General Education Annual Course Assessment Form

Course Number/Title ANTH/HS 140 Human Sexuality

GE Area S

Results reported for AY 2014-2015

# of sections: 9

# 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.

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

Students were asked exam questions and wrote essays in all of the sections. Additionally, 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:

- 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.”

- Brennan’s article on sex tourism in the Dominican Republic suggests that many, if not most sex workers in Sosúa seek ________ with foreign tourists.
  
  A. Marriage for love B. Marriage for migration C. Money for sexual services

- Throughout the world, compulsory or forced sterilization was performed on those who were mentally or developmentally disabled but ________ on other people, such as those who were blind, incarcerated or had seizures.
  
  A. also B. rarely C. never

In addition to exam questions, writing assignments were developed. Students were required to complete a variety of writing assignments. For example, students had to a basic research paper (i.e. using peer-reviewed books and articles) on Sex and Social Equality. Contexts of equality and inequality refers to laws, social beliefs, practices, and regulations. They needed to identify and briefly discuss the cultural and social influences that contribute to policies of inequality (or equality) and discuss changes in awareness through
media coverage, laws, governmental policies and/or general public attitudes towards this group that are contributing towards more social equality.

Another writing assignment included writing about specific texts (e.g., Judith Jack Halberstam's book Gaga Feminism) that addressed debates among queer historians and activists about privileges of marriage as a focus of equality struggles that intersect with sexuality. Halberstam’s article discusses how the institution of marriage has worked as an exclusionary mechanism with effects ranging from economics, to rights to property or visitation rights, to susceptibility to violence.

And, students completed writing assignments based on the idea of a double standard in sexuality with students choosing their topic within that broader subject with a more reflective approach.

Students seemed aware of the effects of inequality. Many students suggest that inequalities were subsiding. Most students seem to have come to the course with this awareness, but they often lack an understanding of inequality in historical and religious contexts. Putting inequality into context has been noted as a key strength of this course.

Writing assignments seem to be best way to address this (and perhaps other) learning objective. Although basic research skills are essential, some professors did not think that requiring research, versus reflection and personal experiences, yielded better results than the other essays.

(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 lecture less and allow for more discussion. Other instructors have suggested finding more reading materials that that thoughtfully and affirmatively reflect their experiences.

One instructor thought that the learning objective could be clarified and simplified.

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 supported by a large and committed group of instructors and that group is being replenished with several new instructors. Care is being taken to guarantee that instruction is consistent and that all the SLOs are being met. For example, ANTH dedicated resources to provide intensive workshops to support the new instructors. BIO 140 had been decertified at my request because the instructor was not making materials available to the GE coordinator, but following meetings with BIO the course has been recertified. I have met with the GE 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.

(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.
The anthropology department is addressing practice and revisions in writing with 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