

## ASSESSMENT REPORT (REGULAR TEMPLATE)

### Gender and Sexualities Studies minor

ACADEMIC YEAR 2019 - 2020

**REPORT DUE DATE: December 4, 2020**

This is our regular assessment template.

Given the unusual circumstances of the 2019-2020 academic year, each program/department/major/minor/certificate has two options of assessment:

- (a) Usual assessment report based on this template OR
- (b) Alternative assessment reflections on distance learning pivot based on the alternative attached template

Every program/department/major/minor/certificate can choose ONE of the two alternative reports to submit

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- **Who should submit the report? – All majors, minors (including interdisciplinary minors), graduate and non-degree granting certificate programs of the College of Arts and Sciences.**
  - **Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated in separate sections**
  - **Undergraduate, Graduate and Certificate Programs must submit separate reports**
  - **It is recommended that assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices**
  - **Curriculum Map should be submitted along with Assessment Report**

Some useful contacts:

1. Prof. Alexandra Amati, FDCD, Arts – [adamati@usfca.edu](mailto:adamati@usfca.edu)
2. Prof. John Lendvay, FDCD, Sciences – [lendvay@usfca.edu](mailto:lendvay@usfca.edu)
3. Prof. Mark Meritt, FDCD, Humanities – [meritt@usfca.edu](mailto:meritt@usfca.edu)
4. Prof. Michael Jonas, FDCD, Social Sciences – [mrjonas@usfca.edu](mailto:mrjonas@usfca.edu)
5. Prof. Supama Chakraborty, AD Academic Effectiveness – [schakraborty2@usfca.edu](mailto:schakraborty2@usfca.edu)

**Academic Effectiveness Annual Assessment Resource Page:**

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

**Email to submit the report: [assessment\\_cas@usfca.edu](mailto:assessment_cas@usfca.edu)**

**Important: Please write the name of your program or department in the subject line.**

For example: **FineArts\_Major** (if you decide to submit a separate report for major and minor);  
**FineArts\_Aggregate** (when submitting an aggregate report)

## I. LOGISTICS

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1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Tamara Kneese, Program Director, [tkneese@usfca.edu](mailto:tkneese@usfca.edu)

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

This report is being submitted for an interdisciplinary minor.

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map since October 2019?

We have not made major changes to the Curricular Map since last year. The only changes have been to add electives that were approved by the GSS board: Queering Religion and Gender and the Environment. We also made Feminist Philosophy a substitute for Feminist Thought. Professor Rebecca Mason teaches both classes through the Philosophy department and says that the classes are very similar in their PLOs and content, so both would suffice to give GSS minors a fundamental understanding of gender, sexuality, and intersectionality through the lens of feminist theory.

The advisory board has approved these additions, but I need to submit our program change through Curriculog so these new classes are reflected in the course catalog and in Degree Works. As previously noted, Feminist Thought is now being offered through the Philosophy department rather than through Media Studies (Feminist Thought was previously offered as Media Studies 335). According to Prof. Rebecca Mason, who has supplied syllabi for both classes, PHIL 335 (Feminist Thought) and PHIL 380 (Feminist Philosophy) are very similar in scope.

- PHIL 335: Feminist Thought (taught Fall 2019)
- PHIL 380: Feminist Philosophy (taught Fall 2020)
- ENVA 390: Gender and Environment
- THRS 131: Queering Religion

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

**Mission Statement (Major/Graduate/Certificate):**

N/A

**Mission Statement (Minor):**

No, the mission statement has remained the same:

The Gender and Sexualities Studies Minor offers a global, cross-cultural, and interdisciplinary approach to the study of gender and sexualities. The wide variety of courses offered by the minor enables students to analyze gender and sexualities in diverse historical eras, geographical regions, political and legal systems, and racial identities.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, [gamson@usfca.edu](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.

**PLOs (Major/Graduate/Certificate):**

N/A

**PLOs (Minor):**

PLO 1: Students will articulate and differentiate theories and concepts used in gender and sexualities studies.

PLO 2: Students will critically apply theories and concepts of gender and sexualities studies in their analyses of the social world.

PLO 3: Students will identify how sex, gender, and sexuality intersect with other inequalities and power relations.

No, the PLOS are the same as last year. The GSS advisory board will meet and reassess at the end of the Fall 2020 semester, but the challenges of remote instruction and the transition to online learning— along with the general stress of the pandemic— have made it difficult for the board to meet and sort out the PLOS, especially because we are hesitant to make sweeping curriculum changes in an uncertain time. Another factor is that we have had a recent

influx of GSS minors who are in Biology or other STEM fields and who are planning on being medical doctors (3 of these new students are pre-med). My plan to use a student evaluation tool, i.e. a survey, to assess the needs of our minors before we go through with any major PLO changes. For example, last year, we considered removing Female Biology from the curricular map because it does not fulfill current PLOS. But with several of our students in the Bio major, removing this as an approved GSS class seems ill-advised.

**3. State the particular Program Learning Outcome(s) you assessed for the academic year 2019-2020.**

**PLO(s) being assessed (Major/Graduate/Certificate):**

N/A

**PLO(s) being assessed (Minor):**

From last year's assessment report, to reiterate: In May 2019, Tamara Kneese and Sarah Burgess developed PLOs and secured approval of these PLOs from the advisory board on May 30, 2019. Because such efforts had not been taken by the previous director, GSS had no rubrics and no materials to assess for the AY 2018-2019. This report outlines our attempt to address this problem and establish a clear and workable plan for assessment for the program.

This year, I used essays from Rebecca Mason's Fall 2019 Feminist Thought class to assess PLO 1. We are not using data from Spring 2020 because of the unusual nature of that semester. Rather, because we are attempting to assess the program based on changes we made last year, with our new curricular map and other materials that we generated leading up to last year's assessment, assessing Feminist Thought as a potential core class seems especially important.

### III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

For example, "the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions."

**Important Note** – WSCUC advises us to use “direct methods” which relate to a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

**Important:** *Please attach, at the end of this report, a copy of the rubric used for assessment.*

**Methodology used (Major/Graduate/Certificate):**

N/A

**Methodology used (Minor):**

To assess PLO 1, Tamara Kneese (GSS director) read and compared all 4 course-related essays produced by all GSS minors from Professor Rebecca Mason’s Fall 2019 Feminist Thought class (5 students were in the class, so I read 20 essays in total). This was an illuminating exercise because it is the first time that I as program director got a glimpse of the work being produced in Feminist Thought. I should note here that Prof. Mason does not grade students in a competitive, traditional way, but gives them detailed feedback based on their performance over the semester. Because of this, she warned me that knowing their letter grades wouldn’t tell me very much about students’ mastery. This is why I read all 4 of all the 5 minors’ essays to assess the quality of their work in relation to PLO1: **Students will articulate and differentiate theories and concepts used in gender and sexualities studies.**

As a professor in the media studies department who has only interacted with a few GSS minors in my own classes (particularly when I taught the interdisciplinary Davies seminar that allowed me to meet students in other majors), it was eye opening to read these essays from Professor Rebecca Mason’s Feminist Thought class. She had 5 GSS minors in the class, and all of them hailed from different majors. Because she gave them 4 separate essay assignments over the course of the semester, I was able to read their essays and see their individual trajectories through the lens of their writing, critical thinking, and theoretical analysis. I was impressed by how students’ analysis deepened over the course of the semester.

The 4 essay prompts were: 1) What is feminism? 2) What is gender oppression? 3) What is intersectional feminism and why is it important? 4) What does it mean to live a feminist life?

## IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

- a. how well students mastered the outcome at the level they were intended to,
- b. any trends noticed over the past few assessment cycles, and
- c. the levels at which students mastered the outcome based on the rubric used.

To address this, among many other options, one option is to use a table showing the distribution, for example:

Level	Percentage of Students
Complete Mastery of the outcome	8.7%
Mastered the outcome in most parts	20.3%
Mastered some parts of the outcome	66%
Did not master the outcome at the level intended	5%

**Results (Major/Graduate/Certificate):**

N/A

**Results (Minor):**

Level	Percentage of Students
Complete Mastery of the outcome	80%
Mastered the outcome in most parts	20%
Mastered some parts of the outcome	0%
Did not master the outcome at the level intended	0%

Students focused on understanding feminist theory through an intersectional lens, pushing back against gender essentialism and heteronormative, white, middle-class feminism that erases trans women, women from the Global South, immigrant women, women of color, and poor women. Students cited important works in queer, trans, and feminist theory, both classic works and newer bodies of work in the field of gender and sexualities studies. In their essays, they very clearly outlined the differences and relationships between gender, sex, and sexuality, and the ways that intersectional identities and power structures impact people’s experiences in the world. As one student put it “Intersectional feminism has a way of bringing in people who have traditionally been left out by society.” Many students incorporated their personal experiences and their interest in social justice, combining feminist praxis with Black, queer, and Indigenous forms of feminist thought. As another student said in one of her essays, “I propose, in accordance with hooks, that we view feminism as an active and growing ideology, one that is deeply political.” The students all engage meaningfully with Audre Lorde, bell hooks, Sara Ahmed, Susan Stryker, Kimberlé Crenshaw, and other major figures in feminist theory. Through their use of direct quotations and concepts from major schools of feminist thought, they each demonstrated their mastery of key theories and concepts from the field. Students

clearly drew distinctions between Trans Exclusionary Feminism (TERF), which is not truly a true form of feminism because of its bigoted nature, and other branches of feminism that ignored the experiences of women of color, queer women, and women in the Global South, sometimes drawing distinctions between different waves of feminism and historical movements.

## V. CLOSING THE LOOP

**1. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.**

### **Closing the Loop (Major/Graduate/Certificate):**

N/A

### **Closing the Loop (Minor):**

Unfortunately, COVID and remote instruction have disrupted our ability to host student events on campus. I, along with the rest of the GSS board, would like to foster more community within GSS and between GSS and other programs within CDS. I'd also like to build bridges with the Gender and Sexualities Cultural Center as a way of engaging more student activist groups on campus. Because our minors hail from a variety of majors on campus, some of them don't meet fellow GSS minors until they happen to take a core class like Feminist Thought. But for many minors, they may hardly ever encounter other GSS minors unless they also share a major. Many of our minors are in Psychology, Sociology, CDS, or Biology, other fields that have a strong gender and sexualities component. There is a lot of room for growth, especially in STEM fields like Computer Science. My hope is that by reaching out to students and creating more events and spaces for gathering on campus, we will be able to build stronger interdisciplinary connections. Students are turning to GSS because of today's political climate and are interested in bringing a GSS analysis to fields like medicine, law, and data ethics.

As a result of the messiness of last spring, I was unable to submit the curriculum changes through Curriculog and am only getting to that now. As stated in last year's report, we plan to submit a Program Change that:

- a. Introduces the new PLOs
- b. Eliminates courses from the minor that are not being taught regularly (with care because some courses may be resurrected)
- c. Adds courses that are regularly being taught, and yet are not showing up on our official Curriculum Map
- d. The structure of the Core Courses

It would benefit the program if the Advisory Board would change the structure of the Minor Foundational Courses. There are both pedagogical and intellectual reasons to integrate the study of sexuality and gender. Pedagogically, it might prevent repetition in the GSS minor foundational courses. It might also represent feminist and queer thought that insists on relationships between sex, gender, and sexuality

Secondly, GSS, like other interdisciplinary programs within CDS, is facing some logistical problems related to staffing. For instance, having different faculty and different departments teach our core class, Feminist Thought, means that assessment is doubly difficult. How can we be sure that Feminist Thought taught in Media Studies or Comp Lit is the same as when it is taught in Philosophy? In the future, if we had a dedicated faculty member who could teach Feminist Thought as our Gender Studies 101 class, it would be helpful not only for GSS but for CDS as a whole. That way, all of the GSS minors would be able to take a class, together, that provided them with a strong foundation in gender theory. A problem that we are facing is that many of our core faculty members have other service and teaching obligations within their own departments. For instance, Professor Rebecca Mason can only teach Feminist Thought every other year, given her other teaching duties in Philosophy. Professor Sarah Burgess is unable to teach COMS 337 for the next two years because of her new duties as Director of Urban Affairs. Another GSS faculty member like Professor Bernadette Barker-Plummer or myself could possibly teach the Media Studies version of Feminist Thought, but it is difficult to plan around the needs of the Media Studies department. For this reason, I am reluctant to remove Media Studies 335 from the curriculum even though it has not been taught in several years. This is a problem that cannot be solved through the ingenuity of GSS faculty alone, but will require more of an institutional dedication to Gender and Sexualities Studies as a field of study.

This semester, I added Professor Rebecca Mason and Professor Adrienne Johnson (Environmental Studies) to the GSS board. Some former board members, like Christine Young, are busy with other service duties and can no longer serve on the GSS board. We desperately need more junior and more diverse faculty on the board to better reflect student interests and needs. My goal is to expand the GSS board and bring in more diverse representatives from across campus, particularly as our program grows. We now have 18 minors, which shows there is growing interest in the discipline. We just need to match students' enthusiasm.

To reiterate our “big picture” analysis from last year:

The Gender & Sexualities Studies minor is generally well-liked by our students. It is clear, however, that the program needs some care. In contemporary times, the program should be positioning our students to effectively respond to some of the pressing problems in the world. While the existing program states as one of its goals that the program will prepare students for relevant graduate work, we believe that the program can be re-invented to also provide students with an education in gender justice that they might put to work as soon as they graduate. This will involve taking positive steps over the next five years to accomplish the following:

1. Create a strong culture and identity in the minor through events and activities that give students the chance to explore contemporary topics in both academic and non-academic contexts.



2. Re-work the foundational courses so that there is a class all GSS students might take together to give them a common foundation in Gender and Sexualities Studies
3. Re-think the relationship between gender and sexualities in the title of the minor as a way to re-imagine how the current division of both the foundation and electives should operate.
4. Review the curriculum to eliminate courses that have not been taught in 5+ years. Add the courses that do not yet appear on the curriculum.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2018-2019, submitted in October 2019)? How did you incorporate or address the suggestion(s) in this report?

**Suggestions (Major/Graduate/Certificate):**

N/A

**Suggestions (Minor):**

GSS board members especially appreciated the FDCD’s recommendations regarding student surveys as a way of figuring out how to better meet PLOs and students’ needs. That is something we plan to do in the future, especially when we are all back on campus and can better address students’ desire for community and connection. I should note that I am on sabbatical in the spring of 2021, so I will not be working on this until fall 2021.

## ADDITIONAL MATERIALS

### Curriculum Map

Course Name	PLO 1	PLO2	PLO3
Foundational Courses			
Gender Courses			
COMS 337: Rhetorics of Sex, Gender, and Sexuality	M	D	I
MS 335: Feminist Thought (also PHIL 335: Feminist Thought and PHIL 380: Feminist Philosophy fulfill this requirement)	M	M	M

THTR 310: Sexuality, Performance, & Culture	I	I	I
<b>Sexualities Courses</b>			
HIST 331: History of Sexuality (remove from curriculum – no longer offered)		I	
PSYC 331: Psychology of Sexuality	D	D	I
SOC 347: Sex and Sexualities	I	I	I
<b>Elective Courses</b>			
<b>Humanities</b>			
Art 206: Women & Art	D		I
ENGL 208: Survey of Women's Literature I	I		
ENGL 209: Survey of Women's Literature II	D	D	
ENGL 230: Lit. Gender & Sexualities	D	D	
ENGL 410: Special Topics in Lit & Film (remove from curriculum – unclear how it fits into minor)			
GERM 350: Paris-Berlin	I	I	I
HIST 127: Women in US History		I	I
HIST 270: Sex & Transgression in Islamic World	D	I	D
HIST 331: History of Sexuality		I	

(remove from curriculum – no longer offered)			
HIST 360: American Women & Political Activism	D	D	D
MUS 231: Music and Gender			
PHIL 335: Feminist Thought	M	M	M
PHIL 380: Feminist Philosophy	M	M	M
THRS 262: Homosexuality & the Bible	I		
THRS 131: Queering Religion	I	I	I
THRS 125: Social Justice, Activism, and Jews	I	I	I
THTR 310: Sexuality, Performance, & Culture	I	I	I
<b>Social Sciences</b>			
ENVA 390: Gender and Environment	D	D	D
MS 335: Feminist Thought	M	M	M
MS 405: Gender & the Media	M	M	M
POLS 338: Gender/Pol Comp Persp	D	D	D
POLS 381: Feminist Intl Relations	D		D
PSYC 331: Psychology of Sexuality	D	D	I

PSYC 335: Psychology of Gender	I	D	
SOC 229: Diversity/Amer Families	I	I	I
SOC 223: Gender, Dev. & Globalization	D	D	I
SOC 260: Sociology of Gender	I	I	
SOC 304: US Inequalities/Social Justice	I	I	I
SOC 345: Feminism and the Body	I	I	I
SOC 347: Sex and Sexualities	I	I	I
Natural and Physical Sciences			
BIOL 330: Female Biology			

### Gender & Sexualities Studies Minor

#### PLO 1 Rubric 2020

PLO 1	(1) Below Expectations	(2) Meets Expectations	(3) Exceeds Expectations	(4) Demonstrates Mastery
Students will articulate and differentiate theories and concepts used in gender and sexualities studies.	Key concepts are defined cursorily or solely in the language of the text from which they are drawn; differences between theories are ignored to demonstrate how they sound similar	Concepts are defined clearly; differences between theories and concepts are noted (but not yet explained)	Key concepts and theories are explained in the students' own words, evidencing a clear understanding of the importance of the concept; Difference between theories and concepts are explained	Key concepts are defined with clarity, demonstrating unique insight into the limits or possibilities of the theory; difference between theories is explained and critiqued