

Out of the Margins

Volume 15, Issue 1

August, 2014

What's New out WEST?

Inside this issue:



We've Moved!

On Monday, July 7, 2014 the Women's and Ethnic Studies (WEST) Program relocated our suite of offices from the first floor in Columbine Hall to the fourth floor in the new Academic Office Building (AOB). We are most fortunate to be sharing the fourth floor with our great Sociology neighbors.

While we will miss our cozy suite in Columbine Hall we have a wonderful new space for congregating, studying, socializing and just relaxing. The view is breathtaking. Please come visit us! Our doors are always open.

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You Are Invited!!! Women's and Ethnic Studies Open House

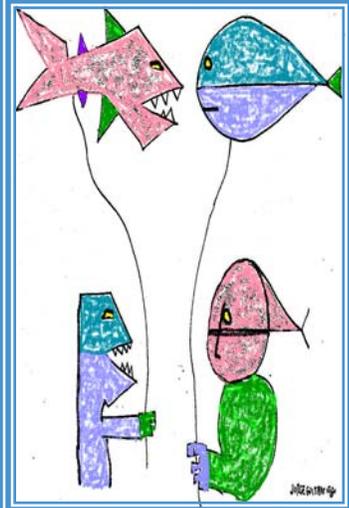
Wed. Sept. 3, 3:30-5:00 pm

Come chat with the WEST faculty and welcome the new semester in our **beautiful new location**- the fourth floor of the Academic Offices building (South of Columbine Hall and the parking garage).

Join us for pizza, refreshments, stunning views, and great conversation!

All students are invited to come learn about WEST: ask questions about your classes, consider a future WEST class, the WEST major, minor, or one of our four certificates (Global Studies; Latino/a Studies; Native American and Indigenous Studies; and Gender and Sexuality Studies-- *open to all UCCS majors*)

Visit us online at: www.uccs.edu/~west



Stephany Rose, WEST Professor

Personal Comments/Professional Review

Dr. Stephany Rose, in a blog about her work, she explains, "we are all implicated in how hegemonic whiteness thrives. Each one of us is responsible for working to end it. My calling modestly recognizes the grave work that needs to be done toward abolishing dominant narratives of white masculinity." Please visit the blog to read her article in it's entirety.

<http://thefeministwire.com/2014/05/f-bombs-to-live-by/>

Dr. Heather Hackman, Social Justice and Climate Justice Activist, Hackman Consulting Group LLC recently reviewed Dr. Rose's book. Dr. Hackman has facilitated several workshops on our campus combining diversity and sustainability.

Please visit her blog at:

<http://us5.campaign-archive1.comu=9ef772d6fd0db334a4839a747&id=a10d00f9d7>

Excerpt:

About a year and a half ago I did a workshop with my colleague, Marie Michael, entitled "Decolonizing the Word" for 7-12th grade Language Arts teachers. The intent was to examine racial representations in literature, expose the racist ideologies therein and provide educators and students alike with a racial justice lens with which to dismantle them. Specifically, the goal was to help educators gain a few insights and tools to be able to teach from a racially just perspective, with an emphasis on interrogating the racial narratives and how they buttress systems of racism and White privilege in education and society as a whole. I say all of this to say that I wish I had been able to read Dr. Stephany Rose's book prior to that workshop because she totally lays it down in terms of White masculinities and how they play out in literature. To be sure Dr. Rose has written an intense piece here and I recommend it for those who are trying to find ways to more deeply and critically examine the manifestations of Whiteness, specifically White masculinity, not only in literature, but in the larger U.S. society. There is, of course, a racial narrative of Whiteness that permeates this society so thoroughly as to seem "invisible" to so many White folks (and some People of Color / Native People) and thus the value of this book – it sheds light on the normative, subtle, largely unseen dimensions of Whiteness and its corrosive impacts on our minds, our social interactions, and our society as a whole. Additionally, Dr. Rose's voice is unabashed, crystal clear, and intellectually comprehensive making this book not one for the uninitiated regarding Whiteness. While she traces White masculinities (and thus the narrative of Whiteness itself) through history via the work of three authors (Twain, Fitzgerald, and Mansbach), her analysis offers a broader understanding of the evolving and yet perniciously powerful specter of Whiteness over the full course of the last century making this book an excellent historic source as well. I recommend Dr. Rose's book and appreciate her complexity of analysis coupled with her passion for critically and thoughtfully educating, as she puts it, "those yet to come".

Bragging Rights

WEST Faculty

Samuels, D. R. (2014). *The Culturally Inclusive Educator: Preparing for a Multicultural World*, NY: Teachers College Press.

Rose, Stephany (Spaulding). 2014. *Abolishing White Masculinity from Mark Twain to Hip-hop: Crises in Whiteness*. Lexington Books.

Clinton, Amanda, Laura, M. Crothers, Jered, B. Kolbert, Tammy, L. Hughes, James, B. Schreiber, Ara, J. Schmitt, John Lipinski, Greachmarie Rodríguez Vázquez, G., Ronald Bell, and **Julaine E. Field.** 2014.

"A Cross-Cultural Investigation of Relational and Social Aggression in Female College Students from Puerto Rico and the United States." *Journal of Aggression, Maltreatment & Trauma* 23, no. 2: 99-115.

<http://dx.doi.org/10.1080/10926771.2014.872745>

Faculty Affiliates

Dickson, L., R. Dukes, H. Smith, and N. Strapko. 2014. "Stigma of Ink: Tattoo Attitudes among College Students." *Social Science Journal*.

51, no. 2: 268-276. DOI: 10.1016/j.soscij.2014.02.005

Steers, Mary E., Brenna N. Renn, and **Leilani Feliciano.** 2014. "Increasing Nutritional Adherence in an African American Woman with Type 2 Diabetes." *Clinical Case Studies* 13 (4):368-386. doi: 10.1177/1534650113514291.

Feliciano, Leilani. **The 2014 Outstanding Faculty Diversity Award, The Multicultural Office for Student Access, Inclusiveness and Community, & Faculty Minority Affairs Committee (MOSAIC)**

Skop, Emily. 2014. 'Thirdspace' as Transnational Space in *Indian Transnationalism Online: New Perspectives on Diaspora*. Ashgate Publishing.

Stavrositu, Carmen D. 2014. "Does TV Viewing Cultivate Meritocratic Beliefs? Implications for Life Satisfaction." *Mass Communication & Society* 17, no. 1: 148-171. DOI: 10.1080/15205436.2013.816741

Stavrositu, C. D. and J. Kim. 2014. "Social Media Metrics: Third-Person Perceptions of Health Information." *Computers in Human Behavior* 35: 61-67. DOI: 10.1016/j.chb.2014.02.025

Stavrositu, C. D. and J. Kim. 2014. "All Blogs are Not Created Equal: The Role of Narrative Formats and User-Generated Comments in Health Prevention." *Health Communication*. DOI: 10.1080/10410236.2013.867296

Updates from the Matrix Center

Matrix Center Announces Changes

Dr. Dena Samuels has been named Director of [The Matrix Center for the Advancement of Social Equity and Inclusion](#), and Dr. Abby Ferber is assuming the position of Associate Director.

“We now have three people in the Matrix office, which means there are more people working on promoting the Center and growing its programs,” Ferber said.

Samuels will focus on programming, providing and coordinating [workshops and trainings](#), expanding community outreach, and overseeing fund-raising. The Matrix Center publishes a peer reviewed, open-access journal, [Understanding and Dismantling Privilege \(UPD\)](#), and Ferber will continue to serve as editor. She will also continue directing and growing the Matrix Center's [graduate certificate](#) in Diversity, Social Justice and Inclusion, offered through extended studies. Samuels and Ferber will continue to collaborate on the [Knapsack Institute](#). Moselle Bernal, project manager, will assist with publishing the UPD Journal, creating marketing material, tracking graduates in the certificate program, and coordinating events.

“My goal for the Matrix Center is to continue the great work Abby has done to build this unique organization,” Samuels said. “It has become a consistent entity that local, regional, and national communities can count on to provide intersectional social justice programming, workshops, and resources in an effort to affect learning and change.

“As we move forward, I would like the Matrix Center to engage in more conversations that broaden the definition of social justice to include: reflecting on, transforming, and healing ourselves, each other, and the planet,” she added.

In 2013-14 the [White Privilege Conference](#) officially separated from the Matrix Center, deciding it was time to become an independent non-profit: The Privilege Institute. As part of the Matrix Center, the conference tripled in size, and expanded to provide many other educational offerings besides the conference. We congratulate the WPC on its tremendous success, and many UCCS faculty and students are continuing their personal commitment to work with the WPC and TPI.

The Matrix Center sponsors events on campus and off. Please check out the website for upcoming events.

The Matrix Center will be co-sponsoring (Ending Racism) Within Our Lifetime's Campaign on Implicit Bias in October! This will be a national program in which individuals on campuses, in organizations, and in schools, are encouraged to take Harvard University's Implicit Association Test (www.implicit.harvard.edu) and engage in conversations around the implicit biases we each have been taught to think of as “natural.” Once we learn what our implicit biases are, there are strategies and techniques we can use to begin to end racism, sexism, heterosexism, ageism, etc. on a personal level that can impact institutions and ultimately create a more equitable and culturally inclusive society.

Stay tuned for more information - you don't want to miss this!

Visit our just published issue of Understanding and Dismantling Privilege at: <http://www.wpcjournal.com/>

Janice Gould receives Poet Laureate Award

In April Dr. Gould was selected to be the **Pike's Peak Poet Laureate for 2014-16**. The Poet Laureate position serves to celebrate and inspire poetry within the community. It covers both El Paso and Teller Counties. The project I proposed is titled "Tapping Into Tava: Digital Poetry." Tava being the Ute name for Pike's Peak, the idea is to combine both writing poetry about and doing photography of the Pike's Peak region.

Dr. Gould plans to conduct workshops to write poetry and field trips to do photography with any who wish to participate. Then, using the technology available in the new Colorado Springs Library 21C, they will create digital poems that will have textual, visual, and aural elements (as writers read their poems aloud). These can be uploaded to a digital anthology that may be available through the Pike's Peak Public Library, and/or uploaded to the Web through programs like YouTube.

Here's an example of a digital poem she wrote: <https://www.youtube.com/watch?v=riG5NyEdciM>.

In May, Dr. Gould was given a "**Spirit of the Springs Award**" from Mayor Bach and the city of Colorado Springs. This award honors people and organizations that have contributed to the cultural life of the city.

Save the Dates

Social Justice and Climate Justice Activist Dr. Heather Hackman is back! Her presentations on campus last spring were so popular and informative that the Office of Sustainability is bringing her back this October for more! Events are co-sponsored by The Matrix Center.

Faculty workshop on Sustainability: Friday, Oct. 3, 9 a.m. - 1 p.m., location TBA

Student discussion and workshop around Courageous Conversations: Monday, Oct. 6, 1-2 p.m., location TBA

The film *Unsung Heroes* will be showing a screening on **Thursday, November 13 from 5:00 pm to 8:00 pm** with a panel discussion afterwards. The film will be shown in UC 302 and refreshments will be available.

Please visit the link to the previews and website: <http://unsungheroesfilm.org/> Event sponsored by the Office of Veteran and Military Student Affairs, The Matrix Center for the Advancement of Social Equity and Inclusion and the Program of Women's and Ethnic Studies.

WEST/GOCA symposium and event see page 8 of this newsletter.

UCCS Faculty: If you would like to be added to the WEST Faculty Affiliate email list please contact Jane Muller at: jmuller@uccs.edu

Phone: 719-255-4553
 Fax: 719-255-4450
 Contact us at:
jmuller@uccs.edu

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We're on the web!

<http://www.uccs.edu/west>

<http://www.uccs.edu/matrix>

Poetry Corner



Drift

Clouds form continents overhead, a slow drift
that shifts maps of the world over and over,
countries with no mass or weight, borders
without meaning, rifts without malice.
I could lie here for hours watching clouds
come together and tear apart,
wind on my face, my lips. I like
the variations of light where it touches
the tops of mountains as clouds
disperse but persist, causing
sudden illuminations at timberline,
or a bright apprehension of swallows
circling in quick air, vanishing
as I watch. Higher
even than those darting birds,
an eagle, wings outstretched,
seems to coast against hard currents of air.
I utter a silent wish or what might be
a prayer, not for me alone, but for this place
of rock and water, this earth of fire and stone,
this time of revelation and reverie—
for the consequences of our living,
and of having lived.

Janice Gould



Photos by Janice Gould



Poetry Corner (continued)



Violence

A morning in late spring, before sun-up, the cat chasing moths at the kitchen window—Miller moths that migrate in from the plains on their way to the mountains. They'll take advantage of nectars forming in wildflowers that blossom now in the high meadows because it is June, a time of year in the Rockies when—if we're lucky—thunderstorms take shape, passing rains sweep through afternoons and evenings, and the green world emerges. The moths seem to travel in groups; they rest in dark crevices and cracks, find openings in the back of a mailbox, or under doorframes, or lids of recycling carts. No one likes them but swallows that swoop like crazy acrobats through intersections, catching moths on the fly.

Meanwhile our human world of commerce and guns goes on in its mundane way: buying and selling, bullying and smashing, pulverizing, annihilating. This is known as creating markets—in other words, pumping up desires and hatreds so that the wasting of life becomes almost ordinary, shameless and thoughtless. But always something glitters or shines or sends up an aroma to distract us from grief and despair, to whet the appetite—fresh croissants and rich coffee, imported cheeses on a plate, ripe strawberries—clouds and mist tumbling off the flanks of the mountains, fog floating over the ever-flowing river.

The sky has turned pale orange, like the flesh of a not-quite-ripe cantaloupe. One red rose has opened in the garden, dark crimson. Trill and chatter of House Finches, the *pak, pak, pak* of a Flicker on a phone pole. No wind. Students in the latest massacre rushed the murderer and held him down till authorities took him into custody. An engineering student cradled the head of a young woman who had been wounded—blood on her chest—and when she cried out, "I'm dying," he tried using her cell phone to call numbers for "aunt" and "mommy," but neither picked up.

Janice Gould

Photos by Janice Gould



WEST & GOCA Partner to Bring Exhibit

WE ARE YOU Project Exhibit

September 4 - October 11, 2014

Student Preview Reception: Thursday, September 4, 3 - 6 pm

We Are You Symposium: Saturday, September 13, 10 am - 3 pm

Public Reception & Gallery Tour with Artists & Curator: Saturday, September 13, 3 - 7 pm

The WE ARE YOU Project is an art exhibition that has traveled to multiple venues in the United States. It is the first comprehensive coast-to-coast artistic overview of the current state of Latino/@ socio-cultural, political, and economic conditions in the 21st Century. Curated by Cuban artist Raul Villareal, this exhibit will feature over 30 contemporary Latino artists, including three guest artists from Colorado.



The symposium, which is coordinated by Dr. Andrea Herrera, and exhibit are free and open to the public. The symposium is offered to students for 1 credit as part of our Weekend University Program under both the WEST and Art History/VAPA rubrics. Please contact Dr. Herrera with questions:

aherrera@uccs.edu

The exhibit and symposium are sponsored by UCCS Women's and Ethnic Studies, and the UCCS Center for the Study of Government and the Individual, and the The Matrix Center for the Advancement of Social Equity and Inclusion.

Artist Talks 4 - 5 pm / Public Artists' Reception following immediately to 7 pm The We Are You Project is the first comprehensive 21st Century coast-to-coast exhibition depicting current Latino socio-cultural, political, and economic conditions, reflecting triumphs, achievements, risks and vulnerabilities, affecting all Latinos "within," as well as "outside" the USA.

Curated by Raul Villareal, it is also the first 21st Century art movement that cohesively combines Visual Art, Poetry, Music, Performance Art, and Film making, amalgamating these diverse art-forms into one ("united") socio-cultural artistic Latino voice, which utilizes ART to confront current challenges and opportunities that are faced by contemporary Latinos and Latinas throughout the USA and Latin America; these concerns include: 1). Latino immigration, 2). Latinization, 3). the current Anti-Latino backlash, 4). the rise of Pan-Latino transcultural-diversity, as well as 5). revealing the diverse fusion of Latino identities in the 21st Century, assiduously forging, nurturing, and evolving a "New-Latino".

Photo credit: Jacquie Casale, LATINO, mixed-media collage on acrylic & canvas, 2'X3')

Additional Campus Events and News (continued)

M.O.S.A.I.C. Fall 2014 Programming

Join us this fall for some awesome programs!

September 16

Mexican Independence Day Table
10am-2pm, Café 65

September 17

Guest Speaker: Michael Nava
7pm, UC 124

September 18

Multicultural Affair
11am-2pm, Berger Hall

September 24

Cesar Chavez movie
6pm, UC 122

October 1

Drag Show
7pm, Berger Hall

October 8

"Guess Who's Gay" Panel
7pm, UC 303

October 16

Guest Speaker: Kate Fagan
7pm, UC 302

October 21

Fagbug Nation documentary
7pm, UC 307

October 30

Ally Appreciation Celebration
3-5 pm, Clyde's campus pub

November 5&6

The Vagina Monologues auditions
5pm, M.O.S.A.I.C. (UC 110)

November 12

Native American Heritage Celebration
TBD

November 20

Transgender Day of Remembrance
TBD

December 4

World AIDS Day Event
TBD

Safe Zone Training, Fall 2014

Thursday, September 4 @ 6 pm: UC 122

Monday, October 6 @ 6 pm: UC 122

Friday, November 7 @ 2 pm: UC 122
(geared more toward faculty)

Thursday, November 20 @ 2 pm: UC 122 (Transgender focus)

Wednesday, December 3 @ 6 pm: UC 122

Student Voices

Those applying to graduate schools are facing tough competition, especially those applying to doctoral programs (you do not always need a Master's degree to apply to doctoral programs). One way to ensure you stand out from the competition is to get published in a scholarly, peer-reviewed journal. This may sound difficult, or even impossible, but it is entirely doable, especially since UCCS happens to run its own **Undergraduate Research Journal (URJ)**.

I heard about the journal in my freshman year, but I do not recall hearing anything more about it until the Fall of 2013. I had essentially forgotten its existence until a professor advised all of her students to submit a polished final paper, and she may recommend we submit it to the URJ. Since I was planning to apply to doctoral programs, I knew this would look great on my application and would show how serious I am about a career in academia. The professor agreed that my paper was polished enough to submit for publication.

The article was accepted, and the editing process proved most difficult. Originally, the article was read by two other undergraduate students, both of whom approved it for publication with little to no editing. The journal editor suggested further edits though, and the copy editor offered the most suggestions. It took about a month and a half to finalize the article, but it is worth it because I can now say I was published in a scholarly, peer-reviewed journal, which will improve my chances at getting into a doctoral program and getting a job after completing said program. The URJ features articles from students across all disciplines.

There are other journals that feature undergraduate research. Many are affiliated with universities, but this does not necessarily mean they only feature work from their own students. An option closer to home is the Understanding and **Dismantling Privilege Journal**, which is affiliated with the White Privilege Conference and run out of the Matrix Center on campus. It has a specific section called "Youth Voices," that can include undergraduate student work. This journal also publishes creative work around the themes of privilege, oppression, diversity and inclusion. Look out for my poem, "Bluebeard's Wives" in a future issue!
Shelby Shively (WEST graduate currently enrolled in the Master's of Sociology Degree Program)

Contentious Discussions in the Classroom

Contentious Discussion in the Classroom is a series of workshops geared towards helping faculty to develop skills in managing emotionally charged, difficult discussions that take place in the classroom. Many faculty members feel challenged by students either directly or indirectly and would like help managing those situations. Similarly, many students feel attacked and isolated during classroom discussions. *Contentious Discussions* is designed to prepare faculty for those uncomfortable situations and to develop the skills to manage them effectively. Each workshop is designed and run by UCCS faculty from a range of disciplines to help you to be the best teacher that you can.

Workshops in Fall 2014

Danger Zones: Triggers in the Classroom

Many people find the classroom an emotionally charged and triggering space. Sometimes the material professors present triggers deep seeded emotions in students. Other times students' comments, attitudes, or behaviors can trigger professors. This workshop will focus on learning to recognize and manage our triggers and those of students.

Date: Wednesday, September 24, 2014, 1-3 PM

Facilitators: Abby Ferber (SOC/WEST) & Leilani Feliciano (PSYCH)

Location: UC 124

Tunnel Vision: Overcoming Our Received Frameworks in the Classroom

We all view the world through the cultural frameworks we have picked up and put into practice over a lifetime. Frameworks give meaning and coherence to what is often a confusing and troubling world. At the same time, these very important but often subconscious knowledge systems limit our capacities to see beyond what we have learned to take for granted. This workshop focuses on learning to recognize the frameworks we all bring into the classroom so that we can appreciate diverse perspectives and integrate them productively into our pedagogy.

Date: Wednesday, November 12, 2014, 10-12 PM

Facilitators: Kimbra Smith (ANTH) & Jeffrey Scholes (PHIL)

Location: UC 124

Workshops in Spring 2015

The Judge is In: Managing Stereotypes of Faculty and Students

Both students and teachers typically enter the classroom with very little information about the other people in the classroom. At the same time, we invariably make judgments about each other typically on appearance, speech, and mannerisms. Students often judge faculty on their appearance, their reputation, or their department's reputation. Faculty often place students into categories prior to actual knowledge of the individuals. This workshop focuses on learning to manage assumptions we as faculty make about students and the assumptions that students make about us.

Date: February 2015

Facilitator: Stephany Spaulding (WEST) & Katherine Mack (ENGL)

O Brave New World: Issues in Online Teaching

While face-to-face interactions in the traditional classroom leads to tensions and misunderstandings, online communication that lacks familiar visual clues to meaning and intent exaggerates and creates its own set of difficulties. This workshop will focus on managing contentious moments in the online environment.

Date: April 2015

Facilitators: Roger Martinez (HIST) & Rebecca Laroche (ENGL)

Contentious Discussions in the Classroom is a collaborative effort between the Faculty Minority Affairs Committee, the Faculty Assembly Women's Committee, PRIDE, and the Office of Diversity & Inclusiveness. The Office of Diversity & Inclusiveness and the Faculty Resource Center generously sponsors **Contentious Discussions in the Classroom**.