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2016 Assessment of student learning in GNST 2003/H, Introduction to Gender Studies

### **WHAT UNIVERSITY GENERAL EDUCATION OUTCOMES GUIDE STUDENT LEARNING IN COURSES THAT CARRY GENDER STUDIES AND HUMANITIES CREDIT?**

A primary goal of these courses is to develop an appreciation of the basic principles and structures that govern gender studies as a discipline. This course is designed to provide students with a greater understanding of how gender, race, class, and sexual orientation interact and function as rhetorically and historically connected dimensions of human behavior in the United States. Upon completion of this course, students should be able to demonstrate knowledge of the historical context that has influenced the interactions between gender, race, class, sexual orientation, identity, and communication, and apply the critical thinking skills they have honed during this class in their personal and professional lives.

- Upon completion of three hours of humanities courses, students will understand and articulate
  - (HU LO1) Basic structures, themes, and principles of the discipline being introduced
  - (HU LO 2) Philosophical and/or ethical ideas relevant to the discipline being introduced by writers, artists, and thinkers
  - (HU LO 3) Processes by which creative and/or humanistic values are formed and criticized over time
  - (HU LO 4) Connections among cultural achievements of various groups of people, such as those of different ethnicities, religious and racial backgrounds, geographical origins and/or sexual identities

### **HOW DOES THE HUMANITIES DEPARTMENT INTEND TO ASSESS STUDENT LEARNING OF THESE OUTCOMES IN GNST 2003/H?**

The assessment consists of a pre-test at the start of the semester followed by a post-test near the end of the semester. Assessment exams include 20 questions composed and agreed upon by the instructors teaching GNST 2003/H. The test may consist of true/false or multiple choice questions with consideration to at least one learning objective. The questions were designed to be overarching and satisfy the goals of the course. Student learning will be based on overall performance on the exam rather than on the individual questions. The same assessment exam will be used for multiple semesters in order to compare performance over time.

### **HOW IS THE ASSESSMENT INSTRUMENT KEYED TO THE UNIVERSITY HUMANITIES CURRICULUM LEARNING OUTCOMES FOR GENDER STUDIES?**

Please indicate if the statement is true or false.

1. Sex and gender are synonyms.
  - a. True

**b. False**

HU LO 1

2. Patriarchy hurts women, but does not hurt men.

a. True

**b. False**

HU LO 1, HU LO 3

3. All advantages count as privilege.

a. True

**b. False**

HU LO 1, HU LO 4

4. Oppression cannot be fully understood without examining privilege.

**a. True**

b. False

HU LO 1, HU LO 2, HU LO 4

5. Your social identity is a gendered identity.

**a. True**

b. False

HU LO 1, HU LO 2, HU LO 3

6. There is no working medical definition for virginity.

**a. True**

b. False

HU LO 1, HU LO 3

7. It is possible to be 100% heterosexual or 100% homosexual.

a. True

**b. False**

HU LO 1, HU LO 3, HU LO 4

8. Blaming the victim is a generic process that is applied to nearly every American social problem.

**a. True**

b. False

HU LO 1, HU LO 4

9. “Man” and “woman” are political categories.

**a. True**

- b. False

HU LO 1, HU LO 3

10. One's identity is constituted through a stylized repetition of acts.

- a. **True**
- b. False

HU LO 1, HU LO 2, HU LO 3, HU LO 4

Please choose the option that best answers the questions below.

11. What is gender?

- a. Being either male or female
- b. **A social construction that acquires meaning through interaction**
- c. Being either a man or woman as denoted by biological organs

HU LO 1, HU LO 2, HU LO 3, HU LO 4

12. What is sex?

- a. Being either male or female
- b. **A social construction that acquires meaning through interaction**
- c. Being either a man or woman as denoted by biological organs

HU LO 1, HU LO 2, HU LO 3, HU LO 4

13. Which of the following is a characteristic of gender?

- a. It is something that one does
- b. It is something people can identify as having
- c. It is performative in nature
- d. **All of the above**

HU LO 1, HU LO 2, HU LO 3, HU LO 4

14. Name a characteristic of masculinity.

- a. It is biological
- b. It is rigid and not subject to change
- c. **It is a social and cultural construction**
- d. It benefits all men

HU LO 1, HU LO 2, HU LO 3

15. Which of the following is an aesthetic that is an exaggerated play of gender roles?

- a. **Camp**
- b. Non-binary
- c. Male Gaze
- d. None of the above

HU LO 1, HU LO 3, HU LO 4

16. Which of the following is true about abortion?
- a. Abortion is extremely safe.
  - b. Abortion is a common procedure.
  - c. Over half of all women that obtain an abortion are mothers.
  - d. All of the above**

HU LO 1

17. What is feminism?
- a. The advocacy of women's rights over men's rights
  - b. The social, political, and economic equality between sexes and genders**
  - c. The idea that men should be hated

HU LO 1, HU LO 3, HU LO 4

18. Historically, the mammy, the jezebel, and the mule were controlling images used to subordinate this group of people.
- a. White women
  - b. White men
  - c. Black women**
  - d. Black men

HU LO 1, HU LO 4

19. The purity myth teaches that\_\_\_\_\_.
- a. A woman's sexuality is her own
  - b. Women desire sex more than men
  - c. Women's worth is dependent on their bodies and sexual behaviors**
  - d. Men are the gatekeepers of sexual morals

HU LO 1, HU LO 3, HU LO 4

20. Discrimination can occur at which of the following level(s)?
- a. Individual
  - b. Institutional
  - c. Structural
  - d. All of the above**

HU LO 1, HU LO 2, HU LO 3, HU LO 4

**HOW WILL THE GENDER STUDIES DEPARTMENT USE THE DATA GENERATED BY THIS INSTRUMENT TO PLAN CURRICULAR AND PEDAGOGICAL CHANGES THAT MIGHT BE NECESSARY FOR GNST 2003/H ?**

The instructor will submit a brief summary of the student performance on the post-test as compared to the pre-test. Gender Studies faculty will review the assessment exam results annually, including responses to individual questions as well as overall student performance. To address potential pedagogical improvements, the instructor will identify problem areas in the course that can be addressed through curricular modification or instructor delivery. This will allow the course to best satisfy its learning objectives.