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 GELO(s) were assessed for the course during the AY?

SLO 2: Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

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

This GELO was measured by two specific cases dealing with the ways cultural influences of European nations have influenced American free speech values, and the divergence of views on art as free speech and the emerging influences of European laws on our own business practices for global technology companies. Specifically, American companies are being forced to abide by European laws that sanction art whose values Americans would mostly question. This contrast sharpens the understanding of the historical influence of European cultural values upon American values, while also stressing continued influences arising from both sides given our shared world of global technology and global communications. At the outset, 50% of students had difficulty understanding these influences in more than a superficial agreement or disagreement. Over 90% of students learned to articulate these commonalities and differences by the end of the semester.

(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.)

The 2 cases assessed were: one dealing with new French law in reaction to Facebook censorship of a Courbet nude, the other dealing with an art exhibit of Darknet contraband purchased by a bot. Both of the cases stressed the importance of free speech as an idea inculcated from European cultural values of the past. But both cases also highlight limits where American values and European values diverged, while seeing newly emerging influences due to global communications. In order to deal fully with these global and national values, and laws they engender, and further influences that laws create for our rapidly merging global world, a theory of justice is needed and with it, a clear way to articulate differences and similarities at hand. Beginning with Fall 2016, a
better, more clarified introduction to justice theory will be given, stressing the importance of both sameness and differences in cultural beliefs, and at the same time seeking to understand emerging influences that global technology facilitates.

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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes: Prof. Janet Stemwedel

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

The instructor requires revision of written work for three major case analyses (which, taken together, amount to 3000 words). The instructor also requires initial revision of work on a rough draft of the case analysis Term Paper. All students are then given graded feedback for the rough draft, and then required to submit an edited Final Term Paper.

Although the course sometimes goes above the GE enrollment limit, this does not pose a problem for getting sufficient feedback. If sections are exceptionally oversized, or even if the instructors overall teaching load heavy, they are graded by the instructor of record with the assistance of an Instructional Student Assistant (ISA). The ISA must be approved both by the Instructional Assistant Coordinator and the Philosophy Department Chair for their excellence in both composition and their expertise in the field of philosophy at issue. Whenever an ISA aids in the grading of a large course, s/he provides feedback along with grading. In all cases, when the help of an ISA is employed, the instructor of record must explicitly notify the students of the class that some writing assignments have been graded and feedback has been provided by an ISA. If a student is unhappy with an ISA grade the instructor of record will rereads the paper, provide additional feedback, and regrade the assignment (if that is warranted.) Generally speaking, any instructor who is teaching more than 100 GE students in a semester receives ISA help.