General Education Annual Course Assessment Form

Course Number/Title ____WOMS 10, Sex and Gender Roles

GE Area ______D1___________________________

Results reported for AY 15-16 GELO 2 ____  # of sections _3___  # of instructors __1___

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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 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?

GELO 2: 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.

INSTRUCTIONAL CONDITIONS: During Fall 2015, I taught three sections of this class in DMH, at 12-1:15pm, four days a week; and an evening class @6:00 pm. From August to late October, Dudley Moorhead building is unbearably hot. When I teach a class of 40 freshman in a hot room, for 75 minutes, my goals are their health, attention span, and what would work under these circumstances, respectively. Therefore, for those of us who work and teach in DMH, the working conditions should be factored in faculty and students’ performance.

The following is a summary of teaching 5 sections of this class, with full attention to intersectionalities of formation and ramifications of identities:

I have some true and old fashioned assignment that I stand by. I have been sending students to toy stores in three different states and lastly CA, to observe design and marketing of gendered toys and how they may affect children’s cognitive, large, and fine motor skills. They all have enjoyed and learned. Now the collective voice of feminist scholars and others is being heard and merchandisers are paying attention and even big box stores like Target have stopped sex segregates arrangement of toys!!

On my last assessment report in response to the Board’s recommendation of “consideration of improvements to the course that will lead to higher students achievements of GE learning goals”. I wrote “the assignment on forms of Misogyny is revised to educate the students about the nuances of trafficking versus legitimacy of sex work by adult participants. Global porn industry has created new areas of misogyny and capitalist exploitation
of girls and women. Students read an analysis of misogyny and then search current examples in the news.” We did that.

In the Fall 2015, politics had too many gender and race/ethnicity teaching moments to miss. Representative Paul Ryan was asked to be the speaker of the house which he initially refused as the job would make it harder for him to be with his young children. Students read an article in Washington Post, https://www.washingtonpost.com/news/the-fix/wp/2015/10/12/, and we discussed “similarities, differences, linkages, and interactions between” politics of parenting, social class, and racial construction of family for an online assignment.

This Spring, I assigned a real research assignment for my two sections of WOMS 10. I have received a RSCA grant to study Media Framing of the War on Terror and the Lone Mass Shooter. In the section on Construction of masculinities, with help of two TAs we designed a research assignment in which students selected a case of mass shootings and a case of terrorism acts in the US. Then they were trained in the use of LexisNexis large data set. They wrote a 3 page essay paper about their own research. Later in collaboration with the TAs, Michelle Rivera and Rachael Cole, we presented our preliminary findings in Classes Without Quizzes for the Alumni. We received positive response and interesting inputs.

The following is Average score for some of the assignments:

**Woms10 Sec 01(M & W - 12-1:15pm):**

- Feminine mystique: 16/20
- Daddy and Papa: 11/15
- Invisibility of Misogyny: 21/25
- Toy Store assignment: 26/30
- Class size: 39

**Woms10 Sec 02 (T & TH - 12- 1:15pm):**

- Feminine mystique: 18/20
- Invisibility of Misogyny: 24/25
- Toy Store assignment: 28/30
- Paul Ryan assignment 17/20
- Class size: 40

**Woms10 Sec 03 (W - 6- 8:45pm):**

- Feminine mystique: 18/20
- Invisibility of Misogyny: 22/25
- Toy Store assignment: 23/30
- Paul Ryan 18/20
- Class size: 43

Mass shooting and Masculinity: SP 16
23/ 35
Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(3) Are all sections of the course still aligned with the area Goals, Student Learning Objectives, Content, Support, and Assessment? If they are not, what actions are planned?

Yes

(4) 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