

PROGRAM INFORMATION

Date submitted: May 5, 2011

Degree Program(s):	B.A Philosophy	Department:	Philosophy
Department Chair:	Rita Manning	Phone:	4470
Report Prepared by:	Anand Vaidya	Phone:	4-4502
Next Self-Study due :	Spring 2012	E-mail:	anand.vaidya@sjsu.edu

Note: Schedule is posted at: <http://www.sjsu.edu/ugs/programplanning/>

Enter the number and text of the SLO in this box (we post reports by SLO):

SLO 5: Have an understanding of the ways in which culture, race, ethnicity, gender, economic, class sexual orientation, and national membership influence perceptions about reality, knowledge and value.

Initial Evidence of Student Learning:

In the Fall of 2010 the philosophy department collected data on SLO 5 by evaluating two types of course work: essays and embedded questions. The essays and embedded questions came from major courses offered in Fall: 107, 109, 111, 121, 132, 155, 157, and our senior seminar. Our initial reason for assessing this SLO was our belief that in general our program does very well in addressing SLO 5 as compared to other Philosophy programs, which don't have as much diversity when it comes to course offering pertaining to SLO5. We discovered that our program does very well with respect to issues of culture, race, ethnicity, national membership, and economic class. The evidence for this came from the essays on topics related to social analysis and embedded questions. However, we discovered that we were not doing as well as we would like on sexual orientation. Our hypothesis was that it was due to the fact that most teachers do not offer enough material dedicated to this topic. We decided to change this with a subset of our instructors to test for improvement.

Change(s) to Curriculum or Pedagogy:

We decided to test a change to the content of two of our major courses in Spring 2011: 70C and 118. Each instructor decided to have at least two separate lectures dealing precisely with philosophical topics related to sexual orientation in social analysis. The instructors tested student learning through embedded questions and essays.

Evidence of Student Learning after Change

To our pleasure we discovered that an increase in content related to sexual orientation correlated with an increase in desire on the part of the students to explore issues in philosophy related to sexual orientation, especially in the area of identity formation and the informal sector of economics. In addition, performance on embedded questions showed that students were more sensitive to the perspective of sexual orientation.