General Education Annual Course Assessment Form

Course Number/Title: WOMS 10, Sex and Gender Roles

GE Area: D1

Results reported for AY 17/18 SLO 4

# of sections: 4

# of instructors: 1

Course Coordinator: Dr. Shahin Gerami

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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 SLO(s) were assessed for the course during the AY?

For AY 17/18 SLO 4:

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

Rubric:

5 correct – “A” level work
4 correct – “B” level work
3 correct – “C” level work
2 correct – “D” level work
1 correct – Unsatisfactory work

For this SLO, Students read the article “Patriarchy, the System. An It, Not a He, a Them, or an Us” by Allan G. Johnson. I taught 4 sections of this class with 131 students.

Johnson’s article is a staple of teaching analytical understanding of “oppression” as a historical, systematic process that is beyond individual or group practices. We read the article and discussed the significance of how systematic forms of oppression extent from community to global market. We watched the films Fast Fashion that documents how marketing by the apparel industries systematically promotes a social construct of individual expression through clothing in countries of the north, while generating oppression for women of the south.

I challenge students to look beyond forms of oppression and look for venues of women’s agency. The goal is to teach students to consider the complexity of forms of oppression.

In the Fall, I used a quantitative measurement through a quiz. In the Spring semester, I added a group discussion and an in-class essay. Students completed a group discussion applying this question, “Consider other choices
that Bangladeshi women have, other than sweat shops, to secure earnings to support their families.” In recent
class discussions of the millennia, one issue that comes up often for gender construct, is how the fashion
industry creates a sense of shame or body embarrassments for 21st century women, which is a form of
oppression.
The following are the results of the quiz for each semester:
The results show an average of a high C for all sections. I had one of best classes in Spring 2018. An
enthusiastic group that attended class regularly, were paying attention, and talking. However, it did not translate
in a higher grade on the quiz, but rather great dynamic, and intelligent discussion. It proves what many of us
know, quantitative measurement does not measure intellectual dialogues.

6 QUESTIONS = 6 POINTS

**Section 1, and 2, Fall 17:**
- Low: 2/6 = 33.33%
- High: 6/6 = 100%
- Average: 4.71/6 = 78.50%

**Section 1 and 2: Spring 18**
- Low: 2/6 = 33.33%
- High: 6/6 = 100%
- Average: 4.69/6 = 78.17%

Mastered SLO at high level: 58%
Mastered SLO at average level: 38%
Failed/Marginal/ did not take the quiz: 20%

**Part 2**

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

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

   Yes