General Education Annual Course Assessment Form

Course Number/Title  WOMS 102: Global Women

GE Area V

Results reported for AY 2013-14  # of sections 2 # of instructors 1

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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 2: Students will 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?

Below is an example of an assignment that has been used to assess SLO 2.

Respond to the following prompt in a 1000 word paper. The prompt will draw on reading assignments from the first 5 weeks of class and includes the article, “Woman is an Island: Femininity and Colonization” by Judith Williamson, which can be found on my faculty web page.

Colonialism was upheld not only through military, political, or economic means but also through cultural practices; that is, the ability to create and disseminate biased representations and descriptions of colonized societies. Within these representations, descriptions of colonized women served an important purpose in sending messages about both the subordinate group (in this case women in the South Pacific) and the dominant group (in this case “American” women). In this context, Williamson writes that “to have something ‘different’ captive in our midst reassures us [in the West] of the liberality of our own system and provides a way of re-presenting real difference in tamed form.” How is difference constructed and how is it tamed in the images in the article? What is the historical context of the ideas about race, gender, and sexuality that are revealed in the ads reproduced by Williamson?

Through this assignment students are able to dialogue and practice critical thinking skills in order to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.
(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.)

An alternate assignment that has been considered focuses on connections between historical legacies of colonization of women’s knowledge, contemporary human rights issues surrounding patents of life saving drugs, such as in the case of HIV/AIDS, and transnational women’s health movements.

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?

Due to budget issues and last minutes drop or addition of sections, we are experiencing some challenges to align our sections. However, the overall SLOs are addressed and those who teach the course are strongly committed to educate students in all the SLOs.