UNIVERSITY OF SAN FRANCISCO **MISSION-RELATED: CULTURAL DIVERSITY**
Core Curriculum Assessment 0115-340-01
Semester: _____Spring 2006_____

Learning Outcome	Assessment Procedure(s)	Results of Assessment	Action Plans	Observations
Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity.	Midterm and final exam on the relationship between different groups in South Africa and the evolution of apartheid.	Only one student received a failing grade on the midterm and all who submitted a final exam passed.		
Understand the relationships among diversity, inequality, and justice.	Class discussions on race, politics, and culture in South African history.	Students actively engaged and demonstrated that they understood the complexities of South African racial politics and history.		

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Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural globalization on contemporary societies.	Discussions of present issues in South Africa (such as HIV/AIDS, rates of sexual assault, migration, etc.). Final exam question of the forces that led to the fall of the apartheid system.	Students actively engaged in such discussions. All students who chose to complete this question received passing grades.		

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Demonstrate familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture.	All students read and submitted weekly synopses of Nelson Mandela's autobiography, *A Long Walk to Freedom*. As part of the final exam, all students were required to write an essay analyzing aspects of this work in relation to the anti-apartheid struggle.	All students who submitted a final received a passing grade on this question.		As always, many students told me that reading Mandela's autobiography was one of the course highlights and gave them an inside look at South Africa's cultures, the contribution of different groups to the anti-apartheid struggle, and the forces shaping post-apartheid South Africa.

ADDITIONAL EVIDENCE THAT THE GENERAL CORE LEARNING OUTCOMES ARE BEING MET:

EVIDENCE THAT COURSE SUPPORTED THE MISSION OF THE UNIVERSITY (Offer the "…*knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others*"):

Approximately half of the students in this course traveled to South Africa following the completion of the course. Many others have expressed interest in joining the trip next summer. They not only developed a good understanding of South Africa's history, but many expressed a continued interest in African issues.

UNIVERSITY OF SAN FRANCISCO **MISSION-RELATED: CULTURAL DIVERSITY**
Core Curriculum Assessment 0115-150-01
Semester: _____Spring 2006_____

Learning Outcome	Assessment Procedure(s)	Results of Assessment	Action Plans	Observations
Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity.	Map quiz on Africa's geographical diversity. Midterm and final questions on the diverse factors that contributed to the development of African societies. Class discussions on relationship between Europeans and Africans during colonial period and the role of women in Africa,	All students passed the map quiz. The average score on both the midterm and the final was 48/60. Lively and engaging student involvement in discussions.		
Understand the relationships among diversity, inequality, and justice.	Unit on slavery in Africa, culminating in discussion of reparations and midterm question.	Active student engagement in discussion.		

Learning Outcome	Assessment Procedure(s)	Results of Assessment	Action Plans	Observations
Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural globalization on contemporary societies.	Class discussions on present African issues (including structural adjustment programs, globalization, conflict, and economic development, etc.) and how colonial legacies impact today's issues. Final exam question on how colonial legacies impact Africa today.	Active involvement in discussions. All students who submitted a final, passed.		
Demonstrate familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture.	Read two African novels that highlight Africa's contribution to the literary arts. Final question asking students to discuss how these texts illustrate the diversity African experience and relationships.	During the discussions of the novels, students illustrated a high level of comprehension and ability to use literature to better understand historical experiences. All students who choose the final question on the topic received passing grades.		

ADDITIONAL EVIDENCE THAT THE GENERAL CORE LEARNING OUTCOMES ARE BEING MET:

EVIDENCE THAT COURSE SUPPORTED THE MISSION OF THE UNIVERSITY (Offer the "…*knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others*"):

Most students in this course had never studied Africa before this course. Throughout the semester, they not only completed the academic requirements of the course, but many engaged in on-campus and off-campus Africa-related events (vigils and speakers on Darfur, Sudan; lecture/interview with Wole Soyinka; march for awareness on plight of Ugandan children, South African street children; and discussion with Togolese human rights activist and journalist).