General Education Annual Course Assessment Form

Course Number/Title ____WOMS 10: Introduction to Women, Gender, and Sexuality Studies

GE Area _____D1___________________________

Results reported for AY 16-17 SLO 3____ # of sections _6____ # of instructors __2___

Course Coordinator: _Dr. Shahin Gerami____E-mail: __shahin.gerami@sjsu.edu_

Department Chair: _____Dr. Carlos Garcia _College: _____COSS__________

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 to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

For AY 16-17 GLO 3:

Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Six sections were assessed for a total of 117 students

Students:
Mastered SLO at high level:  58%
Mastered SLO at average level:  38%
Mastered SLO at a marginal level:  20%

For this year Fall 2017, we are reading Johnson’s article, “Patriarchy, The System”.

I with Dr. Gallardo, who teaches WOMS 10 occasionally, elected Betty Freidan’s Feminine Mystique, Chapter 1, “The Problem that has no Name.”

In my classes, we read the article and discussed the significance of the book for the second wave of Women’s movement in the US. We also saw part of the documentary Woman Makers about the publication of the book and how it was an important impetus in women’s movement. Students discussed Ms. Freidan’s research technique for her book. She had surveyed her class mates, mostly white upper middle class women. Her sample had expressed a sense of malaise they felt, which Ms. Freidan called a Problem that has No Name. Students were directed to compare white women’s condition to working class women of color in the US during 1960. We listened how working class women responded to the movement. They also heard about
middle class home makers who felt insulted by the book and the movement. Student completed a small group discussion applying this Problem with the situation of the millennia women. One issue that came up was how fashion industry creates a sense of shame or body embarrassments for 21st century women which is similar to the problem that has no name.

(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.)

No modifications are planned.

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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

Not Applicable
Instructor: Dr. Shahin Gerami
Office Location: SH 438
Telephone: (408) 924-5754
Email: shahin.gerami@sjsu.edu
Office Hours: Mon & We 1:15-2:15pm
Class Days/Time: Sec 01: Mon & We 10:30 – 11:45am
Classroom: Sec 01: SH 347

GE/SJSU Studies Category: D1

Course Description
Discussion of research on contemporary and traditional sex roles, male and female stereotypes, ethnic differences, sexual discrimination and human rights. 3 Units

Why are there more women kindergarten teachers than men?
Is Facebook gendered?
What percentage of cosmetic procedures is performed on men?
Is high level of testosterone related to success at NFL?

The so-called "battle of the sexes" is a continuous process of conflict, negotiation and compromise. The difference between this and other forms of social conflict is that we have not had an organized war between the sexes, as we have had between races, ethnic groups, nation-states, and social classes.

This course is designed to strengthen your communication skills through reading, writing and discussion by analyzing multi-faceted aspects of gender construction, gender identity, and diversity of gender formation.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related
activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Course Goals and Student Learning Objectives (Fall 2016)

- Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts. (SLO 1)

- Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them. (SLO 2)

- Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. (SLO 3)
  *This SLO will be measured this year

- Students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals. (SLO 4)

Required Textbook(s)/Readings


Other Readings

Supplemental readings will be posted on Canvass.

Classroom Protocol

*Cell Phone Policy: Please turn them off!*

*Policy on Use of Computers:* Use of laptops and handheld devices for anything other than NOTE TAKING IS DISRUPTIVE TO THE CLASS. If a student is using laptop for other purposes during a class, s/he will be asked not to bring a computer to the class for the rest of the semester.

Sanctions for violation of this policy are determined by the instructor and may include dismissal from the class. In testing situations, use of cell phones or similar communication devices may lead to a charge of academic dishonesty and additional sanctions under the Student Academic Integrity Policies and Procedures.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Format

This class is a lecture class: Two weekly sessions and additional materials are accessible on Canvas. You need to check the course page and calendar regularly. IT IS YOUR RESPONSIBILITY TO KEEP TRACK OF CLASS PROGRESS. Some assignments will be online and you will need access to internet for these assignments. Some civic facilities like public libraries provide free internet service for their patrons. Lack of access to internet is not accepted as a legitimate excuse for missing an assignment or test. Please go through the online tutorial for the web classes. Check Schedule regularly. It is a tentative Schedule any changes will be announced about two weeks ahead of time. You will receive emails regularly from me or our GA. If you do not get an email for over a week contact us. Read The Student Orientation for a short intro to Canvass.

Assignments and Grading Policy

Your grade will be a cumulative of the followings:

1. Assignments: You will have regular writing assignments, and least two short essays, (2-3 pages, min each 1500 words). Please check the calendar and Canvas to keep up with deadlines and writing assignments. Films and news events will provide additional topic for class discussion. Gender issues are in the news every day. You are strongly encouraged to keep up with these events and include them in our discussion. To motivate you to stay up-to-date, I will include questions from these discussions in each test.

2. EXAMS: There will be three exams. These are in class. Deadline and the materials are posted on the Schedule. Be prepared to take exams on time.

MAKE-UP EXAMS:

If you cannot take the scheduled midterm or exams, notify me and give your reason before the exam is given. If you do not notify me in advance, you will receive an F for that exam. The make-up exam will contain essays only and takes about two hours to complete. We will arrange a time for the test. THERE IS NO MAKE UP OF FINAL TEST.
3. **QUIZZES**: There may be a few quizzes (1-3) which you will be informed ahead of time to prepare for.

**GRADING:**

Final grades will be based on an accumulated point system. I will use the following table to calculate your final grade:

- **A** 90 to 100% of the possible points
- **B** 80 to 89% of the possible points
- **C** 70 to 79% of the possible points
- **D** 60 to 69% of the possible points
- **F** 0 to 59% of the possible points

### University Policies

The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.

You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at [http://www.drc.sjsu.edu/](http://www.drc.sjsu.edu/) to establish a record of their disability.

### Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

### SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

### SJSU Writing Center (Optional)
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. Visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

WOMS 10 – Sex and Gender Roles, Sec 01, Fall 2016 Course Schedule

This schedule is tentative and subject to change with fair notice.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24-Aug</td>
<td>Introduction to class</td>
</tr>
<tr>
<td>2</td>
<td>29-Aug</td>
<td>Discussion and Lecture&lt;br&gt;Chapter 1 - Introduction to the Sociology of Gender</td>
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<tr>
<td></td>
<td>31-Aug</td>
<td>Chapter 1 - Introduction to the Sociology of Gender</td>
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<tr>
<td>3</td>
<td>05-Sep</td>
<td>Chapter 2 - The Gendered Person</td>
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<td></td>
<td>07-Sep</td>
<td>Chapter 2 - Cont.</td>
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<tr>
<td>4</td>
<td>12-Sep</td>
<td>Chapter 3 - Gender in Interaction and Institutions</td>
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<tr>
<td></td>
<td>14-Sep</td>
<td>Chapter 3 - Cont.</td>
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<tr>
<td>5</td>
<td>19-Sep</td>
<td>Chapter 3 - Cont., Feminine Mystique and Reality TV housewives posted on Canvas</td>
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<tr>
<td></td>
<td>21-Sep</td>
<td>Feminine Mystique discussion and Review for (Chap 1-3)</td>
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<tr>
<td>6</td>
<td>26-Sep</td>
<td><strong>Exam 1</strong></td>
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<tr>
<td></td>
<td>28-Sep</td>
<td>Daddy and Poppa Discussion</td>
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<td>7</td>
<td>03-Oct</td>
<td>Chapter 4 - Work and Family, Pew research on family posted on Canvas</td>
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<td></td>
<td>05-Oct</td>
<td>Chapter 4 - Cont.</td>
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<tr>
<td>8</td>
<td>10-Oct</td>
<td>Chapter 5 - Gender, Childhood, and Family Life</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>12-Oct</td>
<td>Chapter 5 - Cont., Toddlers and Tiaras assignment posted on Canvas</td>
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<tr>
<td>17-Oct</td>
<td>Chapter 5 - Cont., Toddlers and Tiaras Due.</td>
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<tr>
<td>19-Oct</td>
<td>Review (Chap 4-5)</td>
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<tr>
<td>24-Oct</td>
<td>Exam 2</td>
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<tr>
<td>26-Oct</td>
<td>Killing Us Softly Discussion and Quiz</td>
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<td>31-Oct</td>
<td>Chapter 6 - Gendered Jobs and Gendered Workers</td>
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<tr>
<td>02-Nov</td>
<td>Chapter 6 - Cont.</td>
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<tr>
<td>07-Nov</td>
<td>Chapter 7- Deconstruction Gender Differences and Inequalities</td>
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<tr>
<td>09-Nov</td>
<td>Chapter 7 - Cont.</td>
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<tr>
<td>14-Nov</td>
<td>Chapter 7 - Cont., Invisibility of Misogyny Posted on Canvas</td>
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<tr>
<td>16-Nov</td>
<td>Lecture and Quiz on Rape</td>
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<td>21-Nov</td>
<td>Invisibility of Misogyny due + Discussion, Gender Based Violence</td>
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<td>posted on Canvas</td>
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<td>23-Nov</td>
<td>Holiday- No class</td>
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<td>Gender Based Violence due online</td>
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<td>28-Nov</td>
<td>Toy Store hand out assignment posted on Canvas</td>
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<tr>
<td>30-Nov</td>
<td>Toy Store Due (In Class), New Gender Identities posted on Canvas</td>
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<tr>
<td>05-Dec</td>
<td>New Gender Identities Discussion, Tough Guise and Masculinities</td>
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<td></td>
<td>article posted on canvas</td>
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<tr>
<td>07-Dec</td>
<td>Discussion of Tough Guise and Masculinities</td>
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<tr>
<td>12-Dec</td>
<td>Final Review (Last day of instruction)</td>
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<tr>
<td>Final Exam Date</td>
<td>TBA (In Class)</td>
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GOOD LUCK SPARTANS