



UNIVERSITY OF WISCONSIN  
**GREEN BAY**

## Democracy & Justice Studies | 2016-2017 Assessment Report

1. Please give a brief overview of the assessment data you collected this year.

Students of Democracy and Justice Studies demonstrate the following at various points in their time at our institution:

*Learning Outcome #1:* Students will demonstrate knowledge about and describe diverse ideals and practices of democracy and justice in the United States and the world.

*Learning Outcome #2:* Students will demonstrate information literacy using materials, theories and methods used to explore democracy and justice.

*Learning Outcome #3:* Students will be able to analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, social orders.

*Learning Outcome #4:* Students will be able to speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.

*Learning Outcome #5:* Students will understand and recognize the value of the diverse cultures that have shaped the United States and the World.

DJS designated all learning outcomes for assessment for the 2016-2017 academic year. Several of the methods identified in the tables below were used to assess performance. American Political Thought (DJS 349), evaluated essays to gauge student abilities to meet program learning outcomes. Instructors of record and site supervisors who are part of the Internship Program evaluated students' ability to meet DJS student learning outcomes. The unit's capstone component, Senior Seminar (DJS 470), used essays, discussions, and classroom activities to gauge how well DJS majors have accomplished learning outcomes.

### Inventory of Targets and Relevant Courses

Method	Description/Target	Timeline	Person Responsible	Objectives Assessed
Essay Testing	In DJS 101 and DJS 349 instructors will use assigned essays to gauge how students have improved their abilities to meet all program learning outcomes, particularly number 4.	Fall and Spring Semesters in DJS 101; and Fall Semester in DJS 349 (and Spring when appropriate)	Instructor of Record	1, 2, 3, 4, 5
Internship Performance	Instructors of record and site supervisors will evaluate students'	Fall and Spring Semesters	Internship Coordinator	1, 2, 3, 4, 5

	ability to meet DJS student learning outcomes.			
Capstone Course	In DJS 470, the instructor will use essays, discussions, and classroom activities to gauge how well DJS majors have accomplished the student learning outcomes.	Fall and Spring Semesters in DJS 470	Instructor of Record	1, 2, 3, 4, 5

### Outcomes-by-Methods

	Essay Testing	Internship	Capstone Course
1. Describe diverse ideals and practices of democracy and justice in the United States and the world.	X	X	X
2. Demonstrate information literacy using materials, theories and methods used to explore democracy and justice.	X	X	X
3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.	X	X	X
4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.	X	X	X
5. Understand and recognize the value of the diverse cultures that have shaped the United States and the World.	X	X	X

## INTRODUCTION TO DEMOCRACY AND JUSTICE STUDIES – DJS 101 (Fall)

This DJS 101 course, taught by Eric Morgan in the fall of 2017 asked students to consider the idea of an “ideal society,” exploring various aspects of democratic citizenship. Student groups created ideal society projects, delving into diverse topics such as justice, education, foreign policy, welfare, and participatory democracy.

1 = performance is below expectations for student's level of training and experience

2 = performance is consistent with student's level of training and experience

3 = performance exceeds expectations for the student's level of training and experience

N/A = not applicable

EVALUATION AREA	1	2	3	N/A
<b>DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.</b>				
Describes and analyzes the historical context of U.S. political development.	10	26	21	
Demonstrates an understanding of democracy and justice as explored in various methods of social science and humanistic inquiry.	10	26	21	
<b>DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.</b>				
Develops appropriate oral and written argumentative skills.	10	26	21	
Conducts rigorous research on an important question, through a research paper or presentation.	10	26	21	
<b>DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.</b>				
Argumentative paper or other assignment considers the agency of relevant actors and the structural nature of oppression.	10	26	21	
Student links historical and theoretical ideas to current political and social events.	10	26	21	
<b>DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.</b>				
Research, Argumentative Paper or other assignment is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	10	26	21	
Student can speak clearly and deeply on the issues they have chosen, linking them to policy and politics.	10	26	21	
<b>DJS Learning Objective 5. Understand diversity and develop cultural competencies.</b>				
Demonstrates a sensitivity to multicultural and gender issues relevant to population served (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	10	26	21	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	10	26	21	

## INTRODUCTION TO DEMOCRACY AND JUSTICE STUDIES – DJS 101 (Spring)

This DJS 101 course, taught by Alison Staudinger in the spring of 2017, engaged students deeply on questions of prison reform, marijuana legalization, funding for education and economic inequality. Following the course's collaborative approach, these students displayed an awareness that the political world is complex, plural and requires the engagement of citizens to function as a democracy. Conversations were lively and passionate, and reflective papers show student growth and self-awareness. Students assessed based on four 2-3-page reflection papers and an in-class group presentation.

1 = performance is below expectations for student's level of training and experience

2 = performance is consistent with student's level of training and experience

3 = performance exceeds expectations for the student's level of training and experience

N/A = not applicable

EVALUATION AREA	1	2	3	N/A
<b>DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.</b>				
Describes and analyzes the historical context of U.S. political development.	23	38	4	
Demonstrates an understanding of democracy and justice as explored in various methods of social science and humanistic inquiry.	18	47	11	
<b>DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.</b>				
Develops appropriate oral and written argumentative skills.	23	40	2	
Conducts rigorous research on an important question, through a research paper or presentation.	9	54	2	
<b>DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.</b>				
Argumentative paper or other assignment considers the agency of relevant actors and the structural nature of oppression.	33	30	2	
Student links historical and theoretical ideas to current political and social events.	30	29	6	
<b>DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.</b>				
Research, Argumentative Paper or other assignment is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	28	33	4	
Student can speak clearly and deeply on the issues they have chosen, linking them to policy and politics.	23	40	2	
<b>DJS Learning Objective 5. Understand diversity and develop cultural competencies.</b>				
Demonstrates a sensitivity to multicultural and gender issues relevant to population served (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	9	42	14	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	44	21		

## AMERICAN POLITICAL THOUGHT – DJS 349

Taught in spring 2017 by Alison Staudinger, the class worked together to create an art-installation, requiring collaboration with the Archives, campus art curator, as well as research and engagement with the themes of the course through political commentary and cartoons. Despite the difficulty of the task, most students developed as leaders and were proud of their accomplishments. In their reflection papers, many wrote about the tension between intrinsic and extrinsic rewards in college, and what sort of skills they expect to develop, recognizing this experience as valuable for their intellectual and professional development. For their final papers, students entered into contemporary debates on issues such as rural poverty, child abuse, racialized police violence, economic inequality, populism, the 2016 presidential election and socialism. The instructor rated students individually using the scale below, through an embedded evaluation of the main paper for the course and a collaborative project. Students wrote a paper considering contemporary arguments about American political life and created an art installation of the cartoons of Lyle Lahey from the UWGB archives.

EVALUATION AREA	1	2	3	N/A
<b>DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.</b>				
Describes and analyzes the historical context of U.S. political development .	2	14	5	
Demonstrates an understanding of democracy and justice as they pertain to American Political Thought.	0	12	9	
<b>DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.</b>				
Develops appropriate oral and written argumentative skills .	9	8	4	
Conducts rigorous research on an important question, using proper documentation and appropriate methods.	6	11	4	
<b>DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.</b>				
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.	5	8	8	
Student links historical and theoretical ideas to current political and social events.	0	3	18	
<b>DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.</b>				
Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	6	11	4	
Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics.	5	8	8	
<b>DJS Learning Objective 5. Understand diversity and develop cultural competencies.</b>				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	2	4	15	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	4	13	4	

## INTERNSHIP PROGRAM

The Democracy and Justice Studies internship program is rooted in the idea that the modern university in a democratic society should play a role in preparing students to participate actively in shaping their communities. Internships encourage students to think seriously about what they have learned in the classroom in the context of everyday activities meant to bring about progressive social change. Through its students, the university increases its presence in community life. Internships provide access to local politics so that students may feel that they can make a difference. Moreover, the internship program helps students prepare to take their place in society upon graduation from UW-Green Bay. Students, by working directly with community organizations, develop ideas about where they want to work in the future, and they can develop further the skills and experiences that will prove useful throughout their careers.

Students in this year pursued internships with local law firms, law enforcement, labor unions, service-oriented non-profits, welfare services and academic offices and units on campus. One of the most important aspects of the internship program is the reflection students do on their own beliefs or identity:

This passion I developed from my internship got me more active about issues that matter to me than I ever have been in my life. My political views' development hit a high note during my internship because I made personal decisions based on my political opinions.

Another wrote:

As a first-generation college student, I admit that in the first few years of my education, I suffered from tunnel vision. I believed that if I could sustain myself in college, balancing poor health, financial stress, and a committed relationship, that anyone could succeed. I didn't have much empathy for group-mates who were late or didn't finish their section, and I didn't enjoy working with non-traditional students nearly as much. It didn't occur to me until I took my first WGS class that an intersectional lens on life would change everything. It did though-- I began being able to identify different roles and facets of other people's experiences that set them apart, and set them alike, to me. I recognized the privilege I did have, and that working to make equity happen was more feasible for me than for the groups of people who were being oppressed. I learned the value of allyship, and this knowledge grew as I furthered my studies and my activism.

They also connected their internships to their coursework:

Since I am a Women's and Gender Studies minor, I cannot help but analyze the role gender plays in every aspect of my life. The internship was no exception to that, as the occupations within the firm stood out to me as gendered from day one. The personal statements from the female attorneys and my own interest in studying gender have inspired me to spend the research portion of this paper investigating what kind of sexism I would face if I were to become a female attorney.

EVALUATION AREA	1	2	3	N/A
<b>DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.</b>				
Understands the goals and mission of the internship site.	1	4	1	
Demonstrates an understanding of democracy and justice as they pertain to the internship.	1	3	2	
<b>DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.</b>				
Develops appropriate workplace and advocacy skills.		5	1	
Conducts rigorous research on an important question, through a research paper tied to the internship.	1	3	2	
<b>DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.</b>				
Internship Portfolio considers the agency of relevant actors and the structural nature of oppression.		5	1	
Student links internship experience to current political and social events.			6	
<b>DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.</b>				
Research Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	1	3	2	
Student can speak clearly and deeply on the issues he chosen, linking them to policy and politics.		2	4	
<b>DJS Learning Objective 5. Understand diversity and develop cultural competencies.</b>				
Demonstrates a sensitivity to multicultural and gender issues relevant to population served (e.g., race/ethnicity, social class, gender, sexual orientation, religion).		3	3	
Demonstrates an awareness of own values/beliefs and how they could influence work with colleagues or service recipients.	2	3	1	

**SENIOR SEMINAR - DJS 470 (FALL)**

Taught by Kimberly Reilly, seminar focused on “Social Movements,” examining histories of civil rights, feminism, welfare rights, gay liberation, and New Right conservatism in the United States. Throughout the semester, students focused on understanding the roots of activism, asking questions: What makes social change possible? What makes an ordinary person become an activist? What are the conditions under which “activism” becomes a “movement”? In their individual research projects, students explored the relationship of the 1960s and 70s social movements to a current political/social movement, and assessed the contemporary possibilities and limits of social change.

EVALUATION AREA	1	2	3	N/A
<b>Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.</b>				
Describes and analyzes the historical context of U.S. political development.	3	11	3	
Demonstrates an understanding of democracy and justice as they pertain to history, ideas and policy.	6	9	2	
<b>Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.</b>				
Develops appropriate oral and written argumentative skills.	5	11	1	
Conducts rigorous research on an important question, using proper documentation and appropriate methods.	4	10	3	
<b>Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.</b>				
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.	5	9	3	
Student links historical and theoretical ideas to current political and social events.	4	11	2	
<b>Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, &amp; equality, and connect them to the issues of the day.</b>				
Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	5	10	2	
Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics, including leading class discussion.	5	7	5	
<b>Learning Objective 5. Understand diversity &amp; develop cultural competencies.</b>				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	3	12	2	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	3	10	4	

## SENIOR SEMINAR - DJS 470 (SPRING)

Taught by Jon Shelton, this Senior Seminar was run like a graduate level seminar. Students read a series of recent monographs on major problems in the American higher education system from the disciplinary perspectives of history, sociology, English, and philosophy. Students wrote a critical book review of Sara Goldrick Rab's *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*. Students were also in charge of leading weekly discussions on the assigned monograph, required to craft a research precis, and then execute a substantial 15-20-page research paper on a topic around the issue of democracy and social justice in the university. Their final paper had to include a proposal for making either the US system, the public education system in Wisconsin, or the University of Wisconsin-Green Bay more accessible and/or equitable. Finally, students presented their research in a mock conference format in which members of the campus community were invited to attend. The theme of the conference was *Democratizing the University: The Past and Present of Higher Education in Wisconsin and Beyond*.

EVALUATION AREA	1	2	3	N/A
<b>Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.</b>				
Describes and analyzes the historical context of U.S. political development.	1	5	3	
Demonstrates an understanding of democracy and justice as they pertain to history, ideas and policy.		5	4	
<b>Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.</b>				
Develops appropriate oral and written argumentative skills.		7	2	
Conducts rigorous research on an important question, using proper documentation and appropriate methods.		6	3	
<b>Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.</b>				
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.		7	2	
Student links historical and theoretical ideas to current political and social events.		5	4	
<b>Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, &amp; equality, and connect them to the issues of the day.</b>				
Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.		6	3	
Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics, including leading class discussion.		5	4	
<b>Learning Objective 5. Understand diversity &amp; develop cultural competencies.</b>				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	2	5	2	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	1	6	2	