General Education Annual Course Assessment Form

Course Number/Title ANTH140 Human Sexuality     SJSU GE Area: S
Results reported for AY 2015-2016   # of sections __10__  # of instructors ___7___
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Department Chair: Roberto Gonzalez     College: Social Sciences

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 October 1 of the following academic year.

Part 1
To be completed by the course coordinator:

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

   Area S SLO #3: 3. After successfully completing the course, students shall be able to describe
   social actions which have led to greater equality and social justice in the U.S. (i.e. religious,
   gender, ethnic, racial, class, sexual orientation, disability, and/or age).

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

Most sections focused on a variety of sexual orientation topics. For instance, in one section,
the assessment revolved around a documentary called The Life and Times of Harvey Milk,
and the instructor used Milk and the gay rights struggle in San Francisco in the 1970s as a
window into heterosexism and homophobia. After viewing the film, students were asked to
answer questions for class discussion that focused on the 1978 Briggs Initiative (a CA ballot
initiative that sought to fire gay and lesbian teachers because they were viewed by moral
majority coalitions as potential child molesters). The initiative was narrowly defeated due
to organizing that Harvey Milk was in the center of. Students were also asked to reflect on
why individuals from the LGBT community were excluded from the jury in Dan White's
murder trial due to their "bias" and to explain why jurors wept in sympathy with Dan White
when prosecutors played his recorded murder confession. The instructor's goal was to
demonstrate to students how notions of "morality," "normalcy," and "perversion" -- as well
as ideals based on the life and aspirations of the white, middle-class -- implicitly and
explicitly worked to discriminate against the LGBT community. This helps students
understand how cultural biases, like homophobia and heterosexism, intersect with and
reinforce institutional biases. Students were pushed to understand how the movement that
circulated around Harvey Milk fostered empathy and understanding for the social
perspective of gays, lesbians, and other minority groups in San Francisco at the time.
In another section, students wrote on a variety of topics regarding sexual orientation; many students wrote on gay marriage, as it is a very current subject. Yet, the instructor noted that she had a great deal of trouble getting students from the LGBTQ Center to commit to a panel discussion on this topic; the LGBTQ students were more interested in coming to classes to discuss transgender rights.

In another section, a frequently utilized film (“Live Nude Girl Unite!”) was used; this documentary recorded the effort of San Francisco peep show dancers to unionize to improve their working conditions and protect their rights. The instructor asked students to write a one page essay answering the following questions: what are your opinions about men and women using their bodies to make profits, do you think that workers in the sex industry should have the same rights as other types of workers, and what are the pros and cons of legalizing prostitution. Students freely expressed their opinions about using bodies to make profits; most of them agreed that although sex workers are stigmatized and marginalized by the society, their rights should be protected as the rights of workers in other industry. This film was used in previous years to assess this learning objective and instructors have found it very useful.

Human Sexuality is also taught in the biology department; assessment of the biology section is included in this report. The biology instructor had the students complete a library assignment by searching out a resource written prior to 1970 and compare the publication to what we know and do today; again, the resources that the students used were on topics of sexual orientation (for the most part). Students noted the dramatic changes that legal and social activities have brought for many marginalized groups bringing them more directly into the general US society. Many students noted that more needs to be done as many groups, particularly Trans individuals, still see considerable discrimination.

Instructors, overall, felt that students were meeting and exceeding course goals.

(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, but one instructor mentioned that she may replace the panel discussion with a movie that was recommended by the LGBTQ center.

Another instructor mentioned that he added and would like to continue an activity called "Current Events in Sexuality," in which there is a presentation in the first 5 minutes of many lectures depending on what seems to be happening in the news, such as the story of the 72 year old East Indian woman who gave birth to her first child this year with the help of IVF.
and hormones. They also covered the ongoing Title IX issues across the country. This activity will be evaluated in the future.

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 (SLOs), 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.

Out of 8 sections of ANTH 140 offered during AY 15-16, 6 had enrollments exceeding the recommended maximum enrollment by more than 10%. The anthropology department is addressing practice and revisions in writing with these larger sections of ANTH 140 in the following ways: (1) by employing a mutually supportive teaching team that includes a stable group of experienced instructors; (2) by coordinating construction of assignments that facilitate efficient assessment of student work, including assessment of student writing; and (3) by developing increasingly streamlined procedures for providing feedback to students in a timely fashion. If provided with adequate resources (which do not currently exist), the anthropology department would welcome the opportunity to hire graduate assistants to help support assessment of student writing. Finally, the department chair will be limiting enrollment caps to 10% of the recommended maximum enrollment during AY 16-17 in order to ensure that students receive...