

Explanation of Practice with Women, Minorities and the Poor Evaluation Form
End of Semester, Spring 2005
Rebecca Shipman

In the Spring, 2005 semester, as a part of my involvement in the NECIT seminar, I sought to look closely at my "Practice with Women, Minorities and the Poor" course. The course description for this course clearly depicts it as a course about exclusion and inclusion. I have been teaching the course for more than a decade, and knew that I needed to review and revise it in a more extensive way than I had recently done. As part of my investigation into the course, I developed this evaluation. I have administered it to one of my courses sections, and will be administering it to another next Wednesday, May 18.

When I used the evaluation this past Monday evening, I gave it to students following their final course quiz. I had instructed them that (following the quiz) I had an extensive course evaluation for them to complete, and that they would receive five bonus points on the quiz for completing it. I told them that after they handed in the quiz, they should take a copy of the evaluation, complete it, then deposit it in a large envelope I had provided. I instructed them to sign their names to the front of the envelope, so that I could award the 5 bonus points without looking at the survey. The surveys were designed to be anonymous in order to optimize honesty. I told them that I would ask the last student completing the evaluation to seal the envelope and that I would not look at the evaluations until after I had submitted the grades for the course.

Please note that I 'designed' (too strong a word, I am sure) this evaluation with speed, and that I am sure that with greater forethought I could do better. Unfortunately, I didn't have the time. It seemed to be a choice between 'something now' and 'really good – but maybe never.' I chose the former. As I look over it again now, I regret that I did not find a way to pose questions that might be less like a 'bean counting analysis' and more able to handle qualitative data, but I was reluctant to give them anything that required them to use their handwriting. I recognize most of their script by now, and they would know that, and despite the trust I think we have developed, I believe they would censor their answers to some degree if they did not have the comfort of anonymity.

I wish I had asked some questions that had to do with changes in their attitudes. Maybe next time.....Also, unfortunately, I don't know how to 'write a computer' program to analyze data, so I will be hand marking and tabulating results. I might go to the Institutional Research Office and see if they can somehow convert my word document evaluation into something that will allow the computer to do an analysis, but that is probably not necessary since each class has fewer than a dozen students. I am hopeful that the data from the evaluation will be useful to me in deciding how to alter this course.

Women, Minorities and the Poor
Class Evaluation 2005

In order to get an idea of how this course has been for you this semester, and to get a sense of what changes to make in the future, I am asking you to complete this evaluation. There is no place for a name; that allows your answers to be anonymous, which should allow you to be as honest as possible with your feedback.

In general, comparing to other Human Service classes, I would rate this class:

Poor fair good very good excellent

In terms of the material that was covered, in general, I would rate this class:

Poor fair good very good excellent

In terms of the quality of the teaching, I would rate this class:

Poor fair good very good excellent

In terms of gaining new knowledge or skills, or changing my attitudes, I would rate this class:

Poor fair good very good excellent

~~~~~  
Learning/Teaching Methods:

Rate the following in terms of the use of each in our class:

Seminar style of discussion (sitting around the table, open discussion mixed with some mild form of lecturing):

1. Poor            fair            good            very good    excellent

2. Should be used less    should be used more    just the right amount

Lecture Format (used for lecture of Deconstructing Knowledge (Matina Horner, Carol Gilligan, Freud, etc)-teacher in front of classroom

1. Poor            fair            good            very good    excellent

2. Should be used less    should be used more    just the right amount

Day Class:

Reading from the Frederick Douglas Biography, student writing, discussion:

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

DCE Class:

Guest Lecture on Helping the Deaf by Irene Duke

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

DCE Class:

Reading and class discussion on Slavery in the North

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

DCE Class:

Student Presentations

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

General value of Handouts

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

General value of text:

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

Films, in general:

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

Student Survey and discussion about it (first several classes)

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

Bem Scale personality test (femininity/masculinity scale) and discussion of masculine and feminine roles:

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

Use of Instructor's film notes and notes on text:

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

Evaluation Methods

Quizes

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

Less Than Paper

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

Scrapbook Portfolio

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

5 articles-having students read five articles from text and grading them and giving feedback on them to help prepare students to do the scrapbook/portfolio

1. Poor                      fair                      good                      very good                      excellent
2. Should be used less      should be used more      just the right amount

Presentations-In DCE these were optional, in Day classes they were dropped because of loss of class time to snowstorms- Do you recommend they be a part of the class in the future?

Check all that apply:

\_\_\_ Yes, definitely, doing research and a presentation should be required for this class

\_\_\_ Only if time permits, students have lots of opportunity to talk in discussions, and to do presentations in other classes, so this is not essential

\_\_\_ No, students in Human Services do too many presentations

\_\_\_ The research and presentations should be done as a group project

\_\_\_ The research and presentations should be done on an individual basis

\_\_\_ Let students decide- let some people work in groups, and others on an individual basis- according to students' individual desires or needs.

~~~~~

Concerning the General topic areas in the class:

1. In the first line after each topic, rate the relative importance of each topic, meaning how important the topic is to the class, in comparison to the others (This means, how much coverage should this topic have in this class) –**This is the number in bold print.**

1=not at all important 2=somewhat important 3=important
4=very important 5=the most important

2. In the second line after each topic, rate the amount that this topic was covered in this class. *This number will be in italics*

1=too little 2=way too much 3=not quite enough 4=a bi too much
5=just the right amount

3. In the third line after each topic, rate how effectively the topic was covered. This means, how useful, or interesting you think that material on this topic was, regardless of whether there was too much or too little. These numbers will be in regular type

1=not at all effective 2=somewhat effective 3=effective
4=very effective 5=exceptionally effective

Importance	1	<u>RACE</u> 2	3	4	5
-------------------	----------	--------------------------------	----------	----------	----------

<i>Amount covered</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-----------------------	----------	----------	----------	----------	----------

How effectively Covered	1	2	3	4	5
-------------------------	---	---	---	---	---

GENDER

Importance	1	2	3	4	5
-------------------	----------	----------	----------	----------	----------

<i>Amount covered</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-----------------------	----------	----------	----------	----------	----------

How effectively Covered	1	2	3	4	5
-------------------------	---	---	---	---	---

SEXUALITY / SEXUAL ORIENTATION / SEXUAL VARIANCE

Importance	1	2	3	4	5
-------------------	----------	----------	----------	----------	----------

<i>Amount covered</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-----------------------	----------	----------	----------	----------	----------

How effectively Covered	1	2	3	4	5
-------------------------	---	---	---	---	---

ETHNICITY

Importance	1	2	3	4	5
-------------------	----------	----------	----------	----------	----------

<i>Amount covered</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-----------------------	----------	----------	----------	----------	----------

How effectively Covered	1	2	3	4	5
-------------------------	---	---	---	---	---

DISABILITY OR DIFFERENTLY ABLED

Importance	1	2	3	4	5
<i>Amount covered</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
How effectively Covered	1	2	3	4	5

SOCIAL CLASS

Importance	1	2	3	4	5
<i>Amount covered</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
How effectively Covered	1	2	3	4	5

~~~~~  
**Course Materials Films – Handouts –Text Readings –**

I have tried to list these in order of when we used them in the class, from the beginning of the semester to the end, so that you might have an easier time recalling what I am referring to.

Rate the films, handouts, and articles that were used in class according to the following scale:

1=not useful, don't use again      2=somewhat useful, maybe use again  
3=very useful, definitely use again

**Films:**

|                                                                  |   |   |   |
|------------------------------------------------------------------|---|---|---|
| The Underground Railroad                                         | 1 | 2 | 3 |
| Ida B. Wells -A Passion for Justice                              | 1 | 2 | 3 |
| <u>Eyes on the Prize</u> , # 5,<br>Mississippi, Is this America? | 1 | 2 | 3 |
| The Two Nations of Black America                                 | 1 | 2 | 3 |
| Beauty Babies                                                    | 1 | 2 | 3 |

**Handouts:**

|                                                                                    |   |   |   |
|------------------------------------------------------------------------------------|---|---|---|
| “Slavery in the North”                                                             | 1 | 2 | 3 |
| “Some Basic Terms and History”                                                     | 1 | 2 | 3 |
| “Non-Violence and Women: The Pioneers”                                             | 1 | 2 | 3 |
| “Ida B. Wells:<br>Free Speech and Black Struggles”,                                | 1 | 2 | 3 |
| Instructor’s Notes from Films 3 films                                              | 1 | 2 | 3 |
| “Fannie Lou Hamer: Baptism by Fire”,                                               | 1 | 2 | 3 |
| “We Started from Opposite Ends<br>of the Spectrum” by Cynthia Washington           | 1 | 2 | 3 |
| “Women’s Consciousness and the Southern<br>Black Movement.” By Sara Evans          | 1 | 2 | 3 |
| “Questions for thinking Through the Kling,<br>Washington, and Evans articles”      | 1 | 2 | 3 |
| Quiz Review Sheets                                                                 | 1 | 2 | 3 |
| “Sexual Harassment Policy Statement”<br>for Massasoit                              | 1 | 2 | 3 |
| “A Long Road to Freedom”<br>by Laura Shapiro                                       | 1 | 2 | 3 |
| “Unmasking Tradition”<br>by Rogaia Mustafa Abusharaf                               | 1 | 2 | 3 |
| “The Bem Scale”                                                                    | 1 | 2 | 3 |
| Rebecca’s Notes Packet,<br>labeled “Text Readings #1”<br>about articles #5, 6,7,11 | 1 | 2 | 3 |

## TEXT ARTICLES:

Text: Rothenberg, Paula S., Race, Class and Gender in the United States, Sixth Edition, Worth Publishers, 2004

General Rating of the Text:

Circle anything that applies to your impressions of the text:

Useful            not useful                            too easy            too hard

used too much            Not used enough

I hardly read it            I read articles you did not assign

Hope I can get a few bucks for it            I plan to keep it and read more

Specific Text Articles:

Rating scale -**You may check more than one in some of these (for example, you may not have read something, but think the topic should be required, so you would circle 0 and 4**

0=I didn't read it

1=not useful,don't use again

2=somewhat useful, maybe use again

3=very useful, definitely use again

4=should be required reading

Historical Documents: Recommended/but Not Required Reading:

#84"An Act for the Better Ordering and Governing of Negroes and Slaves", South Carolina 1712

0    1    2    3    4

#85-"The Three Fifths Compromise":  
The U.S. Constitution, Article I, Section 2

0    1    2    3    4

#86-"An Act Prohibiting the Teaching of Slaves to Read"

0    1    2    3    4

#90- "Dred Scot v. Sanford", 1857

0    1    2    3    4

#91-"The Emancipation Proclamation",  
Abraham Lincoln

0    1    2    3    4

#92-"United States Constitution:  
13, 14, 15<sup>th</sup> Amendments"

0    1    2    3    4

Historical Documents-Recommended/ Not Required (continued)

|                                                                          |   |   |   |   |   |
|--------------------------------------------------------------------------|---|---|---|---|---|
| #93-“The Black Codes” by W.E.B. Du Bois                                  | 0 | 1 | 2 | 3 | 4 |
| #98-“Plessy v. Ferguson”, 1896                                           | 0 | 1 | 2 | 3 | 4 |
| #101-“Brown v. Board of Education of Topeka, 1954                        | 0 | 1 | 2 | 3 | 4 |
| # 2 – “The Ethics of Living Jim Crow” by Richard Wright                  | 0 | 1 | 2 | 3 | 4 |
| #5-“Night to His Day: The Social Construction of Gender                  | 0 | 1 | 2 | 3 | 4 |
| #6-“The Social Construction of Sexuality” by Ruth Hubbard                | 0 | 1 | 2 | 3 | 4 |
| #7- “The Invention of Heterosexuality” by Jonothan Katz                  | 0 | 1 | 2 | 3 | 4 |
| #11-“Domination and Subordination” by Jean Baker Miller                  | 0 | 1 | 2 | 3 | 4 |
| #20- “White Privilege” by Peggy McIntosh                                 | 0 | 1 | 2 | 3 | 4 |
| The Five Articles you chose to read to Include in your journal/portfolio |   | 1 | 2 | 3 | 4 |

If you can remember any of the titles of any of the five articles you read and think it/they should be required of the entire class in the future, please note here. Feel free to get out your book and just cite the numbers of the articles. If you happened to have read any other articles in the text and think they should be required, please cite that here:

## Some Class Concepts, Persons, Information, or Data

For the material listed below, respond with the following scale:

0=don't recall it, can't be very important

1=I have a vague recall, it is probably not very useful

2=I remember it, I might have some use for it

3=I remember it well, and it helps me understand something

4=I have used or will use this in the future to help me or someone else understand something.

|                                                                                                                                              |   |   |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Uniculturalism and multiculturalism                                                                                                          | 0 | 1 | 2 | 3 | 4 |
| Less than ness                                                                                                                               | 0 | 1 | 2 | 3 | 4 |
| Marginalization                                                                                                                              | 0 | 1 | 2 | 3 | 4 |
| De jure and de facto discrimination                                                                                                          | 0 | 1 | 2 | 3 | 4 |
| How civil rights movements for<br>Black liberation gave rise to women's<br>Liberation in the 19 <sup>th</sup> and 20 <sup>th</sup> Centuries | 0 | 1 | 2 | 3 | 4 |
| Simpson and Yinger's Patterns of<br>Race and Ethnic Relations                                                                                | 0 | 1 | 2 | 3 | 4 |
| Merton's 4 Types regarding Race Relations                                                                                                    | 0 | 1 | 2 | 3 | 4 |
| Brief history of Slavery                                                                                                                     | 0 | 1 | 2 | 3 | 4 |
| Divided Duty                                                                                                                                 | 0 | 1 | 2 | 3 | 4 |
| Myth of black inferiority                                                                                                                    | 0 | 1 | 2 | 3 | 4 |
| White quilt                                                                                                                                  | 0 | 1 | 2 | 3 | 4 |
| White privilege                                                                                                                              | 0 | 1 | 2 | 3 | 4 |
| Heterosexual privilege                                                                                                                       | 0 | 1 | 2 | 3 | 4 |

Some Class Concepts, Persons Information, or Data

For the material listed below, respond with the following scale:

0=don't recall it, can't be very important

1=I have a vague recall, it is probably not very useful

2=I remember it, I might have some use for it

3=I remember it well, and it helps me understand something

4=I have used or will use this in the future to help me or someone else understand something.

|                             |   |   |   |   |   |
|-----------------------------|---|---|---|---|---|
| Male privilege              | 0 | 1 | 2 | 3 | 4 |
| Seneca Falls Convention     | 0 | 1 | 2 | 3 | 4 |
| Women's Suffrage Movement   | 0 | 1 | 2 | 3 | 4 |
| Lucretia Mott               | 0 | 1 | 2 | 3 | 4 |
| The Seneca Falls Convention | 0 | 1 | 2 | 3 | 4 |
| Abolitionism                | 0 | 1 | 2 | 3 | 4 |
| Elizabeth Cady Stanton      | 0 | 1 | 2 | 3 | 4 |
| Susan B. Anthony            | 0 | 1 | 2 | 3 | 4 |
| William Lloyd Garrison      | 0 | 1 | 2 | 3 | 4 |
| Jim Crow Laws               | 0 | 1 | 2 | 3 | 4 |
| Ida B. Wells                | 0 | 1 | 2 | 3 | 4 |
| Reconstruction              | 0 | 1 | 2 | 3 | 4 |
| Harriet Tubman              | 0 | 1 | 2 | 3 | 4 |
| Nat Turner                  | 0 | 1 | 2 | 3 | 4 |
| Frederick Douglas           | 0 | 1 | 2 | 3 | 4 |
| Plessy vs. Ferguson         | 0 | 1 | 2 | 3 | 4 |

For the material listed below, respond with the following scale:

0=don't recall it, can't be very important

1=I have a vague recall, it is probably not very useful

2=I remember it, I might have some use for it

3=I remember it well, and it helps me understand something

4=I have used or will use this in the future to help me or someone else understand something.

|                                                                   |   |   |   |   |   |
|-------------------------------------------------------------------|---|---|---|---|---|
| Brown vs. Board of Education of Topeka                            | 0 | 1 | 2 | 3 | 4 |
| Fannie Lou Hamer                                                  | 0 | 1 | 2 | 3 | 4 |
| Freedom Summer                                                    | 0 | 1 | 2 | 3 | 4 |
| Civil rights and non-violence                                     | 0 | 1 | 2 | 3 | 4 |
| Black separatism                                                  | 0 | 1 | 2 | 3 | 4 |
| Objectification                                                   | 0 | 1 | 2 | 3 | 4 |
| sexual harassment                                                 | 0 | 1 | 2 | 3 | 4 |
| female genital mutilation (FGM)                                   | 0 | 1 | 2 | 3 | 4 |
| Androgyny                                                         | 0 | 1 | 2 | 3 | 4 |
| Femininity / masculinity                                          | 0 | 1 | 2 | 3 | 4 |
| the Hawthorne Effect                                              | 0 | 1 | 2 | 3 | 4 |
| Matina Horner - fear of success                                   | 0 | 1 | 2 | 3 | 4 |
| Carol Gilligan-moral development and Book, "In a Different Voice" | 0 | 1 | 2 | 3 | 4 |
| Freud and orgasmic immaturity                                     | 0 | 1 | 2 | 3 | 4 |
| gender assignment                                                 | 0 | 1 | 2 | 3 | 4 |
| crossover gender                                                  | 0 | 1 | 2 | 3 | 4 |
| transsexuality                                                    | 0 | 1 | 2 | 3 | 4 |
| Jan/James Morris                                                  | 0 | 1 | 2 | 3 | 4 |

|                                                                                                           |   |   |   |   |   |
|-----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Heteronormativity                                                                                         | 0 | 1 | 2 | 3 | 4 |
| Kinsey's continuum of human sexuality versus the dichotomous concept of homosexuality and heterosexuality | 0 | 1 | 2 | 3 | 4 |

Thank you very much for all of your input.

If you wish to give me any advice, or make any other comments, feel free, but be aware that I might recognize your handwriting and it might blow your anonymity on this evaluation. **If you do want to make comments, feel free to write them on a separate piece of paper and submit them, not attached to this evaluation.**

Hope you have a great summer.

Thanks,

Rebecca