General Education Annual Course Assessment Form

Course Number/Title: **ANTH/GEO/HIST/SOCS 139**  
GE Area: **Area V**

Results reported for AY **2013-2014**  
# of sections: **4**  
# of instructors: **2**

Course Coordinator: **Wendy Rouse**  
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Department Chair: **Wendy Ng**  
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**: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

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

The assessments for this class include multiple-choice quizzes, essay exams, written paper assignments, lesson plan design/modeling and oral presentations. The assignments require students to compare the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

One of the paper assignments asks students to compare the economic life of the Roman and Han dynasties. In a midterm essay question, students examine the influence of Greek artistic traditions and death rituals on Egyptian culture.

One of the paper and oral presentation assignments asks students to critically examine the context of a historical artifact. As part of this assignment, students are asked to compare and contrast the significance of the cultural artifacts of different world cultures. Students analyze a range of artifacts and documents as diverse as Plato's "Allegory of the Cave" and Confucius' "Analects" to the Trojan Horse and Samurai swords and West African masks. In addition, students are asked to consider how they would teach this artifact to middle-school children. Students then design a presentation demonstrating how they would teach artifact analysis.

Overall, assessments revealed students were successful in comparing and contrasting various cultures. In general, the students completing the assignments and exams met the expectations in achieving the goals of this SLO at an average or high level.
(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 instructors intend to continue to use essay exams, written papers, and oral presentations in this course. In-class discussions also help students further analyze the issues faced by various world cultures. The instructors also intend to help students better contextualize these historical events, connect to larger historical themes and compare world cultures by scaffolding the activity and assessment in more depth. In addition, instructors intend to focus on helping students recognize the overall significance of these historical artifacts to world history by better modeling this analysis and modifying the nature of their assessment prompts to help students narrow in on the significant points.

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?

During the last 5 years, the assessment and course coordinating for this course has passed between 2 different departments. With the merger of Interdisciplinary Social Sciences and the Sociology department (SISS), the new department will have sole possession of staffing and course coordinating. Thus there will be more consistent attention to the GE course learning objectives throughout.

*Please note this course is cross-listed as Anth/Geog/Hist/Socs 139 with Social Sciences as the home department.*