

Lots of possibilities, close to home and distant: what cultures interests you?

How will you work with the present conditions and current practices of the culture (is “your” culture already a gardening culture)?

How will you incorporate the wishes, interests of the culture?

APPLICATION OF COURSE MATERIALS FOR ….

* What is your role (leading, advisory, team member) in the implementation of the plan?
* What are some ethical considerations for the implementation of your garden plan?
* What are some potential consequences, positive and negative, for the local culture if your garden is created?

**Assessment of the Results for the Final Assignment for ANTH 230**:

**RESULTS:**

Grade was based on the physical garden plan (25%), garden plan oral presentation (25%), discussion of culture (25%), and discussion of community (25%).

All but one student received a grade of C or higher and 11 of 13 students received a grade of 80% or higher.

**FUTURE:** I must concede that the rubric used is less than concise and should be further developed in the future. In addition, feel I need to reassess the ways in which the course can better connect to anthropological and sociological concepts and theoretical models. Perhaps in this way, the course could expand on its applied anthropology framework.

**GENERAL CONCLUSIONS**:

Similarly to Professors McClusky and Renfrow, I hope to expand current rubrics and develop new rubrics in consultation with students as a means of better assessing student learning.