General Education Annual Course Assessment Form

Course Number/Title __JS 171__ GE Area _______________V________________

Results reported for AY __2013-2014_____ # of sections ____5______ # of instructors _____1______

Course Coordinator: __James Lee_________________________E-mail: __james.lee@sjsu.edu____________

Department Chair: __James Lee_________________________College: __CASA__________________________

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?
   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. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. This learning objective will be met through assigned readings, films, and research materials.

   3. Explain how a culture outside the U.S. has changed in response to internal and external pressures.

   4. Recognize and access human rights instruments defining "human rights" according to international law (such as the Universal Declaration of Human Rights [UDHR]) via online and library resources.

   5. Recognize and access the reports of central oversight agencies, such as Amnesty International (AI) and Human Rights Watch (HRW), that report on human rights abuses to the United Nations and global populace via online and library resources.

   6. Compare and contrast "universal" and "relativist" approaches to human rights. This will require students to recognize the unique nuances of "Western," "non-Western," and indigenous concepts of fundamental right and dignity. This also requires students to identify the historical context of human rights and human rights concepts as they have developed.

   7. Compare and contrast how "rights" and "dignity" have been defined for human and non-human animals by various cultures throughout the world.

   8. Apply a human rights discourse to analyze social problems, policies, and practices in the U.S.
(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

The SLOs were assessed through written assignments and a final paper. Percent meeting each SLO:
SLO 1, 82%; SLO 2, 82%; SLO 3, 82%; SLO 4, 94%; SLO 5, 94%; SLO 6, 82%; SLO 7 82%; SLO 8, 82%.

(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.)

No modifications are planned.

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?

Previous courses were in compliance. Future courses will follow Fall 2014 Guidelines.

(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.

We are limiting enrollment in GE courses.