**General Education Annual Course Assessment Form**

Course Number/Title  Hist 20B  
GE Area US1

Results reported for AY 2014-2015  # of sections: 1 in S15  # of instructors: 1 In S15

Instructor/Course Coordinator: Mary Lynn Wilson/Patricia Evridge Hill

E-mail: Patricia.Hill@sjsu.edu

Department Chair: Patricia Evridge Hill  
College: Social Sciences

**Instructions:** Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be **electronically submitted to <curriculum@sjsu.edu>**, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

**Part 1**

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

SLO 1 (US1) To fulfill the requirements for U.S. History, students should be able to describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students should be asked to analyze certain subtopics, including:

a. the continent’s earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and

b. within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
This is a huge SLO and, of course, the major thrust of the course. These ideas were assessed using essay exams. Four-fifths of each test was essay with the last fifth maps. 15-20 essay questions were posted for students at least two weeks before each exam. There were multiple exams in each class based on these questions, so students could not copy each other. I chose to concentrate on a narrative of the relationships between blacks and whites in US history. Two sample exam questions that reflected this were the following:

1. Discuss the interactions between the Southern social classes that led to
disenfranchisement and the future implications including the Jim Crow laws.

2. Discuss why the oral slave narratives oral of the 1930s are difficult for historians to interpret?

The first question was on about half of the exams. Students did well on the question. Most students, in general, could explain the relationships between newly-freed people and wealthy whites. Those who also incorporated poor whites and how their economic parallels to blacks and racial parallels to wealthy whites complicated race relations in the South did a good job on the question (about ⅓ of students). Of this one-third of students, about half clearly explained the implications of these relationships and tied black and poor white disenfranchisement and Jim Crow laws to these relationships.

The second question was about a chapter in the After the Fact. The book explains the problems with primary sources by using real examples. All the students who answered this question were able to discuss the slave narratives and the examples from the beginning of the chapter. About one fourth of the students clearly showed that they had read the whole chapter and could discuss it. Only a few students gave clear examples from the whole chapter and then discussed the difficulty historians have with the sources.

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

I don’t think that I will modify the first question.
I don’t know if I will use After the Fact again. Students did not read all of the chapters and seemed to feel that reading the first few pages would answer the questions. I think I will focus more on primary sources with a Major Problems book like I did in 20A. In 20A, students did well with the Major Problems in African-American History volume 1. Maybe I will use volume 2 the next time I teach 20B.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

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

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing. NA