General Education Annual Course Assessment Form

Course Number/Title ANTH140 Human Sexuality  SJSU GE Area: S
Results reported for AY 2017-2018  # of sections __5__  # of instructors_2
Course Coordinator: Elizabeth Weiss  E-mail: Elizabeth.Weiss@sjsju.edu
Department Chair: Roberto Gonzalez  College: Social Sciences
(Acting Chair, Jan English-Lueck)

**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?

   SLO #2: Students should be able to: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

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

   In all sections, embedded test questions were used to assess SLO #2. For instance, to address issues of historical processes and structured inequalities students were asked how historical accounts of witches in the Salem witch trials enveloped sexual deviance. They were also asked about the impact Mary Wollstonecraft’s feminism had on sexuality liberty and equality; her argument was that sex was for more than just procreation.

   To deal with structured inequalities in a more political realm, instructors had students read Halberstam’s book *Gaga Politics: Sex, Gender, and the End of Normal* and the students answered questions on how the LGBT+ rights movement collaborated with other marginalized groups and how marriage as an institution creates structured inequalities. Halberstam’s book focuses on marriage as a social institution and the historical exclusion of the queer community and many lower-class people from its benefits, such as health insurance. These exclusions and moral aspersions have been placed on marginalized sexualities, ethnic groups, and women according to Halberstam.

   Instructors thought that these assignments helped students understand civil rights and the importance of equality. Significantly more than half of each of the class learned the intended material and fulfilled the SLO.

(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 major modifications are planned, but some instructors may give students more time to discuss the issues next semester. For example, one instructor commented that, even with this successful grasping of the materials, students need more time still to understand how discrimination is embedded in legal codes, social institutions, and popular ideologies.

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.

No section of this course exceeded 10% over the recommended, and most were well under the recommended capacity.