General Education Annual Course Assessment Form

Course Number/Title ANTH/HS 140 Human Sexuality GE Area S

Results reported for AY 2013-2014 # of sections: 11 # of instructors: 5

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Department Chair: Chuck Darrah 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 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?

   Student Learning Objective #1: After successfully completing the course, students shall be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

   NOTE: SLO #2 was the SLO scheduled to assessed this academic year, but in response to concerns about issues of identity and diversity among students we instead assessed SLO #1; we will assess #2 (instead of #1) in 2014-2015.

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

   In all sections, students were asked exam questions and wrote essays; the students were given the opportunity to discuss and write about identities, thereby relating the concept to their own lives.

   In some sections, for example, exam questions such as:
   In addition to changing ideas about genital surgery, what do Cheryl Chase and the Intersex Society of North America hope to accomplish?
   A. Reinforcing the rights of parents to determine what is best for their child
   B. Educating young, intersexed children about their rights to determine their sex
   C. Ending the shame and secrecy that cover up the issues of being intersexed

   and

   Cross-cultural studies of rape as well as studies of rape in the United States [e.g. Baron and Straus] suggest that culture and male dominance have __________on the frequency of rape. A. a major impact B. little or no impact, since sexual aggression, even rape, is “natural”
In addition to exam questions, writing assignments were utilized. For example, in some sections students were asked to write an “Investigative Report.” Using academic research or organizational website information students were asked what impact specific kinds of social action has had on general awareness, governmental policies and/or general public attitudes in regards to identities. Many students chose to write on conventional topics such as marriage, both same sex and inter-racial, but others were on topics such as love in comic books.

Whereas other sections, had very specific writing assignment topics, such as:

• Denial of access or religious freedom? Review and discuss the issue of health care reform and its requirement that insurance companies cover contraceptives for all women who want them. The Obama Administration has exempted churches, and now other “faith-based” organizations such as religion-affiliated universities and hospitals. Private employers, e.g., Hobby Lobby, now claim opposition to contraception and want the same exemption, on the grounds of their rights to practice religion freely. Is this discriminatory against whole groups of employees or religious freedom? Be sure to cover the different “frames” in which this issue is playing out. Which frame do you find more convincing? Why?

It appears for both exam questions and essays that students grasped the concepts and did well (A/B level work). There has been some concern, however, that too large a portion of students do not do all the readings required.

(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 overall modifications are planned, but some instructors plan to give reading quizzes through Canvas next term.

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?

This course is offered by a large, committed, experienced and very competent group of instructors. Most have taught the course at least a decade and there is considerable sharing of information among them. I have met with the coordinator regarding the course and we agree that it is being taught consistently across sections and it is continuing to meet the broader area requirements and SLOs.