

**Center for Women's Studies Gender Research  
Feminist Curriculum Project Update and Proposal:  
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## Feminist Curriculum Project on Teaching, Research, and Scholarship

In the spring of 2008 Tobi Jacobi and Roe Bubar were selected by a vote of the Women's Studies Board to serve as the Feminist Project Chairs for academic years 2009-2011. The Chairs of the project commit to administer the program for three years and this is a paid position. In 2010-2011 the Curriculum Project was put on hold due to the structural changes when Women's Studies was relocated to the Ethnic Studies Department. In 2012 which was the last year of the Project Karina Cespedes join the project as Co-Chair. The process to serve as the Chair of the Curriculum Project includes an open application process in which the Board solicits nominations and anyone who has completed the Feminist Project on Teaching, Research, and Scholarship is eligible to apply. The term of serving in the Feminist Project's Chair(s) position was originally for three years a time period prescribed by the Charter in place at the time. The project requires creation of a curriculum, readings, methodology and pedagogy. In the first and second years of our appointment as Chairs Roe Bubar provided a monthly update on the Progress of the Project to the Women's Studies Board. While there is no specific requirement under the current call for proposals we submit a written report that includes a proposal to inform the Board on the success of the project under our leadership. We begin by providing a history and description of the Project and provide the project goals.

### History and Description of the Project

The Women's Studies Project on Teaching, Curriculum and Scholarship (formerly the Gender Scholarship Program) began in 1984 as a result of a grant written by Dr. Patsy Boyer, a professor in the Department of Foreign Languages and Literatures at Colorado State University. The SIROW grant (Southwest Institute for Research on Women), under the U.S. Department of Education, provided support for the first three years of the Project.

The original goal of the project was to integrate teaching and research about women into undergraduate international studies and foreign language courses. Of the seven participating universities in the original SIROW Program based in Arizona and Colorado, only Colorado State University continued the Project after 1987 by funding it internally. In 1987, the Project became an ongoing program within Women's Studies funded by the Provost/Academic Vice President's Office. The Project has expanded across the curriculum and now includes participants from the sciences and engineering as well as the applied human sciences, social sciences and liberal arts. To date faculty representing all eight colleges have participated.

Each year a small group of faculty members are invited to participate in the Curriculum Project from a list of those self-nominated or recommended by prior participants or department chairs. Participating faculty meet during the academic year with the designated Project Coordinators to explore feminist curricular and pedagogical approaches. Participants also explore feminist research questions and methodologies and identify avenues of funding, publication and professional involvement related to their area of interest. Faculty are awarded a \$500 stipend to purchase materials that support their work.

### Project Goals

- To deepen participants' knowledge of feminist pedagogies and methodologies.
- To increase the visibility of the experiences of under-represented populations in our society and to encourage inclusion of intersectional identities in pedagogical and curricular efforts.
- To create an environment of support for faculty interested in networking with likeminded individuals.

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## Proposal for 2012-2013 Feminist Curriculum Project

Roe Bubar and Karina Cespedes are proposing to continue as Co-Chairs of the Project for spring 2013. Eight sessions are required and our proposal includes six sessions for a total of 12 curriculum hours of contact with participants. We will provide materials to fit in binder which will include: sample syllabi, calendar of current feminist events for the semester, 20 required readings and 20 additional readings, schedule of sessions for the semester and a participant list. This curriculum project proposal includes a revision of the current curriculum we designed to include food sovereignty, collaborative research and transnational feminism. We will update our current selection of required articles and update the curriculum to include:

Session One 2 hours: Whiteness and Multiracial Feminism & Whiteness

Session Two 2 hours: Women of Color: North/South and Pedagogy

Session Three 2 hours: Environmental Justice (includes food sovereignty) as Social Justice

Session Four 2 hours: Queer Studies and Social Justice

Session Five 2 hours: Collaborative Research & Transnational Feminisms

\*Session Six 2: Group Attendance at either Feminist Colloquia or Feminist Research Forum

This past year's project was extremely successful as this is the second year that participants asked if we could resume a group like the curriculum project in the fall of 2012. Collaborative research discussions were a natural outcome of the Curriculum Project and we want to develop this aspect of the curriculum project again this spring. The Project is a natural forum where collaboration across disciplines is possible and should be incubated within this space.

## 2011-2012 Completed Feminist Curriculum Project

Last spring Karina Cespedes and Roe Bubar administered the third year of the curriculum project. 2011-2012 selection of participants for the project included feminist scholars from the School of Education, College of Natural Sciences, Department of Economics and two scholars from the English Department. Scholars included: Melinda Laituri, Ramaa Vasudevan, Judy Gaughan, Lynn Shutters and Louise Jennings. The Curriculum Project included sessions on Queer Studies, Whiteness, Multiracial Feminism, Womyn of Color Feminisms, Pedagogy, Environmental & Social Justice and Research.

Discussion sessions focused on professional and pedagogical issues surrounding the challenges that arise when engaging in feminist research and developing feminist pedagogical practice on the CSU campus. Sessions included discussions that centered the readings within a womyn of color feminist intersectional perspective and were often linked to the pedagogical and methodological challenges participants face in the classroom and in their own research methodologies. Sessions also aimed to develop a sense of community across disciplinary boundaries as a way of creating an ongoing system of support for feminist research and institutional survival. Suggestions for inclusion of feminist theory, methodology, and pedagogy in challenging subject areas was discussed at length and revisited to ensure participants were able to operationalize the substance of the project across diverse disciplines.

Curriculum Projects included revision of syllabi which most participants completed in different ways. Several of the participants purchased feminist publications and other related course materials and one participant attended a conference to further their research.

## 2009-2010 Completed Feminist Curriculum Project

In 2009-2012 the selection of scholars for the project included a group of six scholars from Communication Studies, Foreign Languages and Literatures, Economics, Ethnic Studies, and Political Science. Scholars include Leah Sprain, Antonio Pedros-Gascon, Karina Cespedes, Daniele Tavani, Courtenay Daum, and Francisco Leal. Materials for the project included a full binder of readings and a book focused on queer/womyn of color feminisms/feminist theory and pedagogy. Readings for 2010 were once again revised to reflect contemporary feminist theory

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that included intersectionality, global and current trends in feminist research. We were grateful to the OWPS for their assistance in making copies this year and providing the funds for books for each of the scholars.

At the center of the 2010 Project was the development and introduction of the Intersectionality Lecture Series in which feminist scholars from other universities engaged participants in discussions on teaching, writing and research from an intersectional feminist perspective. The Intersectional Lecture Series was integrated into the feminist curriculum project and scholars selected for the project were required to attend the series as well as four additional afternoon feminist curriculum sessions facilitated by Roe Bubar and Tobi Jacobi. The featured intersectionality speakers included: Dr. May Fu from San Diego University, tracing the origins or queer womyn of color in their development as intersectional theorists and a case demonstration of intersectionality as praxis. Dr. Abby Ferber from University of Colorado at Colorado Springs “Intersectionality and Privilege: From Theory to Pedagogy”, and Dr. Elisa Facio from the University of Colorado at Boulder, “Negotiating Borderland Feminisms and Knowledges”. We selected and reserved space in the TILT building that supported a smaller venue to create an atmosphere for exchange of ideas and provided a lunch and drinks at each lecture.

Scholars indicated plans to revise syllabi, develop classroom practices (with intersectional praxis in mind) attend conferences, and purchase feminist materials. Examples include the acquisition of scholarship on gender and literary theory, Latin American literature, and a filmography for two advanced foreign language courses; similar materials were purchased to aid in the revision of courses in economics, communication studies, and political science. Scholars also presented at conferences such as the Western Political Science Association and a meeting devoted to Spanish author Rosa Montero in Puerto Rico.

2009-2010 was a successful project and all participants requested that the group of scholars continue to meet this next fall to discuss and make use of this venue for the types of discussions and support they received throughout the semester. In an informal evaluation, scholars particularly noted the value of the Intersectionality Lecture Series and the space created by the discussion sessions for interaction across disciplinary boundaries.

## Conclusion

We are willing to provide a curriculum for the spring of 2013. If we are selected to continue the project we are hoping to mentor and recruit other feminist scholars to apply and administer the project in the years ahead.

Respectfully Submitted,

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