



## ANNUAL PROGRAM REPORT

College	Letters, Arts and Social Sciences
Department	AGES: Anthropology, Geography & Environmental Studies
Program	Anthropology (BA), Geography (BA/BS), Environmental Studies (BA)
Reporting for Academic Year	2016-2017
Last 5-Year Review	2013-2014 (conducted 2014-15)
Next 5-Year Review	2021-2022
Department Chair	David Larson
Date Submitted	October 20, 2017

### I. SELF-STUDY

#### A. Five-Year Review Planning Goals

1. Provide students with the knowledge and skills essential to our disciplines, and with the ability to think analytically about the problems of Humanity and Earth.
2. Restructure our curriculum to be ever more intellectually stimulating, personally fulfilling, and relevant to the career goals of our students.
3. Place more of our courses in the university's General Education offerings as a means of increasing the number and diversity of majors in each of our programs.
4. Raise the visibility of our department, and thus steer transfer students to our programs, by fostering ties with the region's community colleges.
5. Increase the breadth and depth of our faculty by seeking a new tenure-track position that emphasizes the ties between environment, culture, and everyday life in California in general and in the San Francisco Bay Area in particular.

#### B. Progress Toward Five-Year Review Planning Goals

1. Faculty teaching upper-division survey courses and especially those teaching the more specialized techniques and methods courses in all three programs constantly revise their offerings to incorporate new ideas and skill-sets. Preparing our students for a constantly evolving work environment is a departmental imperative. For computer mapping (GEOG 3605) and Geographical Information Systems

(GEOG 3030, 4605) courses, improved/enhanced software packages become available on an 18-month cycle; for the most part AGES is able to acquire state-of-the-art software. New equipment arrives regularly for archaeology (ANTH 4250) and environmental field (ENVT/GEOG 3480, ENVT 4300) courses, and for the Solar Suitcase course (ENVT 3999). Providing opportunities in our classes (through individual and group assignments) for students to think analytically across the three curriculums remains the department's primary goal and highest priority.

2. With curriculum modifications prohibited during the university's final years on the quarter system, all restructuring ideas had to be applied to the curriculums designed for the semester system. AGES programs took full advantage of this opportunity to re-imagine and then re-design their curriculum built around 21<sup>st</sup>-century imperatives. Anthropology was *converted* while at the same time reshaped into a program that is more reflective of the academic expertise of the current and (we hope) future faculty. The overall major has become tighter, with an enhanced focus on the archaeology and biological anthropology concentration, which is a clear strength of the regular faculty. Geography was *converted* as well, although three areas of concentration were added where no formal concentrations previously existed. These concentrations were designed to better prepare students in areas the faculty believes will grow in importance over the coming years: resource management and sustainable development, planning-related fields, and a spatial techniques-related field. Environmental Studies was *transformed* to center on addressing six main issues, among them: the need to better prepare our students for the recent emergence of careers focused on sustainability and environmental justice; the need to increasingly integrate multi-disciplinary approaches into classes focusing on environmental problem solving; and to take advantage of opportunities arising from the consolidation of Anthropology, Geography and Environmental Studies into a single department. As I wrote in the most recent 5-year Review, when the semester system begins in AY 2018-19, AGES will present a different look to prospective students: Two M.A. programs and the B.A. in Geography will no longer be offered. Instead, there will be a single undergraduate degree for each of the three existing programs. This configuration will provide AGES with its best opportunities for program growth and collaborations among present and future faculty both within the department and across the campus.

3. The moratorium on changes to the expiring quarter-system curriculum prohibited AGES from placing additional courses in the General Education program. Yet other ways were found put our courses and faculty in front of more students. Lower-division GE B and D courses do not have hard caps on enrollment, such as the D4 courses with a cap of 35. Consequently, the intro survey courses ANTH 1000, 1100, 1200 and 1300, and ENVT 2001 were scheduled in larger classrooms that accommodated 70 or more students. Similarly, the AGES courses that qualify as B6 (UD Science), such as Human Evolution (ANTH 3100) and Climate Change (GEOG 3120) were scheduled and taught in larger classrooms. Throughout the academic year, these courses typically filled the venue in which they were taught. Programs in AGES recruit new majors by exposing the disciplines to undeclared students in lower-division classes. We will continue raising course capacities wherever we can in AY 2017-18. An increase in new majors is anticipated.

4. This goal has not been pursued with vigor the past two years. The combination of several key faculty members on various leaves coupled with the need for full engagement in semester conversion imperatives by the others left little time to foster ties with the region's community colleges. Yet AGES

now has alumni teaching at several of the university's primary feeder colleges, so we expect to develop a smoother transfer pipeline when East Bay becomes a semester school, thus matching the academic calendars of our feeders.

5. AGES's hiring plan commits to crossing fluid disciplinary boundaries to reshape the department's programs with positions that will serve more than one discipline's curriculum. As AGES has integrated a new tenure-track hire (Archaeology) into its curriculum the past two years while simultaneously reshaping its three programs for semester conversion, the department did not propose a tenure-track hire in 2016-17.

The first proposal in this new five-year plan is a hybrid position in *Environmental Anthropology*. Our preferred direction is toward the curricular areas associated with that position.

Submit Proposal in 2017-18:

Position: *Environmental Anthropology (hybrid)*

The preferred candidate will have expertise in some combination of cultural ecology, conservation, urbanism, and sustainable development. Courses currently existing and those to be created by the successful candidate will apply to more than one discipline and contribute to at least two of the three programs within AGES.

Submit Proposal in 2018-19:

Position: *Environmental Geography (hybrid)*

The preferred candidate will have expertise in the physical Earth and its resources. Programmatic needs by the dawn of the next decade will require the ability to teach a combination of courses focusing on the growing field of *global change* and the so-called *Anthropocene*: climate change, global land-use change, earth-surface processes, Geographical Information Systems, and human responses/adaptations to environmental change.

## C. Program Changes and Needs

**Overview:** AY 2016-17 was a year of transition and awards for AGES faculty. Professor *Emeritus* Scott Stine, an internationally recognized authority on climate change and a former Outstanding Professor at our university, completed the fifth and final year of his FERP appointment in spring. Professor Michael Lee spent the year as a Visiting Scientist at CSU's Moss Landing Marine Lab conducting research and curriculum development in aquaculture. While there, Prof. Lee learned from the Chancellor's Office that he had been appointed to serve as Resident Director, CSU in Spain during AY 2017-18. He thus becomes the first faculty member in the history of our university to have been awarded that prestigious systemwide position. Professor Gary Li continued his multi-year research project in the Kenai Peninsula, Alaska, studying the feasibility of extracting methane from saturated sand-beds. The World Oil Company Ltd (Hong Kong) has been buying out 55% of Prof. Li's time. His 45% teaching obligation is fulfilled by offering environmental classes online, largely from his research site.

Meanwhile on campus, Professor Karina Garbesi received the Provost's Award for *Outstanding Contributor for Community Engagement* in recognition of her efforts organizing and spearheading the Sustainable City collaboration between the University and the City of Hayward. Professor Andrew Wong, who received both a Faculty Support Grant from the university and a Research Travel Grant from the Association for Asian Studies, was also recognized for his expertise in online teaching and course design with Online & Hybrid Course Quality Transformation Grants in each of the past two years. Professor Albert Gonzalez received a PEIL grant (\$33K). Lecturer David Matsuda was recognized for his year-long contributions to the Faculty Diversity and Inclusion Curriculum Development (FDICD) grant. AGES Chair Dave Larson continued as Faculty Athletics Representative, appointed by the President to represent the university in its relationship to the NCAA and the California Collegiate Athletic Association.

Contributing to faculty governance has long been a departmental imperative. The Academic Senate included two AGES faculty members, Prof. Garbesi, the Vice Chair, and Prof. Wong, who also served on the CLASS Curriculum Committee. Prof. Gonzalez was a member of the Committee on Research. Prof. Larson represented CLASS on UARC (University Administrative Review Committee) and on the FAC subcommittee charged with updating the RTP document. All but Prof. Wong will return to those faculty service roles in AY 2017-18.

With the above awards and appointments came a considerable amount of release time/assigned time from teaching. Consequently, the part-time faculty in AGES saw more opportunities than ever to contribute to the delivery of curriculum of three programs across multiple platforms. The part-time faculty, along with careful class scheduling, was largely responsible for the department's strong enrollment numbers throughout the year. For each quarter of AY 2016-17, AGES received from the CLASS Dean the highest-ever SCU (FTES) target for that particular quarter. And those elevated targets were exceeded each quarter: Fall 2016: 108%; Winter 2017: 107%; Spring 2017: 109%.

One administrative/structural change in two parts occurred last year, its effects to be realized in AY 2017-18. Andrew Wong, who served as the Interim Director of the International Studies program in 2016-17, had that tag lifted by the CLASS Dean and Provost at the end of the year. Effective AY 2017-18, Prof. Wong will begin his first 3-year appointment as Director. The administrative home of the INTS program has been moved from Political Science to AGES so that it resides in the same department as its Director. Consequently, other AGES programs will seek to develop stronger synergies with INTS while the Department of AGES acquires the modest annual SCU/FTES from this multidisciplinary program.

**Curriculum:** The proposals for converting the ANTH BA and GEOG BS programs, and transforming the ENVT BA program, along with their minors, to the semester system all passed through the various stages of the curricular approval process. Over the summer, however, when Undergraduate Programs was working on the semester catalog, it was discovered that the Geography BS included three concentrations that are not part of the current Geography BS degree. Since new concentrations must be approved by the campus (CIC and the Academic Senate), the semester conversion proposal has been rerouted back to CIC. In order to include the program in the draft 2018-19 catalog that will be viewable in October 2017, courses in the concentration will be listed as "pathways" to satisfying the degree's requirements. Until the concentrations are approved, there will

be no formal recognition of the proposed concentrations. This impediment will be addressed and removed in a timely manner.

*SB1440* informed the conversions of the ANTH and GEOG curricula to semesters. Courses in the current (quarter system) programs that do not articulate with community college courses were removed from the lower-division core. Going forward, the LD core in both ANTH and GEOG are aligned with the schema of the transfer degree in Anthropology and Geography. The LD core in the transformed ENVT program will consist of courses that articulate with those in the community college system.

**Students:** Institutional Research Data for Fall Quarter 2016 shows there are 104 students in AGES programs. In Fall 2017, however, there are considerably more than that listed on the ANTH, GEOG and ENVT majors' pages on Blackboard. Although a careful examination of the lists to cull the names of departed students has not yet occurred, it is safe to assume that there has been growth in the undergraduate programs. Anecdotally, this certainly appears to be the case. While the usual arrival of community college transfers and returning students was lower last year (uncertainty over spending just one year on the quarter system and then switching to semesters?), it was supplemented by enrolled students coming to the AGES office to request forms to declare or change their major, typically after taking one of our lower-division survey courses. Also not captured in the IR data (I believe) are students with double majors for whom an AGES program is the second major. There has been an up-tick in this area as well.

Meanwhile, the department's two MA programs (ANTH and GEOG) are quietly winding down. AY 2016-17 was their penultimate year, the programs not converted to semesters and hence set to expire in summer 2018. Recruitment of new graduate students ceased after fall 2014 and admission to the programs was officially closed from fall 2015 on. Post-2014 students were informed that the respective graduate coordinators would work closely with them to ensure completion of their programs by summer 2018. To date, most of those have received their degree. A small number of students will need part or all of AY 2017-18 to reach the finish line.

Undergraduate students in AGES programs continue to make an imprint on campus and off. Several ENVT and GEOG majors contributed to the university's Sustainable City partnership with the City of Hayward. Others performed internships as "ambassadors" of the university's Office of Sustainability, contributing to projects ranging from an examination of how the campus can reduce water consumption, to an assessment of the food waste stream and the feasibility of large-scale composting, to work on the mandated Climate Action Plan. ANTH students, under the sponsorship of Dr. Matsuda, revived the dormant Anthropology Club and turned it into a thriving social and academic support group. Members of the club gave papers, several well received, at the 2017 meeting of the Southwestern Anthropological Association.

**Faculty:** AY 2016-17 saw several AGES faculty have either all or part of their teaching workload bought-out by grants, contracts, or other university assigned time awards, as mentioned above in the Overview. Consequently, the proportion of the classes taught by part-time faculty increased and new individuals earned university contracts or increased their time base within existing contracts. (One Lecturer lost her 1-year contract due to a break in service resulting from classes that did not meet the enrollment threshold established by the Dean.) At the end of the year, AGES was home to three

Lecturers with 3-Year entitlements (two in ANTH, one in GEOG/ENVT) and three Lecturers with 1-year contracts (again, two in ANTH and one in GEOG/ENVT).

Looking ahead: In AY 2017-18, Professor *Emerita* Laurie Price will complete the fifth and final year of her FERP, taking with her into full retirement a recognized expertise in medical, environmental, and socio-cultural anthropology.

**Staff:** After a robust recruitment for an ASC I to replace a longtime staff member who retired in summer 2016, AGES added Jennifer Palmer to the main office it shares with Theatre & Dance. The CLASS Dean's vision was to make Robinson Hall an administrative hub serving the faculty and student needs of multiple programs. Ms. Palmer's specific duties include loading into PeopleSoft the schedules for all AGES programs; generating contracts for part-time and FERP faculty; payroll; processing major check sheets and associated graduation paperwork; and serving as the main office's first point of contact for students looking for assistance. CLASS continues to support a half-time Assistant Director of the Museum, an essential position for university-community interactions.

**Resources:** The resource needs of AGES were met in AY 2016-17. The C.E. Smith Museum of Anthropology received a little over \$15K from A2E2 funds to operate the facility and stage the well-received exhibition "Against All Odds: Native Californian Stories of Endurance and Continuance." Through IREE and CLASS funding, AGES was able to add to and update its collection of field instruments and environmental monitoring equipment essential to its field courses. Hardware and software needs were answered by a combination of computer refreshes and purchases made from an uncharacteristically generous allocation for the AGES Supplies & Services budget.

**Assessment:** No substantial changes to assessment plans occurred in AY 2016-17 (See Section II).

**Other:** Starting in Fall Quarter 2016 and continuing through Spring 2017, the AGES Chair, accompanied by faculty advisors Gilbert, Gonzalez and Garbesi, participated in a series of planning meetings and workshops with Wendy Chen and Mark Stockard of Academic Advisement and Student Records to create PeopleSoft Degree Audit Reports (DARs) for Anthropology and Environmental Studies. Even though the ANTH and ENVT DARs were eventually completed, the academic advisors and chair finished the year using the existing cloud-based major check forms because it was felt the DAR made academic-advising even *more* labor-intensive than it already is. Construction of Geography's DAR will occur 2017-18, when it will be built for the semester system.

## **II. SUMMARY OF ASSESSMENT**

AGES takes seriously its annual assessment responsibilities, typically producing detailed reports on the PLO(s) assessed each year. This Annual Program Report is the only archival outlet for a full accounting of assessment activities. Consequently, the report for each program which follows (in order: Geography, Environmental Studies, Anthropology) includes information that addresses these four sub-heads:

Program Learning Outcomes (PLO); Program Learning Outcome(s) Assessed;  
Summary of Assessment Process; Summary of Assessment Results

Apologies in advance for going off-scale in this section.

**2016-2017 Assessment Year End Report, June, 2017**

<b>Program Name(s)</b>	<b>Assessment Coordinator</b>	<b>Department Chair</b>
GEOGRAPHY BA/BS	Michael Lee	David Larson

**A. Program Student Learning Outcomes**

SLO 1 demonstrate a broad and deep understanding of the fundamental concepts and techniques of the discipline of Geography;

SLO 2 prepare, use, and interpret maps and other spatial data with and without the aid of computers;

SLO 3 communicate geographic ideas, perspectives and conclusions clearly and persuasively orally, in writing and through maps and graphics;

SLO 4 think critically and apply analytical and quantitative reasoning to assess problems across local, national and global geographic scales and to effect practical and sustainable solutions both as an individual and within a team;

SLO 5 demonstrate their knowledge of the characteristics and cultures of two world regions in addition to their own.

**B. Program Student Learning Outcome(s) Assessed**

SLO 5 demonstrate their knowledge of the characteristics and cultures of two world regions in addition to their own.

**C. Summary of Assessment Process**

The assessment plan for Geography BA/BS program identified SLO5 to be the focus of assessment for 2016-17: “demonstrate their knowledge of the characteristics and cultures of two world regions in addition to their own”. However, it was incorrectly noted that this would be assessed using the course Geography 4325: Field Course in Cultural-Urban Geography which is wrong in two respects. First, this course is no longer taught in the geography program and second, even if it was, the SLO maps instead to the various world regions courses in the 3500 series such as the GEOG 3550 Geography of Southeast Asia and GEOG 3540 China and Japan.

In fully assessing this SLO it is necessary to get student material for a set of geography majors from two courses that they have taken that focus on two global regions other than their own. However, in reviewing course lists from the last few years, given the relatively small number of majors, Prof. Larson, the departmental Chair, and Prof. Woo, the main tenured faculty teaching world regional courses over the last few years, were unable to find such a population. Students who have taken two regional classes of late have done so by choosing combinations of GEOG 3500 Geography of United States & Canada

and/or GEOG 3505 Geography of California and/or GEOG 3540 China and Japan, the non-North America region class that has been most popular and which has been offered most frequently. Thus, no majors were identified who had the requisite two non-North American courses to assess the SLO fully. It was not realized during annual course scheduling over the last few years that the infrequency of offering regional courses other than China and Japan, e.g. GEOG 3510 Mexico, Central America and the Caribbean, GEOG 3515 South America, or GEOG 3550 Southeast Asia, would compromise our ability to assess this outcome fully.

In order to continue with the intent of the assessment plan, however, it was decided to identify and examine the work of a cohort of majors who had taken one regional class other than their own; GEOG 3540 China and Japan in Fall 2016 with Prof. Woo (Appendix 1). A total of six majors were identified by Prof. Woo from the enrolled total of 29 students.

Consultation with the instructor, Prof. Woo, indicated that the SLO could best be judged by students' ability to write an informed essay on the region in question. For this class' writing assignment, Prof. Woo assigned the theme of air pollution in China, specifically:

*Your paper should be a selected topic within the general theme of “China’s War on Air Pollution” focusing on the following issues:*

- *Documentation of a particular air pollution problem in China (e.g. China’s CO<sub>2</sub> emissions; Air quality problems in Beijing; Acid rain issues)*
- *Major causes of pollution (industrialization, cars, coal burning, weather, ...etc.)*
- *Major impacts of pollution (health, economic, environmental, political...etc.)*
- *Chinese government’s efforts to tackle the crisis (regulations, green energy, industrial policies...etc.)*
- *Effects of China’s anti-pollution policies*

The student work was collectively reviewed by the GEOG SLO review committee (Profs. Larson, Lee and Woo) using a tailored rubric that was developed to accompany the assignment that judged the student work using normative statements that described what constituted advanced proficiency (1), proficiency (2), developing (3), and lacking development (not yet developed = 4) with respect to each element of the assignment (Appendix 2). In reviewing the work of the majors from this course it was noticed that one of the majors had not written an essay on the same topic as the others but had been allowed to submit an essay on an *ad-hoc* topic of particular interest to him or her: counterfeiting in the Chinese economy; its causes, effects and government responses. Rather than reverse engineer a separate, unique rubric for this essay, it was decided to exclude this student’s work from the assessment pool. Thus a total of five majors’ work was reviewed by the GEOG SLO review committee.

#### **D. Summary of Assessment Results**



The results of the review are listed in Table 1 below. An average score of 1.5 or lower means that the student got a preponderance of advanced proficiency judgments for the attributes evaluated using the rubric, hence the higher designation is applied. An average score of 1.5 to 2.5 suggests a preponderance of proficient scores with the odd developing score not balanced by a mastery score, thus the proficient designation is applied. A value greater than or equal to 2.5 suggests a preponderance of developing or lacking development scores (3 & 4) and thus the lower designation (SLO not yet attained by the student) is warranted.

Average scores were calculated from the evaluations performed for each major by each Assessment Team member Prof. Michael Lee (ML), Prof. David Larson (DL) and Prof. David Woo (DW). From these scores, a classification was determined and from those three classifications per student, a final determination was made with respect to whether the student had demonstrated they had achieved the SLO (i.e. could be classified as proficient – P or advanced A) or not (i.e. were classified as not yet proficient - NYP). To be considered proficient, a majority of the Assessment Team had to have scored the student with an average score of 2.5 or lower (1.5 or less for advanced and >1.5 to 2.5 for proficient).

Table 1 shows that all five majors selected from the class in Fall 2016 achieved the overall standards of the SLO articulated in the rubric with one showing proficiency and four showing advanced performance.

ANTHROPOLOGY, GEOGRAPHY AND ENVIRONMENTAL STUDIES ASSESSMENT RUBRIC															
Academic Year	2016-17														
Major	GEOGRAPHY BA/BS														
Course	GEOG 3540 CHINA AND JAPAN														
Term	Spring Quarter 2016														
SLO	SLO 5 - students will "demonstrate their knowledge of the characteristics and cultures of two world regions in addition to their own."														
Students will write a 3,000 word research paper on a selected topic within the general theme of "China's War on Air Pollution."															
Methodology: The faculty member instructor of record (IOR) will identify the GEOG majors taking the class, provide electronic or paper copies of the research papers submitted by those majors (ID's removed by editing or redaction with black marker as applicable) numbered 1-N. The GES assessment team will read the research papers submitted by those majors, and apply the rubric below to determine the degree to which the majors have demonstrated their knowledge of the selected world region i.e. China.															
	STUDENT A			STUDENT B			STUDENT C			STUDENT D			STUDENT E		
	DW	ML	DL	DW	ML	DL	DW	ML	DL	DW	ML	DL	DW	ML	DL
Documentation of a particular air pollution problem in China (e.g. China's CO2	1	1	1	2	1	1	2	3	1	2	2	1	1	2	2

emissions; Air quality problems in Beijing; Acid rain issues)																
Major causes of pollution (industrialization, cars, coal burning, weather, ...etc.)	1	1	1	2	1	1	2	2	1	1	2	1	1	2	1	
Major impacts of pollution (health, economic, environmental, political...etc.)	2	1	1	2	1	1	2	3	1	1	1	1	2	1	2	
Chinese government's efforts to tackle the crisis (regulations, green energy, industrial policies...etc.)	2	1	1	2	1	1	2	1	2	1	2	2	1	1	2	
Effects of China's anti-pollution policies	1	1	1	2	1	2	3	1	1	2	2	2	2	1	1	
AVERAGE	1.4	1	1	2	1	1.2	2.2	2	1.2	1.4	1.8	1.4	1.4	1.4	1.6	
CLASSIFICATION	A	A	A	P	A	A	P	P	A	A	P	A	A	A	P	
OVERALL CLASSIFICATION	ADVANCED			ADVANCED			PROFICIENT			ADVANCED			ADVANCED			

Table 1 Student Scores for Course Learning Outcomes Mapped to SLO5

In addressing the course learning outcomes (CLOs) for the assignment mapped to SLO5 we noted that no student exhibited the classification of NYP or not having met the SLO by getting too many “developing” or “lacking development” assessments in the rubric matrix.

### E. Suggestions and Recommendations from the Assessment

In a debrief with the instructor, Prof. Woo, it was agreed that on the whole, students appear to have succeeded in acquiring the requisite depth and breadth of knowledge concerning one or more aspects of the region they have studied. For the selected topic, air pollution in China, students were able to clearly document and communicate to a third party, through the medium of a research essay, the nature of, causes of, impacts of, and responses of the Chinese government to this issue. It is possible to say, therefore, that the program has been successful in its goal that majors should have knowledge of

the characteristics and cultures of at least one world region (i.e. East Asia) other than their own. However, it is not possible to report on the SLO as adopted – that major should have such knowledge of two world regions.

In order to further promote achievement of SLO5, the BA/BS program in Geography needs to either modify the SLO or else increase the diversity of world regions courses offered at CSUEB during a timeframe that would allow a sufficient number of majors to take two different ones before graduating. The likelihood of them taking two regional courses would be enhanced by effective outreach and advising of majors concerning those offerings: Alternatively, the SLO could be modified to read simply that majors should “demonstrate their knowledge of the characteristics and cultures of two world regions”. This would allow students to demonstrate their knowledge of California or of the United States and Canada as part of assessing this SLO. It is the opinion of the committee that this would be appropriate and acceptable because due to the general lack of geography teaching at high school, most students at CSUEB, including Geography majors, do not have an a priori knowledge of the characteristics and cultures of either the state they were raised in or the country they are native or have immigrated to. This, after all, is one of the reasons why they choose the major; because they have an interest in such subject matter. The SLO, as written, seems to the committee on reflection to be ill-advised and unnecessarily restrictive and should thus be changed for future assessment efforts. Note that this will cease to be an issue when we switch to semesters as the SLOs for the Geography BS will have changed and the corresponding new SLO (number 3) to the old SLO 5 now reads:

*3. Identify, describe and explain the environmental, social, cultural, economic and other key characteristics and dynamics of different world regions*

Thus it can be assessed using work completed on any world region for future majors.

#### **Appendix 1 GEOG 3540 Course Syllabus**

Dept. of AGES

California State University, East Bay

Spring Quarter 2016

E-mail: david.woo@csueastbay.edu

**GEOG 3540**

**CHINA AND JAPAN**

**Dr. David Woo; RO 206**

office hrs.: MW 12:30pm - 2:00pm

office phone: (510) 885 - 3160

#### **Required Text:**

No text book is required. There will be assigned readings at different stages of the course.

### **Course Objectives:**

This course is a three-part study of the East Asia as a region. We will explore the physical geography and the rapid socio-economic transformation of East Asia in the past few decades. **Part-one** of the course traces the root of East Asia's cultural and economic reforms and the evolution of regional identity as a reaction against western imperialism in the 19th century. We will look at how China and Japan emerge from the ruins of colonial exploitation to become an industrialized economic block with growing importance in the world economy. **Part-two** of the course explores the physical/cultural landscapes and socio-economic transformation of modern *China*. We will look at how physical and environmental factors affect the current Chinese settlement patterns. We will focus on special issues such as agricultural reforms, urbanization-industrialization and environmental pollutions that mark the recent economic growth of China. **Part-three** is a brief country study of *Japan* with emphasis on its economic geography. We will study the industrial heartland and the socio-economic transformation of Japan from the boom years of the 1970's and 80's to the "lost decades" of the last 20 years. In the last week of the course, we will examine the future challenges facing the region in the 21<sup>st</sup> Century.

### **Course Policies:**

The course is composed of lectures, reading assignments, and class discussions. ***Students are expected to attend every class, do all the assigned readings, and participate in class discussion.*** There will be **one mid-term (35%), one final exam (35%), and a research paper (30%)**. The objective of the research paper is to give students an in-depth understanding on selected geographic issues important to region of East Asia. Potential paper topics will be discussed in class. The research paper is due in **June 1<sup>st</sup> 2016 (Wednesday)**. There will be ***no make-up test or extra credits*** in this course. Under special circumstances, student may apply for an "Incomplete" grade at the end of the course. Those who want to do so must seek permissions from the instructor and complete the necessary paperwork BEFORE the final exam date.

### **Student Learning Outcomes:**

- Students will have a better understanding of the spatial aspect of East Asia as a region where every country shares cultural common ground and economic interdependency.
- Students will examine the cultural paradox and geographical complexity of China as a country and as a concept.
- Students will study the post-Mao economic transformation of China and the changing balance of power in the Western Pacific.
- Students will learn the unique spatial-economic characteristics of industrial Japan and the constraints the country is facing in the future.

### **Accommodations for students with disabilities:**

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should speak with the Accessibility Services.

## **Emergency information:**

California State University, East Bay is committed to being a safe and caring community. Your appropriate response in the event of an emergency can help save lives. Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at:

<http://www20.csueastbay.edu/af/departments/risk-management/ehs/emergency-management/index.html>

Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis.

## **Course Schedule**

### **Topic(s) of Discussion**

#### **1<sup>st</sup> & 2<sup>nd</sup> week -----Introduction: East Asia as a Region**

- East Asia as a region – Chinese cultural influence and common socio-economic characteristics
- Centuries of geo-political unrest: from western colonialism to the Cold War
- Theories of Post-WWII economic growth – investment, manufacturing, and exports.
- Success of the Meiji Restoration (1864-1898) that modernized and industrialized Japan

#### **3<sup>rd</sup> week -----China: Physical Geography**

- Physical Environment – landforms, climate and natural hazards
- Natural resources – vegetation, soils, mineral deposits, and water resources
- Regional subdivision – natural provinces and political boundaries

#### **4<sup>th</sup> week-----China: Agriculture and Population**

- Major agricultural regions – rice, wheat, soybean, and cash crops
- Transformation of rural landscape – household responsibility system, farmland deterioration, demographic shift, water shortage, and productivity problems
- Population issues – ethnic diversity, uneven distribution, one-child policy, urbanization, wealth-gap, and inter-regional migration

#### **5<sup>th</sup> week-----China: Economic Reforms and Industrialization**

- Industrial privatization and State-owned enterprises
- Special economic zones, urban centers, and coastal industrial belts
- Economic development and international trade

#### **Midterm Exam -----May 2<sup>nd</sup> 2016 (Monday)**

#### **6<sup>th</sup> week-----China: Energy, Resources, & Pollution**

- Mineral resources – coal, oil, natural gas
- Energy issues – supply and demand, renewable energy
- Environmental pollution – air, water, land

**7th week-----Japan: Physical Geography**

- Physical Environment – landforms, climate and natural hazards
- Natural resources – vegetation, soils, water resources and mineral deposits
- Regional subdivision – Hokkaido, Honshu, Shikoku, Kyushu, and the Ryukyu

**8th week-----Japan: Industrialization and Population**

- Industrial belt – Tokyo → Nagoya → Osaka → Hiroshima → Nagasaki
- Major industries – consumer electronics, automobile, high-tech, and heavy industries
- Aging population – labor shortage, generation gaps, healthcare issues

**9th week-----Japan: Globalization of Economic Power**

- The multi-national conglomerates – Mitsubishi, Sumitomo, Mitsui, ...etc.
- Keiretsu – business infrastructure of Japanese enterprises
- Economic stagnation – internal weakness and foreign competition

**10th week -----Challenges in the 21st Century**

- Economic transformation and the middle-class trap
- Energy supply and regional development
- Environmental pollution and degradation
- Asia-Pacific balance of power – China, Japan, and the United States

**Final Exam -----June 6th 2016 (Monday)**

Appendix 2 SLO5 Evaluation Rubric

ANTHROPOLOGY, GEOGRAPHY AND ENVIRONMENTAL STUDIES ASSESSMENT RUBRIC	
Academic Year	2016-17
Major	GEOGRAPHY BA/BS
Course	GEOG 3540 CHINA AND JAPAN
Term	Spring Quarter 2016
SLO	SLO 5 - students will "demonstrate their knowledge of the characteristics and cultures of two world regions in addition to their own."
Students will write a 3,000 word research paper on a selected topic within the general theme of "China's War on Air Pollution."	
Methodology: The faculty member instructor of record (IOR) will identify the GEOG majors taking the class, provide electronic or paper copies of the research papers submitted by those majors (ID's removed by editing or redaction with black marker as applicable) numbered 1-N. The GES assessment team will read the research papers submitted by those majors, and apply the rubric below to determine the degree to which the majors have demonstrated their knowledge of the selected world region i.e. China.	

	<b>D/4 Lacking development (Amateurish, unpolished)</b>	<b>C/3 Developing</b>	<b>B/2 Proficient</b>	<b>A/1 Advanced (Highly professional and polished)</b>
<b>Documentation of a particular air pollution problem in China (e.g. China's CO2 emissions; Air quality problems in Beijing; Acid rain issues)</b>	The particular air pollution problem is not clearly documented - the nature of the problem affecting China is not clearly defined because more than one aspect of the problem is omitted or unclear - the scale, the severity, the areas affected, and the historical development/time frame.	The particular air pollution problem is not clearly documented. The nature of the problem affecting China is not defined with one of the following unclear or missing - the scale, the severity, the areas affected, and the historical development/time frame.	The particular air pollution problem is adequately documented. The nature of the problem affecting China is mentioned/stated including information on - the scale, the severity, the areas affected, and the historical development/time frame.	The particular air pollution problem is clearly documented. The nature of the problem affecting China is clearly defined with details on - the scale, the severity, the areas affected, and the historical development/time frame.
<b>Major causes of pollution (industrialization, cars, coal burning, weather, ...etc.)</b>	The reader is not presented with a clear summary of the causes of the pollution problem in China. More than one of the key aspects are missing or are inadequately explained - the primary pollution sources, the activities responsible, the parties responsible, the locations where the pollutants are emitted.	The reader is not presented with a clear summary of the causes of the pollution problem in China because one of the following is unclear or missing - the primary pollution sources, the activities responsible, the parties responsible, the locations where the pollutants are emitted.	The reader is presented with an adequate summary of the causes of the pollution problem in China including mention or discussion of the primary pollution sources, the activities responsible, the parties responsible, and the locations where the pollutants are emitted.	The reader is presented with a clear summary of the causes of the pollution problem in China including a discussion of the primary pollution sources, the activities responsible, the parties responsible, and the locations where the pollutants are emitted.
<b>Major impacts of pollution (health, economic, environmental, political...etc.)</b>	The reader is not presented with a clear summary of the impacts of the pollution problem in China. More than one of the key aspects are missing or are inadequately explained - the nature of the impacts (health, economic, etc.), the recipients of the impacts (people, places, etc.), the locations/scale of the impacts (urban, national, international, etc.) and the time frame of the impacts (seasonal, year-round, cumulative, etc.).	The reader is not presented with a clear summary of the impacts of the pollution problem in China because one of the following is unclear or missing - the nature of the impacts (health, economic, etc.), the recipients of the impacts (people, places, etc.), the locations/scale of the impacts (urban, national, international, etc.) and the time frame of the impacts (seasonal, year-round, cumulative, etc.).	The reader is presented with an adequate summary of the impacts of the pollution problem in China including mention or discussion of the nature of the impacts (health, economic, etc.), the recipients of the impacts (people, places, etc.), the locations/scale of the impacts (urban, national, international, etc.) and the time frame of the impacts (seasonal, year-round, cumulative, etc.).	The reader is presented with a clear summary of the impacts of the pollution problem in China including a discussion of the nature of the impacts (health, economic, etc.), the recipients of the impacts (people, places, etc.), the locations/scale of the impacts (urban, national, international, etc.) and the time frame of the impacts (seasonal, year-round, cumulative, etc.).

	D/4 Lacking development (Amateurish, unpolished)	C/3 Developing	B/2 Proficient	A/1 Advanced (Highly professional and polished)
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**2016-2017 Assessment Year-End Report, June, 2017**

<b>Program Name(s)</b>	<b>Assessment Coordinator</b>	<b>Department Chair</b>
ENVIRONMENTAL STUDIES BA	Michael Lee	David Larson

**A. Program Student Learning Outcomes**

SLO 1 demonstrate the knowledge, skills and sensitivities needed to perform effectively as an environmental professional individually and in a team setting;

SLO 2 demonstrate a basic understanding of politics, law, economics, ethics, biology, chemistry, geography and geology as they apply to the environmental studies field;

SLO 3 communicate clearly and persuasively concerning a range of environmental issues both orally and in writing and to critically analyze environmental impact reports, statements and assessments;

SLO 4 apply scientific reasoning and quantitative and statistical methods applicable in the environmental field;

SLO 5 understand the practical/field dimensions of a range of Bay Area environmental issues and their linkages to regional, national and global processes critical to sustainable development;

**B. Program Student Learning Outcome(s) Assessed**

SLO 3 communicate clearly and persuasively concerning a range of environmental issues both orally and in writing and to critically analyze environmental impact reports, statements and assessments.

**C. Summary of Assessment Process**

Year 5: 2016-2017

1. Which SLO(s) to assess = SLO3
2. Assessment indicators = We will use "direct" indicator (oral presentation, paper, and observations) for this SLO assessment.
3. Sample (courses/# of students) = ENVT 4100: Environmental Impact Analysis Winter
4. Time (which quarter(s)) = Winter, 2017



5. Responsible person(s) = Greta Brownlow (Adjunct Lecturer)
6. Ways of reporting (how, to who) = Observation, paper, to the instructor
7. Ways of closing the loop = Results are checked against the goals laid out in the syllabus using a rubric developed from the assignment.

### Access to Information

The course used to assess this SLO is traditionally taught by a lecturer who is a specialist in the NEPA/CEQA environmental impact review process. In 2016-17, the lecturer was Dr. Greta Brownlow Ph.D., a professional planner and adjunct faculty member in Geography and Environmental Studies at Cal State East Bay and Urban and Regional Planning at SJSU. Greta is currently employed as a Senior Project Manager at Atkins, a global design, engineering, and project management consultancy. As a lecturer, Dr. Brownlow was asked to assist the Geography and Environmental Studies Assessment Team in identifying an appropriate assessment instrument from her course and in accessing the material necessary for the evaluation of the selected SLO. She was not asked to perform the assessment per se, but rather, as an expert in this field, to share her grades with the Assessment Coordinator through the medium of Blackboard and to ensure that the assignment details and the assignment work submitted by students in the class were electronically submitted and thus downloadable by the Assessment Coordinator, who she kindly added to her Blackboard class as an instructor.

On completion of the quarter and finalization of grades, the gradebook was downloaded as an Excel document by the Assessment Coordinator along with all of the work submitted by students for the chosen assignment. The class list of 44 students was reviewed by AGES Chair Prof. David Larson and Environmental Studies BA Director Prof. Karina Garbesi to identify Environmental Studies majors taking the class. There were a total of 18.

### Assignment Assessed

Based on a review of Dr. Brownlow's assignment, it was determined that the best vehicle to assess this SLO for Environmental Studies majors was the CEQA Case Law Assignment in which students were to choose and read a CEQA case and demonstrate, in writing, an understanding of the circumstances of the case, the decision handed down by the court, and the importance of the outcome for community planners and CEQA practitioners. The complete assignment details are included in Appendix 1.

In consultation with Dr. Brownlow, the Assessment Coordinator developed a rubric for the evaluation of the work submitted by Environmental Studies majors that would allow the Assessment Team to review selected submissions by ENVT majors to as objectively as possible determine the standard of the work using normative statements that described what constituted advanced proficiency (1), proficiency (2), developing (3), and lacking development (not yet developed = 4) with respect to each element of the assignment (Appendix 2). The GES assessment team then read the CEQA cases selected by those majors, reviewed the written reports submitted by those majors, and applied the rubric to the written reports. Since Dr. Brownlow is the expert in her field, it was decided to use her grades for the assignment as a determinant of whether a major had submitted work in the advanced proficiency category (if they achieved a score of 27/30 or above) or in the not yet developed category (if they received a score of less

than 21/30). Only those majors graded with a C (a score of 21/30-23/30) and a B (a score of 24/30-26/30) by Dr. Brownlow were reviewed in order to determine whether they should be considered developing (not yet having achieved the SLO) or proficient (having achieved the SLO) in the opinion of the Assessment Team. The assumption was that students graded with a D/F or an A by Dr. Brownlow were clearly in the lacking development camp or proficient/advanced camp, respectively.

#### Number of Students Assessed

No ENVT major scored below 21/30 in Dr. Brownlow's class in Winter 2017 and 14 majors scored 27/30 or higher, placing them in the Advanced proficiency category and thus clearly having achieved the SLO. That left four majors to be assessed using the Assessment Team rubric to determine whether they should be classes as proficient and having achieved SLO 3 based on the instrument chosen, or still in the developing proficiency category and thus not yet having achieved SLO 3 based on the instrument chosen.

#### Assessment Methodology

For those four ENVT majors judged by Dr. Brownlow's grading to be neither in the clearly advanced or the clearly not yet developed categories, the Assessment Team reviewed the CEQA cases they had selected and read their papers using the rubric tool in Appendix 2. The papers were stripped of identifying information and labelled A-D. In order to help set benchmarks for this review, the student with the highest overall GPA for the class (based on having completed all assignments), who also got the joint highest grade for this assignment (30/30) was used as an upper marker for advanced capabilities for this SLO. The student with the lowest GPA for the class (based on having completed all assignments), who also coincidentally got the lowest grade for this assignment (20/30) was used as the lower marker for not yet developed capabilities for this SLO. Before reviewing the four majors' work, the Assessment Team read and discussed the two benchmarks using the rubric so as to norm themselves for the task ahead.

#### **D. Summary of Assessment Results**

The results of the review are listed in Table 1 below. A score of 1.5 or lower means that the student got a preponderance of advanced proficiency judgments for the attributes evaluated using the rubric, hence the higher classification is applied. A score of 1.5 to 2.5 suggests a preponderance of proficient scores with the odd developing score not balanced by a mastery score, thus the proficient classification is applied. A value greater than or equal to 2.5 suggests a preponderance of developing or lacking development scores (3 & 4) and thus the lower classification (SLO not yet attained by the student) is warranted. Average scores were calculated from the evaluations performed for each student by each Assessment Team member Prof. Michael Lee (ML), Prof. David Larson (DL) and Prof. David Woo (DW). From these scores, a classification was determined and from those three classifications per student, a final determination was made with respect to whether the student had demonstrated they had achieved the SLO (i.e. could be classified as proficient - P) or not (i.e. were classified as not yet proficient - NYP). To be considered proficient, a majority of the Assessment Team had to have scored the student with an average score of 2.5 or lower.

As shown in Table 1, three of the four ENVT majors were assessed as having met the SLO, to add to the 14 others pre-screened as having met the SLO. One major was assessed as having not yet met the SLO. Thus, out of 18 majors assessed for this SLO, 17/18 (94%) were considered to have met it and 1/18 (6%) was considered to have not met it.

Table 1 Evaluation of Student Performance re. SLO4

ANTHROPOLOGY, GEOGRAPHY AND ENVIRONMENTAL STUDIES ASSESSMENT RUBRIC												
Academic Year	2016-17											
Major	Environmental Studies BA											
Course	ENVT 4100 Environmental Impact Analysis											
Term	Winter Quarter 2017											
SLO	3. communicate clearly and persuasively concerning a range of environmental issues both orally and in writing and to critically analyze environmental impact reports, statements and assessments;											
Students will choose and read a CEQA case and demonstrate, in writing, an understanding of the circumstances of the case, the decision handed down by the court, and the importance of the outcome for community planners and CEQA practitioners												
ENVT MAJOR	A			B			C			D		
ASSESSMENT TEAM	ML	DL	DW	ML	DL	DW	ML	DL	DW	ML	DL	DW
Summarized the decision	4.00	2.50	3.75	1.75	2.50	1.75	3.50	1.50	2.25	3.00	2.00	2.50
Researched and summarized the significance/ legacy of the decision.	2.00	4.00	4.00	1.00	3.00	2.00	1.00	3.00	3.00	1.00	2.00	4.00
Included an opinion as to the outcome/ importance of this case – its significance in terms of issues you care about, or points that you think the court got wrong or overlooked.	4.00	2.50	3.00	2.00	2.00	2.00	2.50	1.50	2.50	2.50	1.50	2.00
Demonstration of understanding of the circumstances and issues involved in the	3.00	3.33	3.86	2.00	2.57	2.67	2.29	2.86	3.00	2.86	2.71	2.33

case												
Inclusion of pertinent information regarding the importance of the case	3.00	2.50	2.50	1.50	1.00	2.20	2.50	1.50	2.00	1.75	1.50	2.00
Demonstration of critical thinking regarding the case outcome and its significance	4.00	4.00	4.00	1.00	4.00	4.00	4.00	2.50	1.00	1.00	2.50	4.00
SCORE	3.33	3.14	3.52	1.54	2.51	2.44	2.63	2.14	2.29	2.02	2.04	2.81
INDIVIDUAL CLASSIFICATION	NYP	NYP	NYP	P	NYP	P	NYP	P	P	P	P	NYP
OVERALL CLASSIFICATION	Not Yet Proficient (NYP)			Proficient (P)			Proficient (P)			Proficient (P)		

### E. Suggestions and Recommendations from the Assessment

The conclusion from the assessment of SLO3 using an assignment from ENVT 4100, Environmental Impact Analysis, is that this course appears to be successful in achieving the learning goals for the program; that graduating majors be able to communicate clearly and persuasively concerning a range of environmental issues and to critically analyze environmental impact reports, statements and assessments. The students in the class picked a wide range of CEQA documents, and hence issues, to review and the vast majority of them were successful, for their chosen issue, in analyzing them and communicating their analysis through the medium of writing. What was not possible to assess, from this course, was their ability to also do this orally. Because this course is taught by a lecturer, it was not considered appropriate by the Assessment Team to require that the instructor include a particular pedagogic component in her class i.e. an oral presentation, especially given the relatively large class size (over 40 students) and the once-a-week, ten-week format of the course under the quarter system. In order to be able to report back on this learning outcome for the current program, therefore, it will be necessary to do one of two things; remove it from this particular SLO and create a separate SLO where it can be isolated and identify a required course taken by all ENVT majors where it can be appropriately assessed, or keep it in SLO 3 and find an assessment opportunity external to ENVT 4100 where oral ability of majors to communicate complex environmental issues can be judged, for example in an exit interview conducted by the Assessment Team or by the Director of the Environmental Studies program, Prof. Garbesi. That said, the SLOs associated with the Environmental Studies BA are scheduled to change with the conversion to semesters. The program learning outcomes are listed as follows in the new semester program description:

*Graduates with a degree in Environmental Studies should be able to:*

1. *Articulate key threats to the global environment, the scientific basis of the understanding of those threats, their underlying causes and implications for society;*
2. *Articulate and apply key concepts to critical environmental problems including ecological limits, threshold effects, tragedy of the commons, and the interconnectedness of natural and human systems;*
3. *Identify and apply a range of prominent tools and strategies to maintain and restore environmental quality and achieve sustainability;*
4. *Describe and evaluate social justice and equity issues in the context of sustainable development;*
5. *Identify, describe and assess the environmental and associated equity and justice implications of human actions including one's own;*
6. *Apply quantitative and qualitative approaches to identify, analyze, and assess environmental problems.*

As can be seen, no specific mention is made of oral communication, rather the broader word “articulate” is used. Similarly, no specific mention is made of environmental impact reports, statements or assessments, rather the broader skill of applying prominent tools and strategies to maintain and restore environmental quality and achieve sustainability is referred to. Thus the flaws associated with the current SLO3 for the ENVT major will become a redundant issue moving forward.

## Appendix 1 - ENVT 4100 Winter 2017 CEQA Case Law Assignment ENVT 4100 – Winter 2017 Environmental Impact Analysis

### **CEQA Case Law Assignment**

Students will choose and read a CEQA case and demonstrate, in writing, an understanding of the circumstances of the case, the decision handed down by the court, and the importance of the outcome for community planners and CEQA practitioners. More specifically, students will:

- 1) Choose a CEQA case from the list below. Cases decided in or before 2010 are available here: <http://ceres.ca.gov/ceqa/cases/>. For those cases decided after 2010, web links are provided below (if for some reason the link doesn't work, just Google the case).
- 2) Read through the case and summarize the decision.
- 4) Do some additional research into the significance/legacy of the decision and summarize.
- 5) Include your own opinion as to the outcome/importance of this case – its significance in terms of issues you care about, or points that you think the court got wrong or overlooked.

Your write-up should be 4-5 pages in length. This assignment is **due February 21th**.

### **Grading:**

This assignment is worth 15% of your overall grade. Students will be graded on the following:

- Clarity of writing
- Demonstrated understanding of the circumstances and issues involved in the case

- Inclusion of pertinent information regarding the importance of the case
- Demonstrated critical thinking regarding the case outcome and its significance

### **Significant CEQA Cases:**

Friends of Mammoth v Board of Supervisors (1972)  
 Russian Hill Improvement Association v Board of Permit Appeals (1974)  
 Bozung v Local Agency Formation Commission (1975)  
 Simi Valley Recreation and Park District v Local Agency Formation Commission (1975)  
 Sundstrom v County of Mendocino (1988)  
 Laurel Heights Improvement Association v. Regents of University of California (Laurel Heights I & II) (1988)  
 Citizens of Goleta Valley v Board of Supervisors (1990)  
 Friends of Sierra Madre v City of Sierra Madre (2001)  
 Tahoe-Sierra Preservation Council, Inc. v. Tahoe Regional Planning Agency (2002)  
 Bakersfield Citizens for Local Control v City of Bakersfield (2004)  
 City of Marina v Board of Trustees of the California State University (2006)  
 Vineyard Area Citizens for Responsible Growth v City of Rancho Cordova (2007)  
 Save Tara v City of West Hollywood (2008)  
*Bay-Delta Programmatic Environmental Impact Report Coordinated. Proceedings (Bay-Delta II) (2008)*  
[caselaw.lp.findlaw.com/data2/californiastatecases/S138974.PDF](http://caselaw.lp.findlaw.com/data2/californiastatecases/S138974.PDF)  
 Communities for a Better Environmental v SCAQMD (2010)  
 Center for Biological Diversity v County of San Bernardino (2010)  
 Citizens for Responsible Equitable Environmental Development v. City of San Diego (2011)  
[http://www.arnoldporter.com/resources/documents/Citizens%20for%20Responsible%20Equitable%20Env%20Dev%202020\\_2 .pdf](http://www.arnoldporter.com/resources/documents/Citizens%20for%20Responsible%20Equitable%20Env%20Dev%202020_2.pdf)  
 Save the Plastic Bag Coalition v City of Manhattan Beach (2011):  
[http://scholar.google.com/scholar\\_case?case=6421183049293277813&q=save+the+plastic+bag+coalition+v.+city+of+manhattan+beach&hl=en&as\\_sdt=2006&as\\_vis=1](http://scholar.google.com/scholar_case?case=6421183049293277813&q=save+the+plastic+bag+coalition+v.+city+of+manhattan+beach&hl=en&as_sdt=2006&as_vis=1)  
 Citizens for Responsible Equitable Environmental Development v City of San Diego (2011)  
[caselaw.lp.findlaw.com/data2/californiastatecases/D057524.PDF](http://caselaw.lp.findlaw.com/data2/californiastatecases/D057524.PDF)  
 Neighbors for Smart Rail v. Exposition Metro Line Construction Authority (2013)  
[http://scholar.google.com/scholar\\_case?case=7630377766696652260&q=Neighbors+for+Smart+Rail+v.+Exposition+Metro+Line+Construction+Authority&hl=en&as\\_sdt=2006&as\\_vis=1](http://scholar.google.com/scholar_case?case=7630377766696652260&q=Neighbors+for+Smart+Rail+v.+Exposition+Metro+Line+Construction+Authority&hl=en&as_sdt=2006&as_vis=1)

## **Anthropology Assessment 2016-17**

### **Program Learning Outcomes**

Students graduating with a B.A. in Anthropology will be able to:

- 1) Identify, summarize and sequence the basic schools of anthropological thought in all four academic sub-fields of the discipline;
- 2) Apply basic qualitative and quantitative sociocultural (ethnographic), archaeological, or osteological research methods and skills;
- 3) Describe, compare and relate human cultures across different regions of the globe;
- 4) Examine human diversity holistically and scientifically, discriminating among and analyzing conceptions and misconceptions of ethnicity, “race,” and human biological variation;

- 5) Identify pragmatic uses of anthropological methods and perspectives in approaching real-world solutions, and identify instances of and opportunities for applications of anthropological tools and ideas in employment and community development, both locally and globally, and
- 6) Communicate information clearly in written and oral forms.

Anthropology assessed the following learning outcomes in AY 2016-2017:

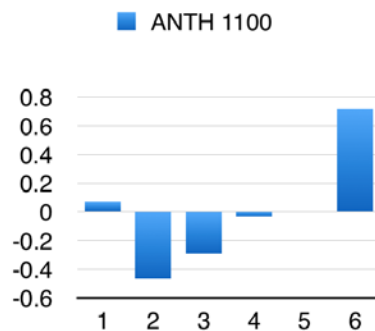
4. Examine human diversity holistically and scientifically, discriminating among and analyzing conceptions and misconceptions of ethnicity, “race,” and human biological variation.

6. Communicate information clearly in written and oral forms.

Assessment was done in Spring Quarter, 2017. Instructors of classes for which assessment was planned were sent a request to ask their classes the following questions:

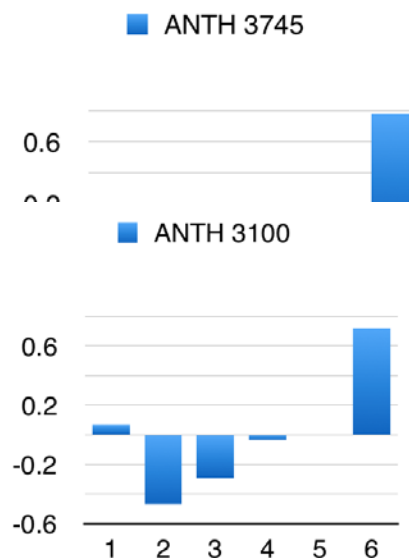
- 1 On a scale of 1-10, rate your overall CSU East Bay experience.
- 2 On a scale of 1-10, rate your level of interest in Anthropology.
- 3 On a scale of 1-10, how much did you examine human diversity holistically and scientifically in this class?
- 4 On a scale of 1-10, how much did you experience in the class that was relevant to understanding and analyzing conceptions and misconceptions of ethnicity, race, and human biological variation.
- 5 On a scale of 1-10, if upper-division, did this class helped you write better?
- 6 On a scale of 1-10, did you find this class challenged you intellectually and/or philosophically?

Of the 6 requests, 3 instructors were able to return results from 4 classes. The following charts portray the data obtained from the classes. Each vertical bar represents the deviation of the score of the question from the average. In other words, if the score for a question goes below



the midline, that question was below the average for the class by that amount. Question 1

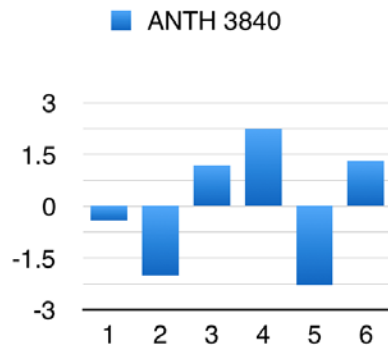
about students overall CSUEB experience was at a baseline for ANTH 1100 (Introduction to Biological Anthropology). As expected, as a lower-division GE course, general interest in anthropology was low for students in ANTH 1100. Also expected, due to the nature of the course's focus on human evolutionary origins, students retained high scores for question 6. Surprisingly, for a course that focuses very directly on ideas of diversity, race, ethnicity, and human biological variation, ANTH 1100 scored relatively low. There was not writing component of the course. This is likely due to the unfortunate unpopularity of science when it comes to concepts of race and identity. Much energy at CSUEB is aimed at promoting diversity through emphasizing the validity and sociopolitical importance of racial groups. While scientists of human evolutionary biology are in consensus over their understanding that *Homo sapiens* naturally uses visual cues when instinctively perceiving groups and forming an individual identity, the evidence that the artificial groups we instinctively perceive are scientifically invalid is overwhelming. For many students, the notion that race is not a scientifically valid concept is unsettling and politically unnerving. ANTH 3745 (Human



Sexuality: Anthropological Perspectives) is also a GE course mostly taken by non-majors, hence the low student interest in anthropology. For all of the questions, ANTH 3745 scored better than the student's rating of their experience at CSUEB. As a writing course, students rated their writing experience higher than in others assessed. Especially emphasized was the students' perception that they had been challenged intellectually and philosophically, as is expected for an anthropological treatment of sexuality.

ANTH 3100 (Human Evolution) is an upper-division GE course, also mostly taken by non-majors. Again, this class has a low student interest in anthropology. For most relevant questions, ANTH 3100 scored slightly worse than the student's rating of their experience at CSUEB. But, as with many Anthropology classes the perception by students that they had been challenged intellectually and philosophically was very high. Writing was not relevant to this science GE course.





ANTH 3840 (Folk Religion and Magic) is an upper-division GE course that is mostly taken by non-majors. As with the others, this class has a low student interest in anthropology. For most relevant questions, ANTH 3840 scored significantly better than the student's rating of their experience at CSUEB. Students' perception that they had been challenged intellectually and philosophically was relatively lower due to the uncontroversial nature of studying magic ethnographically, something that might be different if they were actually being taught how to do magic in the course. Students reported strongly that they had learned about human diversity, ethnicity, race, and human biological variation. Of the courses for which assessments were returned, this was the one that most emphasized culture theory, and this likely accounts for the high score on this question.

Overall, students taking Anthropology courses reported that they learned about diversity, ethnicity, race, and human biological variation. Unfortunately, instructors had low return rates from students in their classes. For those classes that were assessed, students appear to be rating Anthropology relatively well for SLO #4 relative to their overall experience at CSUEB, and very well relative to their interest in anthropology. There is insufficient data to judge students' perceptions that they received good instruction in writing, SLO #6.

### Assessment Plans for Next Year

In AY 2017-18:

**Geography** will assess **PLO 2** "prepare, use, and interpret maps and other spatial data with and without the aid of computers" in GEOG 3410 (Air-Photo Interpretation) in Fall Quarter.

**Environmental Studies** will assess **PLO 5** "Understand the practical/field dimensions of a range of Bay Area environmental issues and their linkage to regional, national and global processes central to sustainable development" in ENVT 4300 (Environmental Field Capstone) in Spring Quarter.

**Anthropology** may assess **PLO 5** "Identify pragmatic uses of anthropological methods and perspectives in approaching real-world solutions, and identify instances of and opportunities for applications of anthropological tools and ideas in employment and community development, both locally and globally" in ANTH 3785 (Anthropology in Action) in Fall Quarter.

Certain to be assessed is **PLO 4** "Examine human diversity holistically and scientifically, discriminating among and analyzing conceptions and misconceptions of ethnicity, "race," and human biological

variation” in ANTH 1100 (Introduction to Biological Anthropology) and ANTH 3100 (Human Evolution), both of which will be taught in Spring Quarter.

### **III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

#### **Discussion of Trends & Reflections**

**Notable Trends:** The number of majors in AGES programs *fell* by 26 (ANTH -10, GEOG -1, ENVT -15) between 2014 and 2016 (a reversal of this trend is expected in 2017). All three programs are dominated by upper-division students. In 2016, 96 (89%) of the combined undergraduate majors were juniors and seniors (including 4 Post-baccalaureate ANTH students). Also that year, only 6 of the 30 first-time students were entering freshmen; all the rest (80%) were transfers. The gender ratios of the programs differ significantly. ANTH in 2016 was 66% female as compared to 35% in GEOG and 48% in ENVT. Yet the percentage of females in ANTH has fallen since its peak of 79% in 2013, the year two highly visible female Anthropology professors separated from the university, one through phased retirement, and the other having taken a faculty position at U.C. Berkeley. Of the three programs, ENVT has the most balanced Female/Male ratio: 48/52 in 2016 is essentially the same ratio as in 2013. (It should be noted that 2015 was an aberrational year, with females comprising 60%+ of the majors.) Hispanics were the largest ethnic group in both ANTH (46%) and ENVT (33%) in 2016. Both programs have trended up (significantly) in this metric since 2013. In GEOG, with a smaller sample, Hispanics comprise 30% of the majors (Whites are 45%). In all three programs, the average age of majors hovered around 25 years in 2016. There has been no appreciable change in this number from 2013 to the present. The “older than normal” age for typical college students suggests what anecdotal evidence has long indicated: majors in each of AGES’ three programs tend to find (or “stumble into”) these disciplines after following another, often quite different, path. AGES seems to have a disproportional percentage of so-called re-entry students in its programs. Along with a larger set of life experiences than the “normal-age” undergraduate, they bring with them a form of brio that one typically sees in those who have at last discovered what they really want to do with their adult life. Their commitment and passion is palpable.

**Reflections on Trends and Program Statistics:** With such a large percentage (nearly 90%) of AGES majors either juniors or seniors, and the number of transfer students in the programs at a given time a countable number, one must conclude that a majority of our majors are native students who did not declare their major until after their second year, or who changed their major as an upper-division student. (Nationally, these patterns are evident.) By and large, Anthropology, Geography (scientific geography; not “name the state capitals”), and Environmental Studies are *not* subjects commonly found in the curriculums in high schools in our primary service area. The disciplines are rarely encountered before community college. More likely, the encounter occurs at a university. Consequently, the best opportunity for AGES to grow its programs is to promote them to first-year and second-year students in large introductory survey courses. The department has begun to assert itself in this manner over the last year and will continue that approach going forward in 2017-18 and especially in the semester system. Any institutional attempt to force students to declare their major

early in their university years would be strongly opposed by AGES. The commitment to increase graduation rates and reduce time-to-degree should not be built upon a forced rush to declare a major.

While the number of AGES majors has declined since 2014, the number of students enrolled in AGES courses has climbed steadily over the past two years, reaching an historic high in 2016-17 that will almost certainly be exceeded in 2017-18 (Fall 2017 FTES: 324). Some of this may be because certain AGES courses are embedded in the curriculums of other programs, some of them large and growing. But it may also be a result of more strategic scheduling decisions that have maximized student exposure to our disciplines.

The second iteration of AGES faculty data appears to be entirely accurate, although one note of clarification is required. ANTH data shows one Full-Time Lecturer in Fall 2016. Because these data are a one-quarter snapshot in an academic year, misperceptions are possible. In fact, ANTH does not have a 1.0 Lecturer on its staff. The individual identified as the 1.0 Lecturer actually has an annual time of .80. Fall 2016 was a one-time-only aberration, the result of a fourth class being added to his normal time base to teach a section of an extremely high demand course (ANTH 3720: Medical Anthropology).

### **Request for Resources**

1. *Request for Tenure-Track Hires:* As detailed in Section I.B.5 above, AGES will submit in AY 2017-18 a tenure-track search proposal for an environmental anthropologist at the level of assistant professor. If the search is approved and ultimately successful, that individual would start in 2019-20. It should be restated that Prof. *Emeritus* Stine and Prof. *Emerita* Price have concluded (2016-17) or will conclude (2017-18) their respective .50 FERP contracts. Their departures equal the loss of 1 FTEF. The *Environmental Anthropology* proposal was not submitted in 2016-17 after consultation between the department chair and CLASS Dean. With CLASS expecting so few approved searches, it was determined that AGES did not have the faculty and/or enrollment profile which fit the “critical need” criterion that made searching this year an imperative. If expected retirements university-wide are unusually high and CLASS departments are encouraged to submit multiple position requests, AGES will in all likelihood look for someone with broad expertise in the physical Earth and its resources who is able to teach courses in both Geography and Environmental Studies curriculums. Any future hire in AGES should have the ability to contribute to two of the three programs in the department.
2. *Request for Other Resources:* Having filled a critical staffing need (ASC I) in 2016-17 and been the recipient of a generous Supplies and Services allocation plus having been awarded requested A2E funding, AGES is in an enviable position of *not* requesting other resources in 2017-18. Unless “other resources” can include additional course sections taught by part-time faculty. AGES has done more with less for several years running, showing solid increases in FTES. But to actually grow the programs, more of the curricula must be taught more often.