



**WOMEN'S AND GENDER STUDIES PROGRAM
THE COLLEGE OF CHARLESTON
ANNUAL REPORT, 2006-2007**



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EXECUTIVE SUMMARY

Women's and Gender Studies at the College of Charleston is a vibrant, growing program with 83 minors, 114 faculty members (approximately 43 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 growth for the program. This was the second year for the program to have a full-time director, and the first full year for many of the initiatives we established in the 2005-2006 academic year. For instance, this was the first full year for our internship program and our Community Advisory Board. This was also the first year that the program offered an integrated living-learning community for incoming students. We offered 14 sections of WGST 200 during the academic year and one more during summer sessions, as well as four WGST 300 Special Topics classes (three of which were crosslisted with other departments)—the most sections we've ever offered, and they all had high enrollments. Our classes and our minor are popular: our enrollments have remained steadily high, and we now have nearly twice as many minors as we had in 2005. We have had an active agenda of events and programming this year.

One of our goals for the 2006-2007 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 conferences out of state. We created a program called My Life as a Girl which we hope will provide lasting connections between Burke High School and WGS. We have collaborated with several community agencies in creating internship opportunities for our students and in sponsoring events and programs. Our Community Advisory Board, made up of women leaders from the Charleston community, has been active, spearheading a \$10,000 fundraising campaign for WGS in the fall, providing several scholarships for WGS students, and creating a "Friends of WGS" initiative. We have continued to raise our visibility through events as well as through products such as our t-shirts, stickers, and our magazine, *Cheek*, which premiered in September 2006.

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 the Program Planning Summary for the major has been approved. We will continue to have an annual WGS learning community which will allow incoming students to take WGST 200 along with a linked course. Each of these incoming students will be paired with a WGS minor in a Big Sister/Little Sister program. Finally, we have secured the historic residence at 4 Bull Street as the WGS house, a living-learning site on campus which will be in operation starting in fall 2007.

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.

- We 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 lived together in Berry Hall and took three linked courses: WGST 200, ENGL 100 (taught by WGS affiliated faculty member Consuela Francis), and a first year seminar on women's

leadership. Each incoming student was paired with an older WGS student as a big sister, and we held a number of extracurricular gatherings with the big and little sisters to help ease their transition into the College. To the right is a picture of one of the first of these gatherings, a dinner at Alison Piepmeier's house.



- Professors Claire Curtis and Larry Krasnoff hosted a party for Women's and Gender Studies faculty and new faculty members at their home in September.
- We offered a student lunch with visiting speakers Lisa Jervis and Andi Zeisler. Ten students attended.
- We held a holiday potluck dinner for faculty in the Faculty House in December 2006. Approximately 20 faculty members (including one emeritus faculty member) attended.
- Visiting lecturer Kate Bornstein had lunch with students at the Faculty House. Ten minors attended the lunch. The students and Bornstein discussed feminist activism, LGBT politics, and the climate of South Carolina.
- Community Advisory Board member Susan Hull Walker hosted a gathering at her house in which community members, faculty, and students came together. The students who were presenting their research at the Southeastern Women's Studies Association Conference presented brief versions of their conference talks for the gathered group and answered questions.
- We offered the first semester of *My Life as a Girl*, a program in self-expression and community building for girls. The goals of the program are to provide young women at Burke High School with 1) a connection to the College of Charleston and 2) a forum to speak about what matters to them. A secondary goal is for College of Charleston female students to have the opportunity to mentor and support the academic and personal development of younger students. We ran a pilot version of the program during spring 2007. The program, coordinated by Consuela Francis and Faye Hicks-Townes, consisted of a semester of

mentoring, culminating in an essay contest in which the Burke students wrote about “My Life as a Girl.” College of Charleston women students and faculty met with the girls at Burke High School and also brought them to the College of Charleston campus throughout the semester. The contest winners were announced at a reception at the end of the semester. Each Burke student who participated received mentoring as well as gifts from local merchants, and the winning girls received \$200 checks and were featured in *Skirt!* magazine.

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. We had an incredibly active, successful year of programming, with events that brought together members of the campus and the Charleston community.



- **Plan B Party**, Sept. 13. Students gathered at Yo Burrito to celebrate the fact that emergency contraception is now available over the counter. This event was planned and implemented by a student.
- **Bitchfest**, Sept 18. As the picture to the left shows, this event was standing (or floor sitting) room only; we estimate 250 people attended.
- **Brown Bag Seminars on Motherhood:** Sept. 28, Keira Williams presented her research on Susan Smith. Nov. 15, Panel discussion on the public controversies surrounding motherhood. Both events were well attended.
- Woody Winfree presented “**I Am Beautiful**” in January, 2007. Although this talk was sponsored by WGS, it was actually planned and implemented by an undergraduate student who was so inspired by her Intro to Women’s and Gender Studies course that she decided to invite Woody Winfree to campus, and she raised the funds to do it. Around 50 people attended this event.
- 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 student director Lauren Wilson. The production included a performance by WGS director Alison Piepmeier. The production raised awareness about violence against women and was performed to a nearly sold-out audience in Physician’s Auditorium, followed by a sold-out midnight show in the Simons Center theater. The proceeds of the play, totaling

nearly \$7,000, were divided between People Against Rape, the YWCA, and the national V-Day fund.

- **Women's History Month events:**
 - Screening of *The Life and Times of Sara Baartman, the Hottentot Venus*
 - "Curiosa in Motion: The Films of Janie Geiser," a public lecture by Melinda Barlow of the University of Colorado-Boulder.
 - Brown-Bag Seminar on Women's History-- "Uncharitable Tongues: Women, Language, and Power in Modern Irish History." Cara Delay of the History Department.
- **Kate Bornstein, "On Men, Women, and the Rest of Us,"** April 3, 2007. This very popular event was standing room only; the venue was completely packed. We estimate an attendance of 300 people.

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

- **Films for Reproductive Choice:** In collaboration with Friends of Planned Parenthood of the Lowcountry, Planned Parenthood Young Advocates, and VOX, we cosponsored the screening of three films, *The Abortion Diaries*, *The Last Abortion Clinic*, and *Vera Drake*, in the spring.
- **"Women, Grace, and Spirituality in Three Food Films,"** a public lecture by Maggie McFadden of Appalachian State University. This event was sponsored by the Office of the Vice President for the Academic Experience.
- **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).
- **Women and the Political Process: Creating Momentum for Future Leaders,** cosponsored with the Center for Women and the League of Women Voters. This comprehensive, full-day program featured presentations by leading experts with the goal of encouraging and inspiring women to run for political office. Workshops included the Fundamentals of Running a Campaign, Pathways into Politics, Fundraising, and Crafting Your Message. It was very well attended: we had planned for 60, and 65 women attended.

For more information on any of these events, visit our Past Events webpage at http://www.cofc.edu/wgs/events_archive.html.

Travel



We want to provide our students with the opportunity to experience academic and cultural events outside the College of Charleston campus. This year's main travel experience occurred when eleven College of Charleston Women's and Gender Studies minors presented their original research at the Southeastern Women's Studies Association Conference in Chattanooga, TN.

Publicity

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

exist.

- We produced a new WGS t-shirt that says "Full Frontal Feminism" and features our logo on the back. We also produced a round sticker with our logo and website, and we've distributed nearly 500 of these. We also continue to update our website, www.cofc.edu/wgs.
- The first issue of our magazine *Cheek* was published in the fall. *Cheek* features 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 printed 1000 copies of the magazine (24 pages, full color, glossy) and distributed them for free to WGS faculty and students and our community mailing list; we also made the magazine available at our events.
- We also received a great deal of publicity throughout the academic year from *Skirt!* magazine, which featured WGS people and events on at least three full pages of the magazine.

INSTRUCTION AND CURRICULUM

Our courses have continued to be popular. We've begun offering seven sections of WGST 200 each semester (five on the main campus and two on the North Campus), and we offered one during summer sessions. All the sections filled quickly, and, in fact, many were over-enrolled. We offered four WGST 300 special topics classes which also had healthy enrollments. Although our enrollments are down slightly from the 2005-2006 academic year, this is mostly attributable to the overall decline in summer school enrollments and fewer departments offering crosslisted courses. Total enrollments in 2004-2005 were 1558. In 2005-2006 we enrolled 1784 (232 of which were summer enrollments). In 2006-2007 we enrolled 1575.

Enrollment Trends

WGST 200

In Fall 2006, we offered seven sections of WGST 200, most of which were full or over-enrolled for a total of 208 students. In the Spring 2007, we offered seven sections which enrolled 222 students. Summer enrollments are down across all departments, however. We offered WGST 200 during Summer I, and 13 students enrolled. For the 2006-2007 academic year, 443 students at the College of Charleston took an Introduction to Women's and Gender Studies class.

WGST 300

We have been working to add more regular WGST 300 (Special Topics) offerings. During spring semester we offered WGST 300: Special Topics: Gender and Violence, which was a service-learning course and enrolled 31 students. We also offered special topics crosslistings for three courses originating in other departments.

Other Courses that Count Toward the Minor

We saw healthy enrollments in courses that count toward the minor. For instance, this spring we served 917 students, the most we have ever had in one semester (as compared to 679 in spring 2006 and 686 in spring 2005). This is because many departments offered courses dealing with gender issues, and those courses had high enrollments across the board. During the fall semester, when not as many departments offered courses focused on gender, we served 577 students (compared to 809 in fall of 2005).

The program had 83 declared minors by May of 2007, up from 57 the previous spring and 47 the year before that (roughly 30% 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, WGST 200. Three roster faculty members—Annette Godow, Brian McGee, and Alison Piepmeier—taught WGST 200 during the 2006-2007 academic year, and eight are in the rotation to teach it regularly.

Instructional Innovation

WGS instructors enjoy keeping their courses innovative, and many of our classes exhibit best practices in pedagogy. This fall, Program Director Alison Piepmeier taught a section of WGST 200 that was part of a residential learning community; twenty first-year students were enrolled in the course, and they all lived together and took two additional courses together. This course was part of the growing learning community initiative at the College of Charleston and was very successful.

In addition, several of our instructors, including Professor Brian McGee and Adjunct Instructors Keira Williams and Julie Jacobson incorporate activism projects into their WGST 200 classes, allowing students to take things they have learned from their course out into the world to attempt to make change happen. This instructional innovation helps to support one of the objectives of WGST 200, “to make students critical thinkers, savvy consumers of media and popular culture, and change agents.”

Program Director Alison Piepmeier teaches WGST 300, Gender and Violence, as a service-learning course; students enrolled in the course work 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

The WGS internship program began in the spring of 2006, and it has been increasingly popular. During Fall 2006, four WGS minors worked as interns in the community with such agencies as Friends of Planned Parenthood of the Lowcountry, People Against Rape, and the Magdalene House of Charleston. In spring 2007, seven students performed internships, working with *Skirt!* magazine, the Center for Women, Amy's House (domestic violence shelter), and working on campus to coordinate V-Day events in conjunction with *The Vagina Monologues*.

Scholarship Recipients

WGS now offers several scholarships: the *Skirt!* Scholarships as well as the Ketner Women's Leadership Scholarships. This year's *Skirt!* Scholarship recipients were WGS minors Taylor Livingston and Kirsten Schumy. This year's Ketner Women's Leadership scholar is incoming student Katie Bowen.

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.

- Margaret Pilarksi worked in a WGS internship with *Skirt!* magazine in the spring. She was offered a job at the end of her internship and is now an Editorial Assistant at the magazine.
- Jade Preshia will be attending law school at Hofstra University.
- John Green will be pursuing his Ph.D. in English, with a concentration in Cultural Studies, at the University of British Columbia.
- Tracy Borczyk worked as an intern with the Center for Women in spring 2007. She is now working full time for the Cystic Fibrosis Foundation.
- Meghann Stubel will be teaching English at Rock Hill Academy in North Carolina.
- Sara Little, who graduated in spring 2006, is now working with the feminist political organization EMILY's List in Washington, DC.



Student research, publications, and presentations

- Alison Piepmeier and WGS minor Taylor Livingston received a Summer Undergraduate Research Fellowship from the Office of Undergraduate Research for summer 2007 for the project “Revolution Grrrl Style.”
 - Six Women’s and Gender Studies minors—Jamie Huff, John Green, Andrea Herskowitz, Jade Preshia, Margaret Pilarski, and Taylor Livingston—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 along with Grace Davis, Allison Hall, and Meghann Stubel were awarded Travel Grants from SEWSA.
- WGS minor John Green worked with Alison Piepmeier on his Bachelor’s Essay on zines. Although this Bachelor’s Essay was part of John’s English major, it did count for credit toward his WGS minor.

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 (CofC NOW). The organization is advised by Dr. Alison Piepmeier; its officers this year were Taylor Livingston, president, Meghann Stubel, vice president, Margaret Pilarski, public relations, Tristan Evans, secretary, and Allison Hall, treasurer. The group lobbied all fall against the Amendment One ballot initiative. During the spring, they held their second annual Equal Pay for Equal Work bake sale and supported the V-Day College initiative. They also cosponsored Kate Bornstein’s visit to campus.

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 2006

Dr. Alison Piepmeier taught WGST 200

Spring 2007

Dr. Annette Godow of PEHD taught WGST 200

Dr. Brian McGee of Communication taught WGST 200

Dr. Alison Piepmeier taught WGST 300

Dr. Dot Moore of Management and Entrepreneurship taught WGST 300

Dr. Robert Westerfelhaus of Communication taught WGST 300

Dr. Monika Alston of Communication taught WGST 300

Summer 2007

Dr. Lisa Thomson Ross of Psychology taught WGST 200 in Summer I

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 Affiliation

This spring WGS instituted criteria by which faculty may become affiliated with the WGS Program. We expect that all faculty teaching WGS courses will become official affiliates by fall 2007. Currently, the following faculty have become affiliated:

Brian McGee	Celeste Lacroix
Deborah Boyle	Von Bakanic
Conseula Francis	Simon Lewis
Idee Winfield	Jason Coy
Claire Curtis	Lisa Thomson Ross
Susan Farrell	Alison Smith
Cara Delay	Moore Quinn
Cassie Thomas	Valerie Frazier
Lynne Ford	Jess Miner

The criteria for faculty affiliation are 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.

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. Idee Winfield chairs this committee and has continued with exit questionnaires for graduating minors and an overall assessment report, included in the appendices.

Philanthropy Committee: Claire Curtis spearheaded this committee, with members Doryjane Birrer and Susan Farrell. The committee identifies service projects that any interested member of the WGS community can participate in. During the spring semester, they organized a WGS day with Habitat for Humanity.

Scholarship Committee: This year WGS became responsible for the *Skirt!* Scholarship and the Ketner Women's Leadership Scholarships. A scholarship committee, made up of Alison Piepmeier, Deb Miller, Cassie Thomas, and Conseula Francis, met and decided on the winners of these scholarships.

Adjunct Faculty

Adjunct faculty members Julie Jacobson, Amy Leaphart, Lisa Robinson, Tammy Wehrman, and Keira Williams taught sections of our WGST 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 WGST 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 WGST 200 receive a copy of our magazine *Cheek* and a WGS sticker with our web address. These same students also receive lists of upcoming courses that count toward the minor.

Research and Development: See appendices.

COMMUNITY ADVISORY BOARD

The WGS Program has a Community Advisory Board made up of women leaders from the Charleston community whose mission statement is, “We are ambassadors of feminism and the Women's and Gender Studies Program in the community.” Board members are

Jennet Alterman
Nikki Hardin
Judy Holz, Board Chair
Stephanie Hunt
Linda Ketner
Carolyn Morales
Margaret Pilarski
Susan Hull Walker

The Board has had a very active year. In the fall they undertook a \$10,000 fundraising campaign for the program and were successful. A meeting with the Community Outreach committee of the Board, at which two faculty members attended, led to the creation of the very successful My Life as a Girl Program. In the spring Margaret Pilarski and Susan Hull Walker planned a community/campus gathering in which students presented their research at Susan's home. Also in the spring the Board began making plans for a “Friends of WGS” program to provide sustained community outreach and fundraising. They also helped initiate and plan the “WGS Third Thursdays” events which will begin in the 2007-2008 academic year. Thanks to Board member Nikki Hardin, WGS received extensive coverage in *Skirt!* magazine, and the Board is also responsible for providing WGS with the *Skirt!* and Ketner Women's Leadership Scholarships.

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, the Community Advisory Board undertook a successful \$10,000 fundraising campaign in the fall. We received a \$2500 grant from the New Morning Foundation to support the publication of *Cheek* magazine in September 2007. We have also received generous support from departments and programs on campus to allow us to bring nationally-prominent speakers to Charleston.

FACILITIES

Administrative Space:

WGS operates out of one 11' x 9 ½' office, room 309 in the Jewish Studies Building. We have already outgrown this space. We are the largest interdisciplinary program on campus in terms of enrollments, faculty involvement, and number of minors, and we are growing. We employ student workers and several adjuncts who need office space, and we have a well-connected Community Advisory Board who eventually must have some evidence of institutional commitment to the program. Furthermore, the director, who is a tenure-track member of the English Department faculty, does not have an academic office; she is unable to do research on campus because her office is the program office.

There are rarely fewer than two people in the WGS office—the director and a student worker or a student who has stopped by to visit—and it is not uncommon for us to have three or more people meeting here at any given time, a number that the office is far too small to accommodate. We have an ambitious programmatic agenda, and since there is not adequate space to store our supplies, the office (and the hallway adjoining it) often feels like a full closet. Indeed, it is embarrassing when community members and our Advisory Board members visit us here because the space is so small, overcrowded, and inconvenient.

This a vibrant, growing program with 83 minors, 114 faculty affiliates (approximately 43 of whom regularly teach courses for the program), and a strong connection to the Charleston community. During the 2005-2006 year, 1784 students attended 50 WGS classes—15 of which were original offerings from WGS—a 14.5% increase in enrollments over the previous year, and we have had a roughly 50% annual rate of increase in the number of minors over the last three years. Our space needs are especially critical because we are in the process of proposing a WGS major at the College.

In order to function effectively and continue to accommodate our growth, we need:

- An academic office for the director, who is also a tenure track member of the English Department faculty. The director teaches, does research, and directs the program. Currently, she cannot do research or writing on campus because her office is the program office, and this situation might jeopardize her efforts to earn tenure.
- Room for adjunct faculty. We hire between two and four adjunct faculty members per semester, and we have literally no office space for these faculty. They are forced to hold office hours at Starbucks or the library café, and it is sometimes difficult for students to find them.
- A space for administrative staff (at this point, student workers). WGS relies heavily on the support of student workers, and they need a space to operate that is not in the director's office. When we have a major, we will need an administrative staff person who will need space.
- A small conference area for meetings with students, faculty, and community members. Our constituents identify with our program, and therefore they often drop by for advising, to plan classes or internships, to schedule events, or to continue conversations that began in the classroom. The fact that WGS has become a locus of energy for the campus and community

is wonderful—this is one of our goals for the program—but we need an appropriate space for this energy.

- Storage space.

We need a director's office, space for student workers (and eventually an administrative specialist) plus storage space, a conference room, and adjunct faculty space. We have four or more regular users who need space. Three to five rooms and 500-700 square feet would be minimally adequate facilities. We also need an attractive space that will work well for our large number of student and community visitors.

Other universities have seen the value of providing this kind of space to Women's and Gender Studies Programs. Many, including Vanderbilt, the University of North Carolina-Charlotte, the University of Tennessee-Knoxville, the University of North Carolina-Chapel Hill, and Duke, provide office suites (or, in the case of UNC-Chapel Hill, multiple suites) to their programs. Other programs, including those at Western Kentucky University, Valdosta State University, and the University of South Carolina, are located in houses on campus. Even programs which offer a minor but no major generally do not expect the director to run the program out of her academic office.

Co-Curricular Space:

This year WGS worked with the Office of Residential Life to establish a WGS House at 4 Bull Street. This house will be in operation starting in fall 2007 and will house 9 WGS students. The house will be a gathering site for WGS students, a space for academic and social integration.

ASSESSMENT

We completed the data collection for assessment and submitted the data collection report to the Office of Accreditation and Assessment. We had a very poor response rate on the end of semester quiz in WGST 200 and will have to work harder in the future to make sure we have valid and reliable data with which to make conclusions about how well we are achieving our goals in the WGST 200 course.

We updated our current assessment plan to more clearly specify the existing goals, student learning outcomes, and associated methods of assessing how well we are accomplishing the student learning outcomes. The data collection report, including the updated assessment plan, are attached in the appendix to this annual report.

APPENDICES

Program Planning Summary

Designation of New Program: Bachelor of Arts in Women's and Gender Studies

Number of credit hours in proposed major: 36

Proposed date of implementation: Fall 2008

Justification of need:

Women's and Gender Studies at the College of Charleston is a vibrant, growing program. We are the largest interdisciplinary program at the College in terms of enrollments, faculty involvement, and number of minors, and we maintain a strong connection to the Charleston community. We are one of over 700 programs nationally, and national trends as well as student interest at the College of Charleston suggest that the time is right for a Women's and Gender Studies major. The primary purpose of the B.A. in Women's and Gender Studies is to enable undergraduates to focus their energies on Women's and Gender Studies with the degree of concentration necessary to pursue the intellectual, personal, and civic opportunities offered by this significant and rapidly growing field of study.

Our classes and our minor are popular. Women's Studies classes have been offered at the College of Charleston since 1987, and the minor has been in existence since 1989. Our program has grown steadily and impressively in the last 17 years. Growth in recent years has been accelerated: during the 2005-2006 year we saw a 14.5% increase in enrollments over the previous year, and we have had a roughly 20% annual rate of increase in the number of minors over the last three years. A total of 1784 students enrolled in Women's and Gender Studies courses (including crosslisted courses) during the 2005-2006 year. Our introductory course is particularly popular; we now regularly offer six sections per semester, which represents a 41% increase in enrollments.

During the spring semester 2006, we surveyed current Women's and Gender Studies minors as well as students enrolled in the Introduction to Women's and Gender Studies to assess their interest in a Women's and Gender Studies major. 18 out of 171 WMST 200 students surveyed said that they would be interested in majoring in Women's and Gender Studies (11%). 19 out of 20 current minors surveyed said they were interested in majoring or double majoring in Women's and Gender Studies. Graduating senior minors were asked if they would have been interested in majoring in Women's and Gender Studies had the major been available; of the eight who responded, their answers were

- | | |
|---|-----------------|
| 3 | Absolutely Yes |
| 2 | Very Likely |
| 2 | Somewhat Likely |
| 1 | Not Sure |

Nationwide, more than 200 schools offer majors in Women's Studies or Women's and Gender Studies, including many of our peer and aspirational peer institutions. Liberal arts colleges offering a major in Women's Studies include Amherst, Guilford, Hamilton, Kenyon,

Macalester, Oberlin, Smith, Wellesley, and William and Mary. Other schools with a major include Emory, Duke, Georgetown, Goucher, Rice, Tulane, Vanderbilt, the University of North Carolina at Chapel Hill, the University of South Carolina, and the University of Virginia. Great universities offer majors in Women's and Gender Studies; because we are a great university, it is time for us to offer this major.

As is the case with many programs in recent years, we have changed our name from Women's Studies to Women's and Gender Studies. Our new name more accurately reflects the broad-based approach we take in our classes and our research; we are concerned not only with what it means to be a woman in the world but what it means to be a man, and our classes address masculinity as well as femininity and how these categories intersect with race, class, sexual identity, and ethnicity. (Other schools which have programs in Women's and Gender Studies or Gender Studies include Furman, Rice, Brown, Cornell, Dartmouth, Elon, Vanderbilt, Wake Forest, and the University of Virginia.)

Like other degree programs in the liberal arts, Women's and Gender Studies will prepare students for a wide range of careers by developing skills of analysis and expression while fostering an understanding of fundamental dynamics in contemporary society. We have already placed former students who minored in WGS in such agencies and organizations as People Against Rape and Safe Moves in Charleston and EMILY's List in Washington, D.C.

Anticipated program demand and productivity:

The number of Women's and Gender Studies minors has doubled over the past four years. At the end of the 2005-2006 academic year, 57 students were Women's and Gender Studies minors, the largest number ever. Several initiatives are underway that will increase student involvement. In fall 2006 the College's Office for the Academic Experience began sponsoring a WGS Living-Learning Community, enrolling 20 first-year students in linked courses focused on Women's and Gender Studies; since all of these students voluntarily selected this community, we assume that several will become Women's and Gender Studies minors (and perhaps majors). In addition, beginning in fall 2007, seven scholarships will be specifically designated for WGS students. Because of these trends and initiatives, we anticipate 20 students becoming majors in the first year, with a growth of 10% annually.

We have vigorous and sustained faculty involvement: 42 faculty members from departments throughout the School of Humanities and Social Sciences, the School of Languages, Cultures, and World Affairs, the School of Education, and the School of Business and Economics, and the School of the Arts regularly teach courses that count toward the Women's and Gender Studies minor (and would count toward the major). In the last academic year, four new faculty members whose research and teaching emphasize women and/or gender issues were hired in the departments of History, Communication, Classics, and Management and Entrepreneurship. Ten faculty members are currently in the rotation to teach the Introduction to Women's and Gender Studies, and we have a number of qualified adjunct instructors. We have not had difficulty staffing our courses in the past, and now that we have a director who teaches one or two WGST courses per semester, we should not have difficulty covering our curricular needs.

Assessment of extent to which the proposed program duplicates existing programs in the state:

This would be the second interdisciplinary studies major at the College (we offer an interdisciplinary studies major in Urban Studies and an area studies major, Latin American and Caribbean Studies), although such majors are quite common at our peer and aspirational peer institutions. Only one South Carolina university currently offers a Women’s Studies major, the University of South Carolina (Furman offers a concentration in Women’s and Gender Studies). The USC program is substantially larger than ours, offering a minor, major, and master’s certificate in Women’s Studies. The program director at USC is aware of our efforts and has been very supportive.

Relationship of the proposed program to other institutions via inter-institutional cooperation:

There will be no direct relationship initially between the major in Women’s and Gender Studies and programs at other institutions, as no other institution in the Charleston region has a Women’s and Gender Studies Program. Our program does belong to regional and national organizations, however, including the Southeastern Women’s Studies Association and the National Women’s Studies Association.

New Annual Expenses

Every semester an average of twenty-three courses are taught in departments across the College that count for the Women’s and Gender Studies minor (and will also count for the major). The number of new courses that will be required for the major will be small (two or three courses), which will fit within the director’s annual teaching load of four courses. For these reasons, we will not require any additional faculty lines to support the Women’s and Gender Studies major.

The College of Charleston already supports the Women’s and Gender Studies Program by providing a \$5000 annual operating budget and funding for a student worker for 10 hours per week. We will need additional student worker assistance, an increased library budget, and additional operating budget for printing and events.

Student assistant 10hrs x 8.00 x 50	4000.
Library and video budget	500.
Printing—brochures, magazine	1000.
Speakers, field trips, sponsored events	1000.
NEW ANNUAL TOTAL (estimate)	6500.
IMPLEMENTATION COST (estimate)	\$6500.

COURSES AND ENROLLMENTS

Fall 2006

HEAL 217	Human Sexuality		
001	MWF 10:00-10:50 AM	Godow A	32
002	MWF 11:00-11:50 AM	Godow A	33
004	TR 3:05-4:20 PM	Mandes E	30
005	TR 12:15-1:30 PM	Mandes E	32
HEAL 317	Sexuality, Behavior, and Relationships		
090	W 4:00-6:45 PM	Vinson M	23
HEAL 323	Women's Health Issues		
001	TR 1:40-2:55 PM	Miller D	27
HIST 241	Women in Europe, 1500-1800		
001	MWF 11:00-11:50 AM	Delay C	29
PSYC 350	Psychology of Gender		
001	TR 8:00-9:15 AM	Ross L	34
RELS 265	Women and Religion		
001	MWF 2:00-2:50 PM	McDaniel J	32
SOCY 103	Sociology of the Family		
001	MWF 12:00-12:50	Bakanic V	26
002	TR 1:40-2:55 PM	Wehrman T	25
SOCY 360	Power and Privilege		
001	TR 9:20-10:40 AM	Danaher W	31
WGST-200	Introduction to Women's and Gender Studies		
001	MWF 1:00-1:50 PM	Williams K	35
002	TR 3:05-4:20 PM	Leaphart A	35
003	MW 2:00-3:15 PM	Jacobson J	35
004	MW 2:00-3:15 PM	Piepmeier A	20
091	T 6:30-9:15 PM	Wehrman T	35
N80	MW 6:00-8:45 PM	Robinson L	13
N85	MW 6:00-8:45 PM	Robinson L	35
WGST 381	Internship		
--	--	Piepmeier A	4
WGST 400	Independent Study		
--	--	Piepmeier A	1

Total **567**

Spring 2007

ARTH 340 001	Family and Gender in Renaissance Italy TR 10:50-12:05 PM	Arioli K	31
COMM 380 090	ST: Black Women, Rhetoric, and Politics T 6:00-8:45 PM	Alston M	19
COMM 380 002	ST: Communication and Sexual Identity MWF 2:00-2:50 PM	Westerfelhaus R	25
ANTH 346 001	Anthropology of Gender TR 1:40-2:55 PM	Borg B	26
ENGL 302 001	Love, Sex, and Desire in Shakespeare's Later Works MWF 1:00-1:50 PM	Thomas C	30
ENGL 353 001	African Women Writers MWF 10:00-10:50AM	Lewis S	28
ENGL 395 001	20 th Century American Women Writers And Social Movements MW 2:00-3:15PM	Piepmeier A	18
HEAL217 001	Human Sexuality MWF 10:00-10:50AM	Godow A	31
002	MWF 11:00-11:50 AM	Godow A	31
003	TR 12:15-1:30 PM	Mandes E	30
004	TR 3:05-4:20 PM	Mandes E	30
005	MW 3:00-4:15 PM	Godow A	31
006	TR 3:05-4:20 PM	Langley T	28
HEAL 317 001	Sexual Behavior and Relationships MWF 11:00-11:50 AM	Miller D	26
HIST 241 002	ST: Women in Europe, 1800-Present TR 1:40-2:55 PM	Delay C	30
HIST 345 001	Modern German Culture and Intellectual History: Gays, Jews, Women and Workers TR 9:45-10:40	Bodek R	20

HIST 361 001	Gender and Empire in India TR 1:30-2:55 PM	Diamond J	15
POLS 392 001	Women and Politics TR 10:50-12:05 PM	Ford L	36
POLS 399 090	LGBT Politics MW 3:00-4:15 PM	Chorlton T	32
SOCY 103 001	Sociology of the Family MWF 1:00-1:50 PM	Bakanic V	36
002	TR 12:15-1:30 PM	Wehrman T	38
003	TR 1:40-2:55 PM	Wehrman T	31
THTR 289 003	ST: Feminist Theater TR 12:15-1:30 PM	Kattwinkle S	16
WGST 200 002	Introduction to Women's and Gender Studies TR 10:50-12:05 PM	McGee B	36
003	TR 3:05-4:20 PM	Godow A	30
004	MWF 10:00-10:50AM	Jacobson J	36
005	MWF 2:00-2:50 PM	Williams K	37
085	TR 04:00-06:45PM	Wehrman T	38
N80	MW 6:00-8:45 PM	Robinson L	20
N85	MW 6:00-8:45 PM	Robinson L	25
WGST 300 001	Women's Entrepreneurship MWF 1:00-1:50 PM	Moore D	7
WGST-300 002	Communication/Sexual Identity MWF 02:00-02:50PM	Westerfelhaus R	5
WGST-300 090	Black Women, Rhetoric, Politics T 06:00-08:45PM	Alston M	7
WGST 300 091	Service-Learning Seminar on Gender And Violence M 4:00-6:45 PM	Piepmeier A	31
WGST 381 --	Internship --	Piepmeier A	6
WGST 400 --	Independent Study --	Piepmeier A	1
Total			917

Maymester

HEAL 217 001	Human Sexuality MTWRF 8:30-12:00 PM	Ellis E	25
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Summer I

PSYC 350 001	Psychology of Gender MTWRF 9:45-11:30 AM	Ross L	16
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RELS 298 001	Religion and Feminism MTWRF 9:45-11:30 AM	Doire L	14
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WGST 200 001	Introduction to Women's and Gender Studies MTWRF 11:45-1:30 PM	Ross L	13
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Summer Evening

COMM 370 090	Gender and Communication MW 5:30-8:30 PM	McGee	23
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		TOTAL	91
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LIST OF AFFILIATED FACULTY WHO REGULARLY TEACH FOR WGS

Monika Alston, Communication
Kristin Arioli, Art History
Von Bakanic, Sociology and Anthropology
Doryjane Birrer, English
Rich Bodek, History
Barbara Borg, Sociology and Anthropology
Deborah Boyle, Philosophy
Jeri Cabot, Student Affairs
Lauren Collier, Office of Service Learning
Jason Coy, History
Claire Curtis, Political Science
Cara Delay, History
Jeffrey Diamond, History
George Dickinson, Sociology and Anthropology
Louise Doire, Religious Studies
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
Sheridan Hough, Philosophy
Susan Kattwinkle, Theater
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
Jess Miner, Classics
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
Robert Westerfelhaus, Communication
Idee Winfield, Sociology and Anthropology

RESEARCH AND DEVELOPMENT FOR ALISON PIEPMEIER

Works in Progress:

Revolution Grrrl Style: Zines and the Future of Feminism (under consideration at NYU Press)

Academic Articles:

“Why Zines Matter: Materiality and the Creation of Embodied Community.” *American Periodicals* (forthcoming).

“Women, the Body, and Public Life.” Part of the digital collection *Everyday Life and Women in America, 1800-1920*. London: Adam Matthew Publications, 2006.

Trade Articles:

“Can You Be a Feminist and Be Sexy?” in *Skirt!* magazine, July 2007.

“When ‘Our Bodies, Ourselves’ Became ‘Now, What Exactly Is Going on Down There?’” on the TellThem! blog, June 21, 2007 (<http://blog.tellthemsc.org/?p=19>).

“Ida B. Wells: The Truth-Teller” and “Anna Julia Cooper: The Voice for Human Equality” in *Bitch* magazine, spring 2007.

Book Reviews:

Review of *Bodies in Dissent: Spectacular Performances of Race and Freedom, 1850-1910* by Daphne A. Brooks. *Legacy* (forthcoming).

“Stepping Out: Rethinking the Public and Private Spheres.” A review essay in the *Journal of Women’s History* 18 (2006): 128-137.

Academic and Professional Honors:

Student Undergraduate Research Fellowship (with Taylor Livingston) to fund research for *Revolution Grrrl Style*, 2007

Invited Lectures:

“Grrrl Zines and the Future of Feminism.” Invited lecture at Wingate University, November 2006.

Conference Papers Presented:

“Changing Boundaries and Identities in Women’s Studies: Current Challenges and Future Possibilities.” Roundtable discussion at the National Women’s Studies Association Conference, St. Charles, IL, July 2007.

“‘Making It Sexy’: Branding, Selling, and Promoting Women’s and Gender Studies.” Roundtable discussion at the Program Administrators and Directors Pre-Conference for the National Women’s Studies Association, St. Charles, IL, June 2007.

“Why Zines Matter: Material Culture and Embodiment in Grrrl Zines.” Society for the Study of American Women Writers Conference, Philadelphia, PA, November 2006.

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:

Chair of Regions and member of the Governing Council (the Board of the NWSA),
National Women’s Studies Association
President, Southeastern Women’s Studies Association

Departmental committee work and other service to the department:

Chair of Steering Committee
Scholarship Committee
Assessment Committee
English Department Honors Committee
English Department Curriculum Committee

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

Steering Committee for Communities Connecting for Change: A Social Justice Project
sponsored by the Center for Cultural Diversity, 2007
Learning Communities Committee, part of the SACS process, 2006

Service to the community:

Board of Directors, Magdalene Program, Charleston, SC, 2006: Chair
Board of Directors, Center for Women, Charleston, SC, 2005-2008
Attend planning meetings for Friends of Planned Parenthood of the Lowcountry
Volunteer as clinic escort at the West Ashley Women’s Medical Center, Charleston’s only
abortion clinic

Criteria for WGS faculty affiliation:

Women's and Gender Studies faculty include all faculty under current contract with the College of Charleston whose teaching, research, and/or service is substantially and appropriately connected to Women's and Gender Studies, as determined by the Women's and Gender Studies Steering Committee.

To become a faculty affiliate of Women's and Gender Studies, supply the following materials to the Steering Committee (c/o the program director):

- a cover letter describing your experience in women's and gender studies, including a statement about how your work is compatible with the mission and goals of WGS;
- a current CV;
- a description of any courses you currently teach or hope to teach that you would like to count toward the Women's and Gender Studies minor.

Please also indicate if you have an interest in teaching WGST 200, the Introduction to Women's and Gender Studies, and if you are interested in serving on the Steering Committee (which involves regularly attending Steering Committee meetings).

Pending approval by the Steering Committee, the Director of Women's and Gender Studies will notify you and your department head of the decision.

Faculty affiliation will be renewed every four years.

Benefits of being an affiliated faculty member of WGS:

- Only courses taught by affiliated faculty members will count toward the WGS minor (and major).
- Only affiliated faculty may vote on decisions affecting WGS.
- Affiliated faculty are eligible for WGS R&D funds.
- Affiliated faculty can request class visits from other WGS affiliated faculty members.

DATA COLLECTION REPORT (2006-2007)

DEPARTMENT NAME: Women's and Gender Studies Minor

DATE: April 25, 2007

PLEASE SUBMIT THE FOLLOWING WITH THIS REPORT:

YOUR LAST INITIAL ASSESSMENT DOCUMENT

ANY SUPPORTING DATA COLLECTION TOOLS (E.G., SURVEYS, EXAMS) THAT YOU REFER TO IN THIS REPORT

1. Identify data collection measures that are working well and giving the department good and useable data:

We administered an anonymous quiz at the beginning and again at the end of the Fall 2006 semester in WGST 200, Introduction to Women's and Gender Studies. The purpose of the quiz was to assess understanding of the concepts and issues that are the primary student learning outcomes for the course. The quiz consisted of six short answer questions in addition to some background information about the students and their interests in Women's and Gender Studies.

A trial version of the quiz was administered in Spring 2006 and the WGST Assessment Committee met to develop a scoring rubric and reviewed the responses. At that time the committee recognized the need to revise several question for clarity before using in Fall 2006 (see #3 below).

An exit survey for WGST minors was sent via e-mail to every graduating minor in December 2005 and April 2006, of which 8 were returned.

2. Identify any problems areas you have found in collecting your data. You must be specific.

The response rate for the WGST 200 assessment quiz was much higher at the beginning of the semester (149 responses out of 206 students in all sections) compared to the end of the semester (42 responses). Although efforts were made to inform adjunct instructors of the purpose and importance of the assessment quiz, it is clear that several chose not to distribute the quiz at the end of the semester. In addition, within courses where the quiz was distributed at the end of the semester, not all students chose to complete a quiz that they had seen at the beginning of the semester, knowing that it had no impact on their grade in the course.

The one exception to the low response rate is for the 21 first year students in the courses, of which 100 percent completed the pre and post assessment quiz. This provides the purest assessment of achievement of student learning outcomes in WGST 200 because for many of the junior and senior students WGST 200 is not the first WGST course taken.

Similarly, the last month of the semester seems to be an inopportune time to rally WGST minors to complete an exit survey, even after several reminders and pleas for their help in making the program stronger. Without a capstone course or other required attendance event, there is not much more to do than keep trying for more responses from upcoming graduates.

3. List any modifications that you have had to make to your assessment efforts based upon any data collection issues that have arisen over the past year. Be specific.

On the assessment quiz for students in WGST 200, we changed questions 5 and 6 after the pretest in Spring 2006. The wording of these two questions allowed for several different interpretations that we had not anticipated. To more clearly focus students attention on different feminist theories that address women and gender we changed question 5 from: “Identify three approaches to thinking about women and gender” to “Name three different types of feminism.” For questions 6, we changed “How have ideas about feminism changed over time?” which was meant to capture the link between feminist theory and its relationship to feminist praxis, to “What are two examples of feminist struggles from the past?”

WOMEN'S AND GENDER STUDIES INITIAL ASSESSMENT DOCUMENT (2004-2005)

STRATEGIC PLAN GOALS	DEPARTMENT GOALS AND OBJECTIVES	TIME FRAME	PROJECTED DATA COLLECTION METHODS
<u>GOAL 1: TO STRENGTHEN STUDENT LEARNING</u>	GOAL 1: Offer a curriculum that provides students with knowledge and methods appropriate to the field of Women's Studies		
	OBJECTIVES:		
	1.1 90% of WMST minors will be acquainted with the broad concepts and issues essential to an introductory understanding of the field.	Fall 2005	1.1.1. Develop a brief quiz covering key concepts pertinent to Women's Studies. Give the quiz in all WMST 200 classes both at the beginning of the semester and at the very end. Compare results, focusing especially on WMST minors
	1.2 To understand students' perceptions of the curriculum both in terms of sequencing of courses and range of offerings.	Spring 2006	1.1.2 Conduct a survey of graduating WMST minors to be sent out electronically. Include questions about courses the student took, courses they'd <i>liked</i> to have taken, when they took WMST 200 in relation to other courses, etc.

<u>GOAL 2: ASSURE A HIGH QUALITY, DIVERSE, AND ENGAGED STUDENT</u>	GOAL 2: To attract more students into the Women's Studies minor program and retain them		
	OBJECTIVES:		
	2.1 Make WMST 200 courses more available to freshman and sophomore students.	Fall 2005 Spring 2006	2.1.1 Compare composition of WMST 200 courses from previous three years to the composition of WMST 200 courses in the 2005-2006 academic year in order to determine trends in the number of underclassmen enrolling in the courses.
		Fall 2005 Spring 2006	2.1.2 Ask registrar to track when in the registration cycle WMST 200 classes reach capacity. Are these courses reaching capacity before registration becomes available for sophomore and freshman students?
		Fall 2005 Spring 2006	2.1.2 Measure unmet demand fro WMST 200 by instituting a wait-list procedure or some other tracking mechanism for students unable to register for WMST 200 courses because they've reached capacity.
		Fall 2005	2.1.3 Conduct a survey of advisors in the advising center, asking questions about their experiences with WMST.

WOMEN'S AND GENDER STUDIES REVISION OF INITIAL ASSESSMENT DOCUMENT FROM 2004-2005**

STRATEGIC PLAN GOALS	DEPARTMENT GOALS AND OBJECTIVES	TIME FRAME	PROJECTED DATA COLLECTION METHODS
<u>GOAL I: TO STRENGTHEN STUDENT LEARNING</u>			
1.1: To develop reading, writing and oral communication skills.	Student will report that WGST courses developed their oral and written communication skills	Spring 2006.	Minor's Exit Survey Q. 10, 11
1.2: To develop critical thinking and problem-solving skills, and 1.10a: To help students acquire depth of knowledge and competence in at least one academic discipline, including: the ability to recount and explain the basic facts and postulates of the discipline.	<ul style="list-style-type: none"> ▪ Students will be able to identify core elements of feminism. ▪ Students will report WGST courses enhanced their ability to think critically. ▪ Students will be able to state what gender is, show understanding of how it differs from biological sex, and indicate they can relate it to their own understanding of women and men and themselves. ▪ Students will be able to clearly identify at least three different theoretical approaches to studying women and gender. 	<p>Pre-test quiz in Spring 2006, administer final version of quiz at the beginning and again at the end of the Fall 2006 semester.</p> <p>Exit Survey for WGST Minors sent via e-mail in Spring 2006.</p>	<p>WGST Assessment Quiz, Q.1 and Q.2</p> <p>Minor's Exit Survey Q. 12, 15</p> <p>WGST Assessment Quiz Q. 3 Minor's Exit Survey Q. 15, 16</p> <p>WGST Assessment Quiz Q.5</p>

<p>1.9: To encourage students to become conscious of the importance of the political, social, economic, and scientific issues of their time.</p>	<p>Students will be able to identify at least three important issues facing women today and distinguish these from feminist struggles from the past.</p>	<p>Pre-test quiz in Spring 2006, administer final version of quiz at the beginning and again at the end of the Fall 2006 semester.</p>	<p>WGST Assessment Quiz Q. 6 WGST Assessment Quiz Q. 7</p>
<p><u>GOAL 2: ASSURE A HIGH QUALITY, DIVERSE, AND ENGAGED STUDENT</u></p>			
<p>1.6: To develop an understanding of cultural diversity.</p>	<p>Students will demonstrate and understanding of the intersections of gender with other identity categories and sexism with other forms of prejudice and discrimination.</p>	<p>Pre-test quiz in Spring 2006, administer final version of quiz at the beginning and again at the end of the Fall 2006 semester.</p> <p>Exit Survey for WGST Minors sent via e-mail in Spring 2006.</p>	<p>Assessment Quiz Q. 4 Minor's Exit Survey Q. 14</p>



WGST 200 Assessment

Please answer the following questions to the best of your ability. This quiz is anonymous and will not be used as part of your grade in this class. Thank you!

Feminism means:

Can a man be a feminist?

What is gender?

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

Name three different types of feminism.

What are two examples of feminist struggles from the past?

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?

Women's and Gender Studies Minor's Exit Questionnaire

1. I consider myself female male transgender
2. I have been at the College of Charleston for _____ years.
3. What is your major?

6. 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
7. What courses did you take in your major that also counted for the minor?

8. 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	likely	sure	
Not				

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

8. I took the following Women's and Gender Studies courses at the College of Charleston:

(check all that apply)

- ANTH 319 Language and Gender
 - ANTH 346 Anthropology of Gender
 - ARTH 340 Gender in Contemporary Art
 - CLAS 242 Images of Women in Classical Antiquity
 - COMM 370 Gender and Communication
 - ENGL 336 Women Writers
 - ENGL 353 African Women Writers
 - ENGL 395 ST: 20th C. American Women Writers
 - FREN 474 French Women Writers
 - HEAL 317 Sexual Behavior and Relationships
 - HEAL 323 Women's Health Issues
 - HIST 210 Women in the South
 - HIST 221 Women in the U.S.
 - HIST 252 Women in Europe
 - HIST 361 The Politics of Gender and Family in S.Asia
 - PHIL 165 Philosophy and Feminism
 - PHIL 275 Feminist Theory
 - POLS 330 Comparative Gender Politics
 - POLS 359 Gender, Theory, and Law: Sexual Harassment
 - POLS 392 Women and Politics
 - PSYC 350 Psychology of Gender
 - RELS 265 Women and Religion
 - SOCY 103 Sociology of the Family
 - SOCY 337 Prejudice
 - SOCY 354 Gender and Society
 - THTR 289 Feminist Theatre
 - WMST 300 Special Topics
 - WMST 400 Independent Study
 - Other (please describe)
-

Please indicate how strongly you agree or disagree with the following statements. Feel free to add additional comments to expand upon your response.

SA- Strongly Agree A-
Agree
SD- Strongly Disagree D-
Disagree

9. I believe the standards expected in my WMST Courses
D SD SA A
are comparable to the other courses I have taken at the
College of Charleston.
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 further strengthen the Women's and Gender Studies minor?

21. We welcome any additional comments: