General Education Annual Course Assessment Form

Course Number/Title GEG 112 Nations, Cultures, Territorial Disputes  GE Area V

Results reported for AY 2012-13  # of sections 1  # of instructors 1

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Department Chair: Kathryn Davis  College: COSS

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?
   3. Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
   During the academic year the course focused on the region of Israel-Palestine, which is a clear example of the learning objectives for this SLO. Students were asked to write a research paper on one of seven topics that encompassed, social, environmental, political, economic, and religious issues in the region. Course readings, reflection assignments, review of a memoir, and research paper all contributed to student’s growing ability to be able to explain how two cultures in particular changed in response to both internal and external pressures. Both Israel and the Palestinian territories are under constant pressure from within as well as from without. Many students in the class were unfamiliar with the Israeli-Palestinian conflict as well as the global implications. While they struggled through the first third of the semester just to understand the historical context and the fact that this conflict in such a small region has global implications. They were successful pretty much across the board by the conclusion of the course.

(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 next time I teach this topic I will start from the assumption that many students may be nearly unaware of the importance of the conflict. I plan to provide more historical context through additional lectures and reading material.
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?

There is only one section of this course, but it is aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment.