**General Education Annual Course Assessment Form**

Course Number/Title  Hist 188/A History of Women in the U.S.
GE Area: S  Results reported for AY: 2009-2010
# of sections: 2  # of instructors: 1
Course Coordinator: 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**, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

**Part 1**
To be completed by the course coordinator:

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

SLO 1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

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

I used an embedded essay question on the midterm examination: “Between the American Revolution and the Civil War, middle-class Americans developed an ideal [sometimes called the Cult of True Womanhood] of what American womanhood should be. The ideal sometimes proved **difficult** for middle-class women to live up to; it was often **impossible** for many women in other segments of society to conform to it.” Discuss this quotation. Include a definition and specific examples of women who fit into the ideal and those who did not. In the F09 section, 36 of 40 students received the equivalent of a C- or better on their essays. In the S10 section, 26 of 31 students received the equivalent of a C- or better on their essays. Most students were able to define the Cult of True Womanhood, identify its characteristics, and provide specific historical examples of early American women who were marginalized on the basis of race/ethnicity, class, religion, and age (Musgrove, Net-no-kwa, Godman, Perez, Brant, Osborn, Truth, Wheatley, etc.). A smaller group displayed an awareness of marginalization based on sexual orientation and disability. Some of the better essays distinguished between identities that women chose themselves and identities imposed on them by the larger society. Many essays included examples of women who could have but chose not to conform to the ideal of True Womanhood (Hutchinson, Stanton, Anthony, Mott, etc.).

(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.)**

In lectures, discussions, and course readings, I’d like to include more examples of women who chose not to marry and/or maintained relationships with other women and disabled women in early America. By the end of the 19thC, there are many good examples on which to draw. But it’s
more difficult during the earlier period to capture single/lesbian/disabled women’s voices and not rely heavily on descriptions written by others.

Part 2
To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes.