

Academic Review of Women and Gender Studies Minor
Ferris State University
Big Rapids, MI

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NOTE: a Table of Contents is not needed to navigate this review, which is necessarily much shorter than Major program reviews.

Program Overview Background

As stated in the former review of the minor: “The Women and Gender Studies minor was created and implemented as one of the many new BA and minor programs initiated by the then dean of Arts and Sciences, Dr. Hammersmith, in the early 2000s. The program name, Women and Gender Studies, is in keeping with the program names at other universities, but is also the solution to a problem. Women’s Studies programs sprang up in the 70s and were focused on correcting the oversight in traditional Liberal Arts education of ignoring the work, histories, and values of women in American and European cultures. In the 1990s, Gender Studies emerged with some universities offering both Women’s Studies and Gender Studies and others, with less curricular wiggle room, collapsing the two into one. Gender Studies is focused on the construction of both femininity and masculinity in societies and cultures and the political, career, and personal ramifications of these constructions. The idea that ‘gender issues’ pertains specifically to women has been changed since the work on masculinity emerged in the 1990s...

The minor has met with a series of setbacks after implementation and might be thought of as ‘the minor that could’. When formed, the minor creator, Susan Morris, focused on some key elements to enhance the minor’s success. First, the minor needed to rely on existing courses in order to draw students without adding coursework demands on them. As such, the minor basically allows the student to focus on general education courses that meet the minor needs so as to complete general education requirements without adding coursework hours to the student’s overall graduation hours. This approach has been successful and since the courses offer goals and outcomes in keeping with general education, like reading, writing and analytical skills, this doesn’t put the minor at odds with general education. Second, the minor included only one required course, Introduction to Women’s Studies, with the other minor hours being electives. This approach, which has also been successful, allows the student to focus on areas of interest and to complete the minor with only 3 hours of required coursework.”

To update, the minor is now struggling. Although the approaches stated above help, the review process has revealed that many of the courses are not being taught regularly and there has been no effort to remedy this situation by hiring faculty to cover the courses. The minor should continue to require only one course in order to keep the curricular burden on the students at a minimum.

Problems

1. Inconsistent course offerings

In the earlier review, it was stated: “It has been difficult to offer the required course, Introduction to Women’s Studies, with any consistency since the minor’s creation. The course was offered by the minor advisor, but because she was needed to teach other courses, including those associated with two other minors she created and advised

(Philosophy & Film Studies), the course was offered to another Faculty member in the area, Lee Ann Westman, and then ‘farmed’ out to Genevieve West in Languages and Literature. Both Dr. Westman and Dr. West have left Ferris, so the course has continued to change hands, now having been taught by a current faculty member in the Languages and Literature Department. Although the course should be taught once a year at minimum for success for the minor, the department was at pains to meet this expectation.” Fortunately, some of these issues have been resolved. For one, the Introductory course, WGST 105, has been taught by a professor in Communication in the Humanities department every spring for the past several years. The enrollment is good, with the course meeting its cap regularly. The professor is interested in continuing to teach the course and if this person, who is currently an adjunct, continues to be hired, the life of this course seems firm.

The same cannot be said for other courses in the minor. Here is the number of times each course has been offered (and made) since fall2013, illustrating that the problem of inconsistent course offerings is so severe as to make completing the minor near or fully impossible, especially if the goal is that a student complete a Bachelor’s with a minor in 4 years:

ANTH 374: 1
ARTH 325: 3
COMM 315: 1
FILM 360: 6
HIST 325: 0
HUMN 320: 1
LITR 170: 3
LITR 371: 2
PHIL 305: 1
PSYCH 444: 0
SOCY 230:18

Here are some possible **solution attempts**:

Add courses

In consultation, two courses have been identified that could be added to the minor which will provide a little more option for the minor. Paper work will be submitted Fall18 to add the following courses:

HIST 259: Women and Activism: Global Perspectives
HIST 326 African American Women’s History

Faculty must be identified to teach minor courses. Although it is important to keep track of courses that are going untaught when schedules are compiled, it has not always been the case in the Humanities department (where 5 of the courses are located) that such information was managed. And, although this management has been taking place more so in recent years, there has never been a discussion about nor movement to hire a faculty member with Women and Gender Studies expertise, tenure-track or otherwise, throughout the life of the minor. In consultation with other departments, there has been a complaint that summer course offerings could be used

to offer needed courses and there has been some reassurance that courses will be offered more regularly in the future (ex.: COMM 315 Gender Communication). So, **departments need to do a better job of identifying courses that are not being taught and then request and gain faculty to cover them.**

Unfortunately, there continue to be losses of some present faculty members due to retirement that could impact the minor. For example, the ARTH 325 course is taught every other year by a faculty member who is retiring this year and the present advisor will be retiring in the next couple of years. The ARTH course already has a replacement, faculty from the Humanities area, but the three courses taught in the Humanities area (FILM 360, HUMN 240, PHIL 305) have no identified replacement. Since two of these courses are rarely taught as it is (there simply are not enough faculty to cover all the courses needed to be taught), **effort must be made to find faculty to cover them.**

A possible solution to this problem (both that the courses have not been taught and that they risk not being taught in the future) is to **change the course designators to WGST. Specifically, HUMN 240 and PHIL 305 could be changed to WGST 240 and WGST 305.** This would allow a new advisor to seek faculty to teach the courses without having to work through the Humanities faculty members. A problem has been identified regarding the PHIL course, with a resistance to the course being taught online, leaving the course untaught. With the change in designator, the advisor would be free to draw faculty from many different departments (ex.: Literature, Communication, History, Sociology, etc.), which should help identify strong faculty from across campus. Discussion of this issue is taking place in the Humanities area.

More courses in the minor could be offered online because in-class sections have some limitations that can affect their 'making'. It cannot be expected that a course with low enrollment will 'make', so it is important that every effort be made to ensure the possibility that students are able to take the course. Online courses do not need a specific time period or a specific room assignment, so any student who is having trouble fitting the course in his/her schedule will be freed up by an online offering. Also, it is easier to find an adjunct who can teach one course online because s/he doesn't need to be in Big Rapids for the course to be offered. And finally, drawing on faculty who are not necessarily in Big Rapids allows the course to be taught by someone with stronger expertise because the advisor is not limited to those available in Big Rapids. Since there are Women and Gender Studies programs all over Michigan and all across the U.S, there are reasonable contact streams to help identify strong candidates to teach the courses.

2. TIP issues/problems

A serious problem with the distribution of TIP funding has been identified as impacting the WGST minor and all minors. A student receiving TIP funds is understood to be pursuing an Associate's degree. This funding support is generally associated with community college education and since there are few community colleges in the area, Ferris offers more Associate's degrees than one would expect at a 4-year state institution. However, minors are not on offer to students in an Associate's degree program. As a result, even though a student might plan to continue to a Bachelor's

degree program after meeting his/her Associate's degree requirements (and would certainly be encouraged by advisors to do so), the student is not allowed to declare a minor and continue being funded. In the advising environment generally, new students are encouraged to find a minor of interest and to choose general education electives that also meet the minor requirements. Doing so is a good strategy for lowering education costs. But, if a student is in TIP funding, s/he cannot be advised to choose a minor in the first two years, when the student would most benefit from minor advising. As a result, if a student continues to a Bachelor's program, the student can gain TIP funding (saving money) but end up needing to take more courses than are required for general education in order to complete the minor (costing more money). In this case, even if a student were to declare a minor while on TIP, that declaration would not be honored and therefore not entered into the system. The advisor would not have that student included in her list of advisees in Banner. A remedy for this problem is much needed.

3. Minor Enrollment Issues

In the earlier review it was stated: "It is unknown how many students who were in the program or might have been were unable to enroll in this required course. In addition, another important Humanities course for the minor, Race and Gender in Film, was taken off the roster of course offerings three times in a row, making it impossible for the course to be included in student choices. And since the course advisor worked with the Jim Crow Museum with some release time, this situation was exacerbated. Faculty in the Humanities Area continue to function with more courses to teach than there are faculty to teach them, so this problem remains unresolved. The Area has hired two new faculty in the past two years but has also lost two more in addition to the loss of Dr. Westman. The needs of the minor were not openly included in the hiring process."

Much of this problem remains. Although the advisor no longer works with release time, the department is still understaffed, with all faculty members in the Humanities area needed to teach more courses than they are able to, even with overloads. In addition, there has been more required of the Philosophy faculty to teach the online PHIL 320 to serve an online program. Nonetheless, although there is one new faculty hired in the area, there was no effort made to include the WGST need in that hire.

Minor enrollment issues continue. The desired end would be to have all declared minor students entered into Banner under the faculty advisor's "Advisee List" and each minor be identified. Because of the TIP issues and the lack of courses being offered regularly, it is very common for a student to declare a minor, never finish the minor, and never indicate that s/he has stopped pursuing the minor and/or graduated without the minor being completed. This is not only a bad situation for a given student, but it creates a bad 'reputation' for the minor because students are not able to pursue an identified interest and add a minor course of study to their transcripts, even if they took several courses in the minor.

4 Minor Declaration Form Needed

Stated in earlier review: "When the minor was created, there was no administrative form created to allow the students to declare the minor. Three or four years in, it was decided on the administrative level to use the graduation clearance sheet as a declaration form. As a result, it is unclear how many students entered the minor and were unable to finish. Many students may well be in the minor now, in fact, without clear declaration. The 5 process has become better, making it easier to tell who is in the program, but a declaration form is desperately needed to allow students to clearly declare this (and other) minor(s) and to have adequate contact information for those students. With this simple change, it will be possible to offer the students better advising and assistance. Despite these problems, it is hoped that the minor will continue to be offered. Since it was designed with minimal demands on student course hours, hopefully the importance of offering such a minor at a university will keep it afloat. And with improved political climate and teaching conditions, it could well become much more successful."

There has been no minor declaration sheet created. In addition, a new check sheet form was made in the College of Arts and Sciences, but the form does not ask for the student's name (the only indication of the student's name is the student's signature, which is rarely legible) nor student number. So, a change was made, but the change did not include creating a declaration form and the new form is less usable than the old.

Assessment

The former review statement: "The goal of the program was to offer Ferris students a minor to complement and accent their major subject. Although few students will go on to study Women and Gender Studies at the graduate level, the minor includes as its goals the emphasis on interpreting culture, reading theory, and writing clearly and logically about gender issues. As such, the minor offers skills that go beyond the subject matter, allowing the students to learn about the importance of women in many histories that have traditionally excluded their contributions, and to also offer students skills that will aid them in their careers and their lives in general: reading, interpreting, analyzing, writing, communicating with others productively." These points remain important to the minor.

The specific programs outcomes are the following:

- 1. Increased knowledge of the contribution women have made to one or more of many histories: ex., Art history, American History, Cultural History**
- 2. Increased understanding of the way the ideas 'woman,' 'femininity', 'masculinity', and 'gender' function in American Culture.**
- 3. Increased understanding of the many social roles women have played in American society and other societies around the world.**
- 4. Increased awareness of the pressures societies put on both women and men to conform to socially prescribed way of thinking, valuing, and behaving.**
- 5. Increased analytical (critical thinking) skills regarding culture, society, commodification, representation, and social expectations.**

- 6. Experience with and increased ability to read material of a theoretical nature, taking the student beyond fact collecting and career pragmatics.**
- 7. Increased competence in writing skills.**
- 8. Experience of and increased ability to communicate effectively about topics that are considered controversial or taboo in uneducated or popular cultural environments.**
- 9. Increased ability to think about him/herself and others in ways that accentuate appreciation and acceptance**

These outcomes should be revisited and stated in a more sophisticated manner, based on more recent understanding of outcome statement requirements. However, for the sake of this report, the standing outcomes have been used.

New assessment additions to TracDat

Course mapping for the minor: correlation of courses to minor outcomes entered

New assessments for FILM 360 entered

New assessments for HUMN 230 entered

Outcomes for WGST 105 entered

Outcomes for the WGST minor entered

Program Distinctiveness

The minor at Ferris has been structured to be like other programs rather than to be distinct. As in other programs, the minor is interdisciplinary with faculty from many disciplines teaching and courses from many departments included in the course offerings. Students are given latitude in course choices so as to focus on what interests them rather than creating foundational courses with further courses building on them. At Ferris, there is one required course, Introduction to Women Studies, with electives from Anthropology, Sociology, Humanities, Art History, History, Philosophy, and Literature. As in other universities, this gives the student an understanding of the issues relevant to women and gender in many intellectual contexts. However, the minor suffers from a lack of visibility. Since there have been inconsistent offerings of key courses, even the visibility students might get in taking general education courses in the area are limited. The College of Arts and Sciences could do more to advertise, inform, and promote all the minors coming from what might be called traditional disciplines, as found in the Humanities department and the Language and Literature department.

However, the WGST minor has not continued to grow and has in some ways atrophied. The WGST minor could be said to be distinct from similar programs at other universities, but not in good ways. The distinction comes from Ferris' WGST minor barely inching along. Although there is only one required course in the minor and all courses also meet general education requirements, keeping this approach does not allow the WGST minor to grow. This was and remains a good strategy, but for the WGST minor to match similar programs at other universities, courses would need to be taught regularly and faculty would need to be hired to cover those classes or the ones that faculty teaching WGST courses would otherwise teach. In addition, more courses would need to be added to the minor, especially a course that culminates the course of

study, like a capstone course or a seminar, allowing the students to bring their study path into focus.

Here are a few examples of Women and Gender Studies programs at other Michigan universities:

Central Michigan University

Minor in Women and Gender Studies

Core Courses (9 Hours)

- WGS 100 - How Gender Affects Our Lives
- WGS/PHL/PSC 426 - Feminist Theory
- WGS 496 - Capstone Seminar in Women and Gender Studies

Required Courses I (9 Hours)

Two of the following:

- WGS/ECO 230 - Women in the Economy
- WGS/SOC 317 - Sociology of Sex and Gender
- WGS/PSC 326 - Women and Politics
- WGS/GRN 430 - Women and Aging
- WGS/ANT/SOC 590 - Gender, Culture, and Society

Required Courses II (6 Hours)

One of the following:

- WGS/REL 207 - Women in Religion
- WGS/ENG 327 - Women Writers
- WGS 328/HST 326 - Women in America
- WGS/COM 362 - Gender Communication

Electives (6 Hours)

Choose from the following courses not selected from Required Courses, or from the following groups, with no more than three hours from Electives II.

Electives I (3-6 Hours):

- WGS/REL 207 - Goddesses
- WGS/PSY 334 - Psychology of Women
- WGS/HST 354 - Women in European History
- WGS/ART 382 - Gender and Art

Electives II (0-3 Hours):

- BLR 325 - Women and the Law
- JRN 380 - Racial and Cultural Diversity: Mass Media's Role

- MGT 357 - Women in Management
- WGS 213/HDF 213 - Introduction to Human Sexuality
- HST 221 - Growing Up in America
- WGS 297 - Special Topics in Women's Studies
- WGS 319/PES 319 - Women and Sport
- WGS/SOC 410 - Women, Crime and Deviance
- WGS 497 - Special Topics in Women's Studies

Total Semester Hours: 24

Grand Valley State University

Women, Gender, and Sexuality Studies Minor

The Women, Gender, and Sexuality Studies Department provides students:

- an interdisciplinary program of study grounded in the liberal arts
- a culminating academic experience through which students link the insights of separate courses
- opportunities to apply theory to meaningful research or action projects, including internships, field work and service learning

Please visit our [Catalog Portfolio](#) to view the descriptions of each of our class listings.

Minor in Women, Gender, and Sexuality Studies

Core Courses

WGS 200 Introduction to Gender Studies

WGS 360 Foundations of Feminism

High impact/civic engagement emphasis: Students must complete *one* of the following courses:

- [WGS 491 - Contemporary Theory and Practicum](#) Credits: 3
- [WGS 492 - Women's Community Collaborative](#) Credits: 3
- [WGS 493 - Community Collaborative in South Africa](#) Credits: 3

For the remaining four electives, students have a wide range of WGS courses and courses cross-listed with other departments, which are approved to meet program requirements.

Saginaw Valley State University

Gender Studies minor

Program Requirements

Required Course (3 cr)

- [GS 100 - Introduction to Gender Studies \(GE10\)](#) 3 cr

Required Electives (15 cr)

The Gender Studies minor is available by completing 18 credits. This is accomplished by the successful completion of one required introductory course ([GS 100](#)) and at least 15 additional credits of electives from among the following courses:

- [COMM 425 - Gender in Communication](#) 3 cr
- [HIST 320 - United States Women's History](#) 3 cr
- [HIST 324 - Modern European Women's History](#) 3 cr
- [PHIL 240 - Philosophy and Feminism](#) 3 cr
- [PS 319 - Gender and Politics](#) 3 cr
- [PSYC 385 - Psychology of Sex, Gender & Sexuality](#) 4 cr
- [SOC 333 - Sociology of Gender](#) 3 cr
- [SOC 340 - Black Women in America](#) 3 cr

Calvin College

Gender Studies Minor

Program Requirements

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- [IDIS 394 - Gender Studies Capstone](#)
 - Three courses drawn from regularly offered gender-focused courses
 - Two additional gender-focused courses or two gender-cognate courses

Gender-focused courses

Three from:

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- [CAS 270 - Communication and Gender](#)
 - [ENGL 234 - Gender and Literature](#)
 - [FREN 374 - Women and Gender in French Literature and Culture](#)
 - [ENGL 372 - Sociolinguistics and Issues in Language Education](#)
 - [HIST 376 - Studies in the History of Women and Gender](#)
 - [PHIL 211 - Philosophy of Gender](#)
 - [PSYC 222 - Human Sexuality and Gender](#)
 - [SOC 250 - Diversity and Inequality in the United States](#)
 - Approved gender-focused interim (e.g. "Gender Representation in American Film," "Vamps and Vixens," "Male Bodies in Contemporary Culture")

Total Semester Hours: 18

Eastern Michigan University

Minor Requirements: 21 hours

Required Courses: 3 hours

-
- [WGST 200 - Introduction to Women's Studies \[GEUS\]](#) 3 hrs
- Restricted Elective Courses: 12 hours

Choose six credit hours from each of the following groups

- **I. Arts and Humanities**

- [ARTH 473 - Women in Art](#) 3 hrs
- [CLAS 321 - Women and Gender in the Ancient World](#) 3 hrs
- [HIST 321 - Women and Gender in the Ancient World](#) 3 hrs
- [HIST 335 - History of Women in Europe](#) 3 hrs
- [HIST 336 - History of Women in the United States Since 1865](#) 3 hrs
- [LITR 443 - Women in Literature](#) 3 hrs
- [PHIL 226 - Feminist Theory \[GEGA or GEKH\]](#) 3 hrs
- [PHIL 426W - Topics in Gender and Philosophy \[GEWI\]](#) 3 hrs
- [WGST 226 - Feminist Theory \[GEGA or GEKH\]](#) 3 hrs
- [WGST 305 - Queer Studies](#) 3 hrs
- [WGST 321 - Women and Gender in the Ancient World](#) 3 hrs
- [WGST 335 - History of Women in Europe](#) 3 hrs
- [WGST 336 - History of Women in the United States Since 1865](#) 3 hrs
- [WGST 426W - Topics in Gender and Philosophy \[GEWI\]](#) 3 hrs
- [WGST 436 - Women in Art](#) 3 hrs
- [WGST 443 - Women in Literature](#) 3 hrs

- **II. Social and Physical Sciences**

- [AFC 243 - Black Women: Politics and Racism](#) 3 hrs
 - [AFC 362 - Black Women: Religion and Sexism](#) 3 hrs
 - [ANTH 355 - Anthropology of Women](#) 3 hrs
 - [CRM 338 - Women, Crime and Justice](#) 3 hrs
 - [CTAC 260 - Gender Communication \[GEUS\]](#) 3 hrs
 - [ECON 328 - Economics of Women](#) 3 hrs
 - [PLSC 365 - Women and Politics](#) 3 hrs
 - [PSY 242 - Psychology of Women](#) 3 hrs
 - [SOCL 338 - Women, Crime and Justice](#) 3 hrs
 - [SOCL 344 - Sociology of Gender](#) 3 hrs
 - [WGST 210 - Gender in a Transnational World \[GEGA\]](#) 3 hrs
 - [WGST 242 - Psychology of Women](#) 3 hrs
 - [WGST 243 - Black Women: Politics and Racism](#) 3 hrs
 - [WGST 260 - Gender Communication \[GEUS\]](#) 3 hrs
 - [WGST 328 - Economics of Women](#) 3 hrs
 - [WGST 338 - Women, Crime and Justice](#) 3 hrs
 - [WGST 344 - Sociology of Gender](#) 3 hrs
 - [WGST 355 - Anthropology of Women](#) 3 hrs
 - [WGST 362 - Black Women: Religion and Sexism](#) 3 hrs
 - [WGST 365 - Women and Politics](#) 3 hrs
 - [WGST 456 - Gendered Globalization: Economic, Political and Cultural Dimensions](#) 3 hrs
- Elective Courses: 6 hours

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- Choose six credit hours from the following
 - [BMMT 205 - Women in Business \[GEUS\]](#) 3 hrs
 - [LEGL 418 - Women and Law](#) 3 hrs
 - [PHED 405 - Women in Sports](#) 3 hrs
 - [PSY 340 - Psychological Perspectives on Prejudice and Discrimination](#) 3 hrs
 - [SWKE 413 - Women and Aging](#) 3 hrs
 - [TM 420 - Women and Technology](#) 3 hrs
 - [WGST 202 - Introduction to Gender and Sexuality \[GEUS\]](#) 3 hrs
 - [WGST 205 - Women in Business \[GEUS\]](#) 3 hrs

- [WGST 230L2 - Conversations with Girls \[GELB\]](#) 4 hrs
- [WGST 300W - Feminist Inquiry \[GEWI\]](#) 3 hrs
- [WGST 302 - Masculinities and Manhood](#) 3 hrs
- [WGST 370 - Women's and Gender Studies Abroad](#) 3 hrs
- [WGST 387L4 - Cooperative Education in Women's Studies \[GELB\]](#) 3 hrs
- [WGST 405 - Women in Sports](#) 3 hrs
- [WGST 410 - Gender, Sexuality, and Disability](#) 3 hrs
- [WGST 413 - Women and Aging](#) 3 hrs
- [WGST 418 - Women and the Law](#) 3 hrs
- [WGST 420 - Women and Technology](#) 3 hrs
- [WGST 450 - Topics in Women's and Gender Studies](#) 3 hrs
- [WGST 487L4 - Internship in Women's and Gender Studies \[GELB\]](#) 3 hrs

Note - If approved by a program advisor, unused group courses, special topics courses ([WGST 279/378/379/478/479](#)), and independent study courses ([WGST 497/498/499](#)) may be used to satisfy this requirement.

Western Michigan University

Required Courses:

The 2000 level introduction:

- [GWS 2000 - Introduction to Gender and Women's Studies](#) **Credits:** 4 hours
- Electives (18 hours)**
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The remaining 18 hours should be taken from among the following:

- [GWS 1000 - Media and the Sexes](#) **Credits:** 3 hours
- [GWS 3000 - Working Women, Past and Present](#) **Credits:** 3 hours
- [GWS 3200 - Women, Multiculturalism, and Social Change](#) **Credits:** 3 hours
- [GWS 3300 - Gender Issues in Education](#) **Credits:** 3 hours
- [GWS 3500 - Psychological Perspectives on Gender](#) **Credits:** 3 hours
- [GWS 3700 - Special Topics in Gender and Women's Studies](#) **Credits:** 1 to 4 hours
- [GWS 4010 - Foundations of Feminist Theory](#) **Credits:** 3 hours
- [GWS 4100 - Special Topics in Gender and Women's Studies](#) **Credits:** 3 hours
- [GWS 4400 - Internship Seminar](#) **Credits:** 3 hours
- [GWS 4980 - Independent Study](#) **Credits:** 1 to 4 hours
- [GWS 5500 - Contemporary Feminist Theory](#) **Credits:** 3 hours
- [GWS 5970 - Issues in Gender and Women's Studies: Variable Topics](#) **Credits:** 1 to 3 hours
- [GWS 5980 - Readings in Gender and Women's Studies](#) **Credits:** 1 to 4 hours
- [AFS 3070 - Poetics and Politics of Gender in Islam](#) **Credits:** 4 hours
- [AFS 3100 - The Black Woman: Historical Perspective and Contemporary Status](#) **Credits:** 3 hours
- [AFS 3600 - Black Woman-Black Man Relationships](#) **Credits:** 3 hours
- [ANTH 2600 - Sex, Gender, Culture](#) **Credits:** 3 hours
- [ANTH 3090 - Archaeology of Inequality and Resistance](#) **Credits:** 3 hours
- [ANTH 3450 - Topics in Anthropology](#) **Credits:** 3 hours

- Topic: Women and Health
- [ANTH 5060 - The Archaeology of Gender](#) **Credits:** 3 hours
- [ANTH 5070 - Gender Theories](#) **Credits:** 3 hours
- [ANTH 5220 - Poverty, Power, and Privilege](#) **Credits:** 3 hours
- [ANTH 5450 - Topics in Sociocultural Anthropology](#) **Credits:** 3 hours
- Topic: Feminist Theory
- [ART 5210 - Topics in Art History: Variable Topics](#) **Credits:** 3 hours
- Topic: Women in Art
- [COM 3070 - Freedom of Expression](#) **Credits:** 3 hours
- [COM 4750 - Family Communication](#) **Credits:** 3 hours
- [COM 4790 - Gender and Communication](#) **Credits:** 3 hours
- [ECON 3090 - Women and the Economy](#) **Credits:** 3 hours
- [ENGL 4100 - Special Topics in Literature](#) **Credits:** 4 hours
- Topic: American Women Poets
- Topic: Images of Women in the Media
- [ENGL 4160 - Women in Literature](#) **Credits:** 4 hours
- [FCS 2050 - Topics in Family and Consumer Sciences](#) **Credits:** 1 to 3 hours
- Topic: Women and Health
- [FCS 2100 - Human Sexuality](#) **Credits:** 3 hours
- [FCS 3150 - Global Ecology of the Family](#) **Credits:** 3 hours
- [FCS 5680 - Gender, Culture, and Families](#) **Credits:** 3 hours
- [SOC 4790 - Female/Male Interaction](#) **Credits:** 3 hours

As is easily seen by these example programs, Ferris' WGST minor leaves much to be desired in course offerings and minor cohesiveness.

Program Relevance

The program is relevant to contemporary education, especially regarding diversity.

Program Values

Women and Gender Studies programs are common to contemporary university education. The courses also contribute to general education by focusing on diversity, critical thinking, and reading and writing at sophisticated levels. The topics in the minor are relevant to diversity education and to life-long learning.

.Action Plan

Solutions have been peppered throughout the report, but here is a list in action plan form. The details are to be found in this document (above):

1. Offer courses in the minor more regularly. This involves also keeping track of courses that are going untaught and finding faculty to teach them. Also, administration needs to allow minor courses to run at a low enrollment level (maybe at 5 or above) for courses in the minor. In departments in which the chair/head does not schedule teaching assignments, the chair/head must compile

information about the scheduling of courses in the minor and be sure courses are being covered (by hiring adjuncts if needed).

2. More courses in the minor should be offered online

3. The TIP funding issue must be resolved

4. A committee should be formed to oversee the minor, allowing better communication between faculty, departments, etc.

5. Issues involving enrollment tracking and management of the minor should be resolved, culminating in the minor advisor having an accurate listing of students in the minor under her/his Advisee List in Banner.

6. Designators for HUMN 230 and PHIL 305 should be changed to WGST.

7. A sheet for declaring a minor should be created.

8. ** The Senate needs to create a 'guiding document' for Academic Review of Minors to inform the reviewers of what to focus on that is needed to offer a sensible review. Using the guidance for Programs is cumbersome and frustrating to those attempting to offer academic review.