General Education Annual Course Assessment Form

Course Number/Title WOMS 101: Study of Women       GE Area   S

Results reported for AY 2014/15   # of sections 2   # of instructors 1

Course Coordinator: Tanya Bakhru       E-mail: Tanya.Bakhru@sjsu.edu

Department Chair: Wendy Ng       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 October 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?

SLO 2: Students will 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?

This semester I used the following assignment to assess GELO 2:

In 1966 the European Athletics Championships in Budapest required the first sex testing of women athletes. Earlier, charges had been leveled suggesting that some women competitors were really men. In 1966 the first sex test was a visual examination of the naked athletes. Later, this test was replaced by a test that detected the athletes’ chromosomal pattern (XX for female and XY for male).

In 1967 Polish sprinter Ewa Klobukowska failed the sex test and was banned from competition. Later, doctors found that she had a condition that once identified would have allowed her to compete.

In 1985 Spanish hurdler Maria Patino expected to compete in the World University Games in Kobe, Japan. Patino had lived her entire life as a woman, and her body type and sex characteristics were typically female. Unfortunately, for Patino, however, her sex test revealed that she did not have two X chromosomes. She was barred from the competition. A few months later, she competed in Spain and won her event. Following her win, however, she was kicked off the Spanish national team, stripped of her titles, and banned from all future competition. Her fight to be reinstated by the International Amateur Athletics Federation took 2 ½ years.

While our society generally operates under the assumption that people are either male or female, variations from typical biological patterns are common. Some form of intersexuality may occur in as many as 1 in 100 births. Generally, 1 in 400 female athletes will fail the sex test. Finally, the test was suspended for the 2000 Olympics, although the Olympic Committee reserved the right to reinstate the test at any point in the future.
Notice that sex testing has been used only for female athletes. Why do you think this is the case? What is the role of feminism in the debate around sex testing on female athletes? And how does the existence of people who do not fit neatly into one or the other of the biological categories of male and female disrupt notions of fixed sexes or genders?

Your paper should be 1000 words, typed, double spaced, proof read, and include a bibliography. You will be assessed on your ability to answer the prompt fully, provide your own thoughts and ideas, and draw connections to the readings from weeks 2-5.

Out of two sections of students, about 80% received a C or higher on the essay. Those that received below a C were mostly because of turning the assignment in late or not at all. Therefore, I believe the students are understanding the idea that historical, social, political, and economic processes produce structured inequalities in the U.S. as the U.S. is apart of the Olympic Committee and several other instances of gender discrimination have impacted U.S. athletes.

(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.)

Because this assignment typically takes place towards the beginning of the semester, more discussion of the difference between sex and gender as a social construction will help the students to grasp gender as a social and historical process.

**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?

All sections are aligned.

(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 SLOs for writing.

Not applicable