



**WOMEN'S AND GENDER STUDIES PROGRAM  
THE COLLEGE OF CHARLESTON  
ANNUAL REPORT, 2005-2006**

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## EXECUTIVE SUMMARY

Women's and Gender Studies at the College of Charleston is a vibrant, growing program with 57 minors, 114 faculty members (approximately 42 of whom regularly teach courses for the program), and a strong connection to the Charleston community. We are one of over 700 programs nationally, programs committed to "a vision of a world in which all persons can develop to their fullest potential and be free from all the ideologies and structures that consciously and unconsciously oppress and exploit some for the advantage of others" ([National Women's Studies Association](#)).

This has been a year of significant change for the program. This was the first year for the program to have a full-time director, Alison Piepmeier, and the first year of our new name: *Women's and Gender Studies*, a name that more accurately reflects the broad-based, interdisciplinary thinking about gender that happens in our classrooms and our research. This year we have instituted an internship program, actively supported student research, and assembled a Community Advisory Board. We offered 15 sections of WMST 200 during the academic year and three more during summer and Maymester sessions, as well as two WMST 300 Special Topics classes—the most sections we've ever offered, and they have all had high enrollments. Our classes and our minor are popular: we have seen a 14.5% increase in enrollments over the 2004-2005 academic year, and we have had a roughly 20% annual rate of increase in the number of minors over the last three years. We have had an active agenda of events and programming this year.

One of our goals for the 2005-2006 academic year was to enhance the sense of community among WGS students, faculty, and the broader Charleston community. To that end, we have had a number of informal social events that have been well-attended, including brown-bag lunch seminars, receptions with visiting speakers, and field trips to plays, lectures, and conferences out of state. We have collaborated with several community agencies in creating internship opportunities for our students and in sponsoring events and programs. We have also put together an exciting Community Advisory Board made up of women leaders from the Charleston community who are committed to women's issues and to helping develop WGS at the College. We have also begun the process of creating a "brand identity" for the program, which has included having a logo designed and having products (t-shirts and water bottles) as well as a web site produced with this logo.

We are also making plans for the future. Because of student demand and national trends, we feel that the time is right for the College of Charleston to offer a major in Women's and Gender Studies, and we have begun the process of creating this major. We are initiating a magazine called *Cheek* which will premiere in September 2006. We have worked with the office of New Student Programming to create a WGS Living-Learning Community on campus during the 2006-2007 academic year; 24 incoming students will live together in Berry Hall and take three linked courses: WMST 200, ENGL 100 (taught by WGS affiliated faculty member Consuela Francis), and a freshman seminar on women's leadership. Each of these incoming students will be paired with a WGS minor in a Big Sister/Little Sister program. Finally, we are planning for a WGS house as a living-learning site on campus by fall 2007. Many universities have seen the value of providing spaces that bridge classroom work and social activity, and President Higdon's Fourth Century Initiative supports such initiatives. The WGS house will be just such a space. It will enhance student learning, give real-life context to intellectual exploration, and promote connections between the College and the larger Charleston community.

## Community-Building

One of our major goals for the year has been to enhance the sense of feminist community among students and faculty members; indeed, students have identified this as being one of the most important benefits of their involvement in the Women's and Gender Studies Program. We held a number of events to help foster this sense of community.

- Held reception for Women's and Gender Studies faculty and new faculty members, September 29, 2005.
- Held get-together for Women's and Gender Studies Minors, October 4, 2005.
- Had a group viewing of *North Country* in Mt. Pleasant, followed by an ice cream social. Four faculty members and three students attended the showing on November 10, 2005.
- Organized an off-campus get-together for Women's and Gender Studies minors and faculty, called the VAGAMA Party. This event was designed to foster a sense of community within the program and allow minors to get to know each other better. The event was held on December 5, 2005; it was attended by fifteen students and two faculty members.
- Organized a faculty get-together which was held off-campus on December 14, 2005. The event was attended by ten faculty members.
- Held a potluck dinner on March 2, 2006 for faculty in the Faculty House. Approximately 10 faculty members attended.
- Held lunch and reception for Amy Richards and Jennifer Baumgardner on March 14, 2006 at the Faculty House. Ten minors attended the lunch, and the following reception was open to minors and students from cosponsoring organizations (approximately 15 students attended). The authors discussed ideas about third wave feminism, activism, and women's issues.



## Public events

The Women's and Gender Studies Program is committed to providing undergraduates and the public with high-quality presentations by prominent feminist activists and academics. These events brought together members of the campus and the Charleston community.

- Organized **V-Day week** (February 20 through February 24) to raise awareness about violence against women and to raise money for local women's organizations. V-Day week included a Clothesline Project on campus, which consisted of t-shirts decorated by or in honor of women who have experienced violence. People Against Rape and My Sister's House participated in The Clothesline Project and set up information tables on campus. An interactive project to include males was also included—the "These Hands Won't Hurt" project invited men to trace their handprints on a sheet in a pledge that they would not be violent towards women. V-Day week culminated with the production of *The Vagina Monologues*.

- The 2006 production of *The Vagina Monologues* was performed by a student cast and directed by Susan Kattwinkel. The production included local leaders Elmire Raven of My Sister's House and Jennet Alterman of The Center for Women. The production raised awareness about violence against women and was performed to sold-out audiences on February 23 and 24 in the Stern Center Ballroom. The proceeds of the play, totaling nearly \$9,000, were divided between My Sister's House, The Center for Women, and the national V-Day fund.



- We sponsored a WGS Brown Bag Lunch Series, which was well attended:
  - Oct. 5, 2005**, "Apocalyptic Literature" with Dr. Claire Curtis, Arnold Hall.
  - Nov. 30, 2005**, "Hysterical Women in 19<sup>th</sup> Century Europe" with Dr. Anne Rose, Arnold Hall
  - Feb. 24, 2006**, "Virginity Lost" with Dr. Laura Carpenter of Vanderbilt University, Dean's Conference Room.



- Our women's history month lecture was given by well-known young feminist authors and activists Amy Richards and Jennifer Baumgardner. Their presentation, titled "**Can I be a Feminist and (shave, get married, be religious, be pro-life)...?**" was attended by approximately 150 people in Alumni Hall on March 14, 2006.

Co-sponsored the following speakers, talks, and events:

- Talk by David Welna, October 10, 2005, Maybank 100.
- Global Awareness Week, October 24-28, 2005.
- Global Awareness Week: "Race, Class, and Politics in the U.S." Public Forum and Discussion, Dr. Alison Piepmeier, panelist, October 25, 2005, Arnold Hall.
- "The HIV/AIDS Epidemic and Women: A Public Forum," November 5, 2005, St. Matthew Baptist Church (cosponsored with the League of Women Voters).
- End of Life Care Seminar, November 10, 2005, Education Center (cosponsored with the Alliance for Full Acceptance).
- Presentation about adolescents by Alice Schlegal, February 2, 2006, Maybank.

--Lindsay Siler, VOX Field Coordinator from Planned Parenthood Federation, Saturday, March 18, from 9-4 in the Lounge in McAlister Hall, led a day-long workshop on advocacy and activism, particularly around reproductive rights.

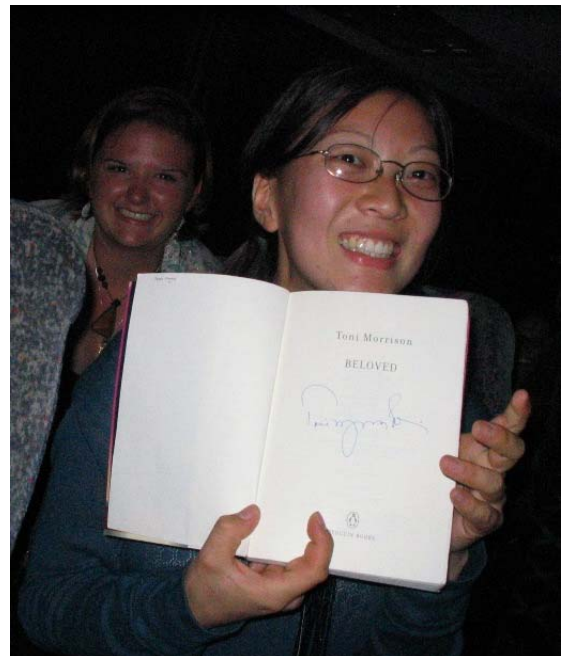
--Barbara Huberman, Advocates for Youth, presented, "Why does America continue to have the highest teen pregnancy rate of all industrialized nations?" March 23, ECTR 116, 7:30p.m. (cosponsored with Friends of Planned Parenthood of the Lowcountry).

--Take Back the Night March. The march raises awareness about women's safety and fosters the healing process for women who have experience violence. The march was attended by approximately fifteen students and 5 faculty members, in addition to a large number of community members (sponsored by People Against Rape).

### Travel

We want to provide our students with the opportunity to experience academic and cultural events outside the College of Charleston campus.

- Organized a trip for students to attend a performance of *The Good Body*, written and performed by Eve Ensler, Charlotte, NC. Twenty students and five faculty members attended this event on November 1, 2005.
- Students and faculty traveled to hear a lecture by Nobel laureate Toni Morrison on April 19, 2006, in Charlotte, NC. Morrison spoke about her written works, her upcoming opera, and various issues related to women and people of color. The lecture was attended by approximately 35 students and 5 faculty members.
- Five students also traveled to the Southeastern Women's Studies Association Conference in Valdosta, GA, to present their research (see "Students" section for more on this conference).



### Publicity

We raised our public profile to let the campus and community know we exist.

- Hired graphic designer Julie Frye to create a new WGS logo, featured on the front cover of this annual report.
- Produced two new WGS t-shirts, one an updating of the popular "This is what a feminist looks like" design, and one simply with our logo. Also produced Nalgene water bottles with the WGS logo and redesigned our website, now at [www.cofc.edu/wgs](http://www.cofc.edu/wgs).
- Made plans for a WGS magazine called *Cheek* which will feature faculty research translated for a mainstream audience, student research, art from local women artists, and articles highlighting community agencies that deal with women's issues. We plan to print 1000 copies of the magazine (24 pages, full color, glossy) and distribute them for free to WGS faculty and students and our community mailing list; we will also make the magazine available at our events. We plan to print an issue of the magazine each semester.

## INSTRUCTION AND CURRICULUM

Our courses have been increasingly popular; we have seen a 14.5% increase in enrollments over the 2004-2005 academic year. We offered six sections of WMST 200 during the fall semester (four on the main campus and two on the North Campus), seven during the spring semester (five on the main campus, two on the North Campus), and an additional three sections during Maymester and summer sessions, more than ever before. All the sections filled quickly, and, in fact, many were over-enrolled. We offered two WMST 300 special topics classes, one in the spring on Gender and Violence and a Maymester course on Queer Looks: Homosexuality in Film. These classes also filled. 809 students were enrolled in Women's and Gender Studies courses (including crosslisted courses) in the fall, and 679 in the spring. In addition, 232 students enrolled in summer courses, for a total of 1784 students in Women's and Gender Studies courses, up from 1558 last year.

### **Enrollment Trends**

#### WMST 200

In Fall 2005, we offered six sections of WMST 200, most of which were full or over-enrolled for a total of 166 students. In the Spring 2006, we offered seven sections which enrolled 229 students. We also offered WMST 200 in Maymester, Summer I, and Summer Evening; the Maymester class had 15 students enrolled, the Summer I had 20, and the Summer Evening had 14. For the 2005-2006 academic year, 673 students at the College of Charleston took an Introduction to Women's and Gender Studies class, up from 476 the previous academic year, a 41% increase.

#### WMST 300

We have been working to add more regular WMST 300 (Special Topics) offerings. During spring semester we offered WMST 300: Special Topics: Gender and Violence, which was a service-learning course and enrolled 31 students. During Maymester we offered WMST 300: Special Topics: Queer Looks: Homosexuality in Film, which enrolled 15 students (three of whom signed up under WMST 300; the remainder signed up through ENGL 390). We plan to continue offering more WMST 300 classes.

#### Other Courses that Count Toward the Minor

We also increased the overall number of students served in courses that count toward the minor. We served a total of 809 students in Fall of 2005 (up from 679 during Fall 2004), 679 students in Spring 2006 (as compared to 686 the previous Spring), and 232 during summer sessions for a total of 1784 students in Women's and Gender Studies courses, up from 1558 last year.

The program had 57 declared minors by May of 2005, up from 47 the previous spring and 40 the year before that (roughly 20% annual rate of increase in the number of minors over the last three years).

### **Curriculum Changes**

A goal of the program for many years has been to increase the number of roster faculty teaching the introductory course, WMST 200. As one step toward meeting that goal, on December 8,

2005, we had a one-day retreat at Dixie Plantation for faculty members interested in teaching the Introduction to Women's and Gender Studies. At that retreat we revised the course description and identified goals and objectives of the course, as well as sharing pedagogical strategies. The course description, goals, and objectives are attached as Appendix A. Ten faculty members were willing to take an entire Saturday out of their schedules at an incredibly busy time of the year to come and discuss the teaching of our introductory course; that speaks volumes about the dedication of our faculty to the Women's and Gender Studies Program and to the teaching of undergraduates.

### WMST 381

During spring semester the course WMST 381, Women's and Gender Studies Internship, was approved by the Curriculum Committee and the Faculty Senate (see "Students" section for more on the internship program).

### **Instructional Innovation**

Several of our instructors, including Professors Jeri Cabot and Lauren Collier and Adjunct Instructor Amy Leaphart, incorporate service learning into their WMST 200 classes, including such projects as helping paint, furnish, and collect supplies for a local battered women's shelter, interviewing and recording oral histories of different generations of local women, and many more. Program Director Alison Piepmeier taught a section of WMST 300, Gender and Violence, as a service-learning course; students enrolled in the course worked with local agencies that deal with violence against women.

### **Data**

See Appendices for course listings and enrollment information.

## STUDENTS

Since we have only minors, many of our students' accomplishments will be documented by the departments in which they are majoring. However, we do have the following to report.

### **Internship Program**

Bruce Fleming, internship coordinator for the School of Humanities and Social Sciences, worked with us to create an internship program for Women's and Gender Studies. We've established internship sites with *Skirt!* magazine, *Deep* magazine, the Center for Women, *The Little Black Book*, the Alliance for Full Acceptance, Friends of Planned Parenthood of the Lowcountry, Crisis Ministries, My Sister's House, People Against Rape, the Dee Norton Lowcountry Children's Center, Family Violence Intervention Services, and the Sophia Institute. During the spring semester we offered our first set of internships as a kind of pilot project; five Women's and Gender Studies students interned with *Deep* magazine, the Center for Women, Friends of Planned Parenthood, and the Women's and Gender Studies Program itself. The creation of an internship program has been a priority of the faculty for a number of years, and the amount of student interest has shown us that this is a much-needed development for the Program. The internship course, WMST 381, was approved by the College Curriculum Committee and the Faculty Senate this spring.

We are also developing internships in Washington, DC, and New York for interested students, and our Community Advisory Board is committed to helping raise funds to support students interning locally and out of state.

### **Plans after graduation**

Because our program is currently only a minor, many of our students' post-graduation plans are not available to us and are instead kept by their major departments. However, post-graduation plans of the following students offer a sense of the options available for students who graduate with a Women's and Gender Studies minor.

- Charlie Shipley will be attending the University of Southern California at Los Angeles, where he will be studying for his Ph.D. in English with a concentration in Gender Studies.
- Brooke Ranney will be working at Serenity House, a shelter for victims of domestic violence in Tennessee.
- Rebecca French will be attending nursing school at the University of South Carolina.

### **Student research, publications, and presentations**

- Alison Piepmeier and WGS minor Meghann Stubel received a Summer Undergraduate Research Fellowship from the Office of Undergraduate Research for summer 2006 for the project "Revolution Grrrl Style."
- Four Women's and Gender Studies minors—Jamie Huff, Sara Little, Meghann Stubel, and Charlie Shipley—were awarded grants by the Undergraduate Research Program to present their original research at the Southeastern Women's Studies Association



conference in Valdosta, Georgia, in March. In addition, these students were awarded Travel Grants from SEWSA. The following students presented their research at the SEWSA conference:

- Charlie Shipley, “The Third Wave: Where Postmodernism and Feminism Collide.”
  - Brooke Ranney, “Feminist Perspectives on Sociobiology.”
  - Sara Little, “Power and Control: Rape and/as Colonization in *The Rape of Sita*.”
  - Meghann Stubel, “‘You Don’t Need a Weatherman to Know Which Way the Wind Blows’: The Exclusion of Women and Homosexuals from the Weather Underground.”
  - Jamie Huff, “Changing the President’s Mind: Woodrow Wilson and Woman Suffrage.”
  - Jamie Huff and Meghann Stubel also joined the 2006-2007 SEWSA Student Caucus.
- WGS minor Charlie Shipley worked with Alison Piepmeier on his Bachelor’s Essay entitled “Third Wave Feminism and Postmodernism.” Although this Bachelor’s Essay was part of Charlie’s English major, it did count for credit toward his WGS minor.
  - WGS will now have a student paper included in the journal *Chrestomathy*. This year’s paper is “Sweatshop Free But Still Exploitative: Sexual Harassment at American Apparel” by Jamie Huff.

### **Women’s and Gender Studies Student Organization**

The Women’s and Gender Studies Program sponsors a student organization, the College of Charleston chapter of the National Organization for Women (C of C NOW, formerly Women’s Forum). The organization is advised by Dr. Alison Piepmeier; its officers are Stefanie Christensen, President, Meghann Stubel and Taylor Livingston, Vice Presidents, Rhiannon Rainsford, Public Relations, Sarah Harvey, Treasurer, and Meaghan Strickland, Secretary. C of C NOW was formed in Fall 2005 and held its first meeting in Spring 2006. The organization has held an Equal Pay for Equal Work Bake Sale, co-sponsored the lecture by Amy Richards and Jennifer Baumgardner and *The Vagina Monologues*, and hosted a viewing of the film *I Was a Teenage Feminist*, and sponsored a lecture by Dr. Lynne Ford about women and politics.

## FACULTY AND STAFF

### Roster Faculty

Although Alison Piepmeier is the only roster faculty member assigned to the Women's and Gender Studies Program, a number of roster faculty regularly teach courses for the program, including:

#### Fall 2005

Dr. Jeri Cabot of Student Affairs team-taught WMST 200 with Lauren Collier, Director of Service Learning  
Dr. Alison Piepmeier taught WMST 200



#### Spring 2006

Dr. Annette Godow of PEHD taught WMST 200  
Dr. Alison Piepmeier taught WMST 300

#### Summer 2006

Dr. Lisa Thomson Ross of Psychology taught WMST 200 in Maymester 2006  
Dr. Richard Nunan of Philosophy taught WMST 300 in Maymester 2006  
Dr. Consuela Francis of English taught WMST 200 in Summer I 2006

Our faculty offered a wide variety of courses in their home departments that count toward the Women's and Gender Studies minor. A full list of courses taught during the 2005-2006 academic year is included in the appendices.

### Faculty Participation in the Administration of WGS

WGS faculty members have been instrumental to the functioning of the program. The faculty participated in the following WGS committees this year:

Steering Committee: This committee, made up of any interested affiliated faculty, is responsible for the basic operations of the WGS Program and meets monthly. Usually 7-20 faculty members participate.

Branding Committee: Doryjane Birrer, Sheridan Hough, Lisa Thomson Ross, and Alison Piepmeier hired graphic designer Julie Frye to design a logo and "brand identity" for the WGS Program.

Assessment Committee: Claire Curtis, Susan Farrell, Idee Winfield, and Alison Piepmeier designed two assessment tools for the program which we began implementing during spring 2006.

House Committee: Myra Seaman, Annette Godow, and Alison Piepmeier designed a questionnaire to assess students' interest in a Women's and Gender Studies Program

house. We distributed this questionnaire to 300 student and received nearly 200 responses. We tabulated the results, which Alison Piepmeier then presented to the Residential Life and Housing staff.

WGS Major Task Force: Brian McGee, Alison Piepmeier, Idee Winfield, Rhonda Mack, Fran Welch, and Claire Curtis met over the summer to design the WGS major.

### **Adjunct Faculty**

Adjunct faculty members Amy Leaphart and Lisa Robinson taught sections of our WMST 200 course.

### **Adjuncts—trends and issues**

The hiring of a full-time director has helped ease our reliance on adjuncts a bit. We still have to fill in with adjuncts, however, since we offer so many courses and these courses are so popular. Though we are in the process of attaining roster faculty to teach our courses (currently eight faculty members are in the rotation to teach WMST 200), other departments are often reluctant to allow this, and the logistical details can be difficult to work out. While our adjuncts do a great job of teaching and receive high evaluations and positive feedback, there are a number of problems associated with our heavy reliance on adjuncts. The most pressing is space—many of our adjuncts have no campus offices, mailboxes, telephones. Thus, it can be difficult for the program director as well as for students to contact them. It's also a problem that these adjuncts are simply not on campus as often as roster faculty—many have other jobs and obligations.

### **Advising**

Because we're a minor, students are not required to meet with the director of WGS; however, many students do, and the director did a great deal of formal and informal advising this year. The director worked with one student on a bachelor's essay in the fall and seven students on internships and independent studies during the spring. All new minors are interviewed by the director when they declare their minor. All new minors and all students taking WMST 200 receive a Women's and Gender Studies brochure which describes the minor and its requirements. These same students also receive lists of upcoming courses that count toward the minor.

### **Research and Development**

See appendices for list of Alison Piepmeier's research and service projects during the 2005-2006 academic year.

## **COMMUNITY ADVISORY BOARD**

During the spring, the WGS director assembled a Community Advisory Board made up of women leaders from the Charleston community who are committed to supporting the growth and development of the Women's and Gender Studies Program and connecting the program more fully to the community. Board members are

Jennet Alterman  
Nikki Hardin  
Judy Holz, Board Chair  
Stephanie Hunt  
Linda Ketner  
Joan Mack  
Rita Littles Scott  
Susan Hull Walker

The board met for the first time on April 25, 2006 and discussed the needs of the WGS program and the community. They decided to initiate a series of monthly social/educational events to bring together the College and the community. These coffee hour meetings will be held at various venues around town (starting in the fall at *Skirt!*'s new offices) and will feature a brief, informal presentation on women's or feminist issues followed by time for conversation and networking.

The board also voiced their strong support for the new major in WGS and for a WGS house.

## **BUDGET AND FUNDRAISING**

The Women's and Gender Studies Program operated on a roughly \$5000 budget for the 2005-2006 academic year, and this has been the budget for the past several years. In the past, this budget has been used for modest programming and events as well as the publication of a newsletter. During the 2005-2006 academic year, however, the program has initiated a more ambitious agenda, one that we hope will bring the program and the College broader recognition locally as well as putting us on a par with programs at our aspirational peer institutions nationally. To continue with this ambitious agenda, we have requested an additional \$2000 annually.

We have had some success with fundraising this year; in particular, we received a \$2000 grant from the New Morning Foundation to support our Women's History Month speakers, Amy Richards and Jennifer Baumgardner. We have also received generous support from departments and programs on campus to allow us to bring nationally-prominent speakers to Charleston and to allow us to take our students on field trips to relevant cultural events and conferences.

## FACILITIES

We are currently operating out of a small office, room 309 in the Jewish Studies Building. Although this space has the benefit of allowing us easy access not only to the offices of the Dean of Humanities and Social Sciences but to a photocopy and fax machine, it is an inadequate space for this program. There are rarely fewer than two people in the office—the director and a student worker or a student who has stopped by to visit, and it has not been uncommon this year for us to have three or more people meeting here at any given time, a number that this office is far too small to accommodate comfortably. We have been selling t-shirts and running major events (such as the V-Day week and *The Vagina Monologues*) out of this office, and since there is not adequate space to store our supplies, the office often feels like a full closet. This is not only inconvenient to the WGS director and students but also to our neighbors on the third floor of Jewish Studies, who have to navigate boxes of t-shirts and animated student conversations in the halls.

For these reasons it is one of our major priorities to designate one of the historic homes on campus a Women's and Gender Studies house. The house, would be a living-learning community and would provide residential space for WGS students, administrative space for the Women's and Gender Studies Program, and a gathering space for members of the Women's and Gender Studies community.

Many universities have seen the value of providing spaces that bridge classroom work and social activity, and President Higdon's Fourth Century Initiative supports such initiatives. The WGS house will be just such a space. It will enhance student learning, give real-life context to intellectual exploration, and promote connections between the College and the larger Charleston community. Students who live in the house will share a common interest in Women's and Gender Studies. They will all have taken WMST 200 (the introductory WGS course), and many will be minors. Conversations ignited in WGS classes are often passionate and spill outside the confines of class time. By living in the house together, these students will be able to continue discussions of feminism, patriarchy, and gender inequalities while going through the routines of their daily life. We envision heated conversations about global women's issues while students cook and eat together, discussions of the implications of beauty culture in the bathrooms, and debates about particular representations of women while they watch TV in the common room. These extracurricular conversations are what a college experience is all about.

In addition to these informal conversations, faculty and students will work together to develop and implement regular programming related to women's issues; for instance, we will probably have a potluck supper once a month in which faculty and students eat together and discuss current research or political issues. We will invite representatives from relevant community agencies to join us, as well. This house will provide the kind of warm, welcoming meeting space that encourages conversations. Each student will also have the opportunity to develop a credit-bearing internship with a local agency that deals with women's and gender issues. We are also hoping to start a mentoring program in which women in the house are paired with women in the community who will meet with them one-on-one on a regular basis to help with the students' professional development. We are working with Kay Smith to make this as effective a living-learning community as we can.

Even more than this, however, the house will become a locus of Women's and Gender Studies activity and energy for the campus and Charleston community. We will encourage Women's and Gender Studies students who don't live in the house to take full advantage of the programming and the space. The student organization CofC NOW will use the conference room or common room for their regular meetings, and this invitation will also be extended to the VOX organization (the reproductive rights group on campus) as well as any other student group whose mission explicitly addresses women's rights or gender issues. We also expect faculty to be an active presence in the house; the conference room will provide a space for informal faculty meetings as well as for regular Women's and Gender Studies steering committee meetings.

This house will also assist in our outreach to the Charleston community. The house will be a space where we can hold regular Community Advisory Board meetings. In addition, community agencies that deal with women's and gender issues will be able to reserve the conference room for their own meetings; we are excited at the possibility of students interacting with, for instance, the Friends of Planned Parenthood of the Lowcountry when they hold meetings at the WGS house. The local domestic violence shelter, My Sister's House, is planning to develop support groups aimed at College of Charleston students who are victims of dating violence, and our conference room could also be a space for these meetings. The house will not only increase our visibility in the community, but it will allow us to provide a much-needed service to the community.

An organization needs a location in order to grow and flourish. Vibrant educational cultures require ways for the members of the campus and broader community to meet, communicate, and interact with each other. Women's and Gender Studies is a thriving program already. Our constituents already identify with it. In order for the program to begin taking fuller advantage of campus enthusiasm as well as community resources, we need this house.

## **ASSESSMENT**

We began collecting data this year. Our main assessment activities focused on determining how well acquainted with essential WGS terms and concepts students enrolled in WMST 200 are by the end of the courses; to this end, we distributed an informational quiz to all sections of WMST 200 at the beginning and the end of spring 2006, and we will do the same during fall 2006. We also distributed an exit questionnaire to our graduating minors at the end of the spring semester. Sample questionnaires are included in the appendices.

## APPENDICES

### WMST 200: INTRODUCTION TO WOMEN'S AND GENDER STUDIES

#### Description:

The Introduction to Women's and Gender Studies is an interdisciplinary course designed to explore the rich body of knowledge developed by and about women and gender. We study gendered structures and their consequences in contemporary cultures and societies. In addition, we examine feminist theories and relevant social movements. This course can satisfy the College's general education humanities requirement.

#### Goals:

- To offer interdisciplinary approaches to women and gender
- To make students critical thinkers, savvy consumers of media and popular culture, and change agents
- To help students to understand the intersections of gender with other identity categories
- To help students to understand the intersections of sexism with other forms of prejudice and discrimination

#### Objectives:

- To present feminism in a historical context
- To provide a range of theoretical approaches to the study of women and gender
- To study how women and gender operate in contemporary cultures and societies
- To examine the intersections of gender with other identity categories
- To examine the intersections of sexism with other forms of prejudice and discrimination

## COURSES AND ENROLLMENTS

### Fall 2005

WMST-200	Introduction to Women's and Gender Studies		
001	TR 12:15-01:30PM	Leaphart A	43
002	TR 01:40-02:55PM	Leaphart A	42
003	MW 02:00-03:15PM	Piepmeyer A	37
091	W 05:30-08:30PM	Cabot J	24
		Collier L	
N80	TR 06:00-08:45PM	Robinson L	23
N85	TR 06:00-08:45PM	Robinson L	39
ANTH-319	ST: Language and Gender		
001	TR 08:00-09:15AM	Quinn E	16
COMM-370	Gender and Communication		
001	TR 09:25-10:40AM	McGee B	27
ENGL-353	African Women Writers		
001	MWF 09:00-09:50AM	Lewis, S	30
HEAL-217	Human Sexuality		
001	MWF 10:00-10:50AM	Godow, A	33
002	MWF 11:00-11:50AM	Godow, A	34
003	TR 12:15-01:30PM	Lindroth L	28
004	TR 03:05-04:20PM	Mandes E	31
005	TR 12:15-01:30PM	Mandes E	33
006	TR 03:05-04:20PM	Langley T	29
HEAL-323	Women's Health Issues		
001	TR 01:40-02:55PM	Miller D	29
HIST-337	Age of Reformation (Special Focus on Gender and Family)		
001	TR 12:15-01:30PM	Coy J	36
PHIL-165	Philosophy and Feminism		
001	TR 01:40-02:55PM	Hough S	26
002	TR 12:15-01:30PM	Hough S	33
PSYC-350	Psychology of Gender		
001	TR 08:00-09:15AM	Ross L	34
N85	MW 06:00-08:45PM	Bennett C	21
RELS-265	Women and Religion		
001	TR 12:15-01:30PM	Doire L	30
002	TR 01:40-02:55PM	Doire L	30

SOCY-103 001	Sociology of the Family TR 01:40-02:55PM	Wehrman T	40
N85	TR 06:00-08:45PM	Parker R	43
SOCY-354 090	Gender and Society T 04:00-06:45PM	Winfield I	18
		<b>Total</b>	<b>809</b>

**Spring 2006**

CLAS-242 001	Images of Women in Classical Antiquity TR 12:15-01:30PM	Gardner H	27
COMM-370 001	Gender and Communication TR 10:50-12:05PM	McGee B	26
ENGL-336 001	Women Writers MW 02:00-03:15PM	Farrell S	20
ENGL-395 001	ST: 20 <sup>th</sup> Century American Women Writers and Social Movements W 4:00-6:45	Piepmeier A	27
HEAL-217 001	Human Sexuality MWF 10:00-10:50	Godow A	31
002	MWF 11:00-11:50	Godow A	32
003	TR 12:15-1:30	Mandes E	28
004	TR 3:05-4:20	Mandes E	29
005	MW 3:00-4:15	Godow A	29
006	TR 3:05-4:20	Langley T	29
HEAL-317 001	Sex, Behavior, and Relations MWF 11:00-11:50	Miller D	27
POLS-359 001	Gender, Theory, and Law: Sexual Harassment MWF 3:00-4:15	Curtis C	30
SOCY-103 001	Sociology of the Family MWF 9:00-9:50	Bakanic V	25
002	MWF 1:00-1:50	Bakanic V	31
SOCY-337 001	Prejudice MWF 10:00-10:50	Bakanic V	21
WMST-200 001	Intro to Women's and Gender Studies TR 12:15-1:30	Leaphart A	38

002	TR 1:40-2:55	Leaphart A	38
003	TR 3:05-4:20	Godow A	31
004	MW 2:00-3:15	Leaphart A	36
090	W 6:30-9:15	Leaphart A	37
N80	TR 6:00-8:45	Robinson L	24
N85	TR 6:00-8:45	Robinson L	25

WMST-300 001	ST: Gender and Violence (Service Learning Seminar) M 4:00-6:45	Piepmeier A	31
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WMST-400 --	Independent Study --	Piepmeier A	7
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**Total 679**

**Maymester 2006**

WMST-200 001	Introduction to Women's and Gender Studies MTWRF 08:30-12:00PM	Ross L	15
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WMST-300 001	ST: Queer Looks: Homosexuality in Film MTWRF 08:30-12:00PM	Nunan R	15 (3 enrolled as WMST)
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HEAL 217 001	Human Sexuality MTWRF 8:30A 12:00P	Ellis E	25
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PHIL 165 001	Philosophy and Feminism MTWRF 8:30A 12:00P	Boyle D	12
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**Summer 1, 2006**

WMST-200 001	Introduction to Women's and Gender Studies MTWRF 9:45-11:30	Francis C	20
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PSYC 350 001	Psychology of Gender MTWRF 11:45A 1:30P	Ross L	15
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**Summer Evening, 2006**

WMST-200 091	Introduction to Women's and Gender Studies TR 6:00-9:00	Leaphart A	14
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COMM 370 090	Gender and Communication MW 5:30P 8:30P	McGee B	20
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**Total 232**

## LIST OF AFFILIATED FACULTY WHO REGULARLY TEACH FOR WGS

Von Bakanic, Sociology and Anthropology  
Susan Balinsky, Physical Education and Health  
Doryjane Birrer, English  
Barbara Borg, Sociology and Anthropology  
Deborah Boyle, Philosophy  
William Breedlove, Sociology and Anthropology  
Glenda Byars, Theater  
Jeri Cabot, Student Affairs  
Lauren Collier, Office of Service Learning  
Jason Coy, History  
Claire Curtis, Political Science  
George Dickinson, Sociology and Anthropology  
Edith Ellis, Physical Education and Health  
Susan Farrell, English  
Lynne Ford, Political Science  
Hollis France, Political Science  
Consuela Francis, English  
Valerie Frazier, English  
Annette Godow, Physical Education and Health  
Edwin Hettinger, Philosophy  
Sheridan Hough, Philosophy  
Guy Ilagen, Counseling  
Celeste Lacroix, Communication  
Thomas Langley, Physical Education and Health  
Simon Lewis, English  
Eleanor Mandes, Physical Education and Health  
Marion Mazzone, Art History  
Amy McCandless, History and Academic Affairs  
June McDaniel, Religious Studies  
Brian McGee, Communication  
Deb Miller, Physical Education and Healthy  
Nancy Nenno, Classics  
John Newell, Honors College  
Richard Nunan, Philosophy  
Reba Parker, Sociology and Anthropology  
Alison Piepmeier, Women's and Gender Studies and English  
Moore Quinn, Sociology and Anthropology  
Lisa Thomson Ross, Psychology  
Myra Seaman, English  
Michael Vinson, Counseling  
Idee Winfield, Sociology and Anthropology  
Karen Weissman, Sociology and Anthropology

## RESEARCH AND DEVELOPMENT FOR ALISON PIEPMEIER

### Articles:

[“Postfeminism vs. the Third Wave.”](#) *electronic book review*, spring 2005.

Review of *Fresh Lipstick: Redressing Fashion and Feminism* by Linda Scott for *Bitch* magazine, spring 2005.

### Invited presentations:

“Being the Change We Wish to See in the Classroom: Feminist Pedagogy.” Faculty workshop at Elon College, February 2006.

Closing plenary speaker for [“Sisterhood, Riot Grrrl, and the Next Wave: Feminist Generations/Generating Feminisms”](#) symposium at Duke University, sponsored by the Sallie Bingham Center for Women’s History and Culture, October 2005.

### Conference presentations:

Invited moderator for Presidential Session, [“New Directions in Feminist Theory.”](#) National Women’s Studies Association Conference, Oakland, CA, June 2006.

“*To Be Real* Ten Years Later.” Roundtable discussion at the National Women’s Studies Association Conference, Oakland, CA, June 2006.

“‘The World is Still Crazy and Terrifying and Filled with Hope’: Grrrl Zines as Spaces for Feminist Resistance to Cynicism.” American Studies Association Conference, November 2005.

“Grrrl Zines and Resistance to American Empire.” National Women’s Studies Association Conference, Orlando, FL, June 2005.

### Grants received:

Student Undergraduate Research Fellowship (with Meghann Stubel) to fund research for “Revolution Grrrl Style,” 2006

Teaching Grant from the Center for Effective Teaching and Learning, College of Charleston, 2006

### Conferences attended:

Southeastern Women’s Studies Association Conference, Valdosta, GA, March 2005.

### Consultantships and Editorial work:

Consultant editor, *Everyday Life and Women in America, 1800-1920*

Editorial board, *The Scholar & Feminist Online*

### Memberships in professional societies:

National Women’s Studies Association

Southeast Women’s Studies Association

Society for the Study of American Women Writers  
American Studies Association  
Third Wave Foundation  
Modern Language Association

Offices held in professional societies:

Co-chair of Third Wave Feminisms Interest Group, National Women's Studies Association  
President, Southeastern Women's Studies Association

Departmental committee work and other service to the department:

Chair of Steering Committee  
Branding Committee  
Assessment Committee  
House Committee

College committee work and other service to the College of Charleston:

Sexual Harassment Committee, fall 2005  
Global Awareness Group, fall 2005  
Invited presenter for faculty panel discussion of the film *Crash*, September 2005  
Invited presenter for faculty panel, "Reflections on Race, Class, and Gender in U.S. Politics," October 2005  
Participated in panel on Service-Learning, College of Charleston Center for Effective Teaching and Learning, October 2005  
Met with the candidates for faculty positions in the Communication Department, History Department, Classics Department, and Jewish Studies Program.  
Attending Learning Communities Institute at Evergreen State College in Tacoma, Washington, with College of Charleston delegation in June 2006.

Service to the community:

Attended planning meetings for Friends of Planned Parenthood of the Lowcountry  
Worked with the Charleston Center for Women (and was invited to be on their board starting in 2006)  
Convened planning meetings with representatives from My Sister's House, People Against Rape, and Crisis Ministries to discuss ways that the Women's and Gender Studies Program could collaborate with these agencies.  
Worked with the group starting a Magdalene Program in Charleston (a two-year residential recovery program for women with a criminal history of drug addiction and prostitution).

## Questionnaire for Graduating Women's and Gender Studies Minors

Please help us!

This questionnaire is an opportunity for you to help us improve the Women's and Gender Studies program.

As graduating seniors, you are an invaluable source of information, so please be candid in your responses. Your responses will be anonymous.

All you need to do is fill in the answers on your computer, and e-mail or give the questionnaire to Dr. Alison Piepmeier, [PiepmeierA@cofc.edu](mailto:PiepmeierA@cofc.edu)

Thanks for your help!

## Women's and Gender Studies Questionnaire for Graduating Minors

1. I consider myself (check one)  female  male  transgender
2. I have been at the College of Charleston for \_\_\_\_\_ years.
3. What is your major?  
\_\_\_\_\_
4. Think back about all the courses you took for the Women's and Gender Studies Minor. When did you take WMST 200?  
 First course  Fourth course  
 Second course  Fifth course  
 Third course  Last course
5. What courses did you take in your major that also counted for the Women's and Gender Studies minor?

6. How likely is it that you would have majored in Women's and Gender Studies had it been offered? (place an X on the line)

\_\_\_\_\_ -

\_\_\_\_\_

Absolutely	Very	Somewhat	Not	Unlikely
Absolutely				
Yes	likely Not	likely		sure

7. Tell us how you became involved with the Women's and Gender Studies program:



9. I believe the standards expected in my WMST Courses are comparable to the other courses I have taken at the College of Charleston.  
SA A D SD
10. I believe the WMST minor allowed me to develop my oral communication skills. SA  
A D SD
11. I believe my WMST courses helped me improve my writing skills.  
SA A D SD
12. I believe my WMST courses enhanced my ability to think critically.  
SA A D SD
13. I believe my WMST courses educated me to become a more civic-minded individual. SA  
A D SD
14. My WMST course work taught me to see the intersections of gender with class, race/ethnicity and other statuses.  
SA A D SD
15. My WMST course work enabled me to rethink my assumptions about women and men. SA A  
D SD
16. My experiences as a WMST minor changed the way I think about myself.  
SA A D SD
17. My experiences as a WMST minor changed the way I look at the world around me. SA  
A D SD
18. What did you most value in your Women's Studies courses?

19. Are there other topics you wanted to learn about or courses not offered that you wanted to take?

20. What do you think we should do to strengthen further the Women's and Gender Studies minor?

21. We welcome any additional comments:



## **WMST 200 Assessment**

Feminism means:

Can a man be a feminist?

What is gender?

What is intersectionality, and why is it important for understanding women's lives?

Identify three approaches to thinking about women and gender.

How have ideas about feminism changed over time?

What do you consider the three most important issues facing women today?

What year are you in school?

What's your major?

What's your gender?

Is this the first Women's and Gender Studies course you've taken?

Are you interested in the Women's and Gender Studies minor?

Are you interested in the Women's and Gender Studies major?

Are you interested in taking another Women's and Gender Studies course?