We are thrilled to announce that Dr. Linda Ware, Associate Professor at SUNY Geneseo, will be on sabbatical this semester on the UCCS campus. Dr. Ware is a nationally known leader in the development of interdisciplinary disability studies. She has visited the UCCS campus a number of times to consult with faculty in WEST, Sociology, and the College of Education, interested in building knowledge in the field of disability studies.

She has extensive partnerships with colleagues in the humanities, education, and internationally, most recently in research on disability and the arts. She has designed disability studies curriculum for use at several institutions of higher education, and most recently, she completed a detailed syllabus for UCCS titled Foundations of Disability Studies. On this project she worked closely with faculty across the UC system (Boulder, Denver, Colorado Springs and the Medical Center at Anschutz) to craft a syllabus relative to our contexts. The syllabus was intentionally “introductory” in design so as to include a range of topics such as disability history, disability and sociology, disability philosophy and ethics, disability in dance and performance, disability in the media and visual arts, disability and religion, disability in literature, and disability in education. This on-line course will be offered in the spring semester of 2014.

In New York Dr. Ware also works in K-12 classrooms supporting educators as they introduce disability studies content into their teaching. Rather than focusing on a specific disability, Ware encourages thinking about disability as a way of understanding the value of difference in society. Ware has found that children seem particularly enthusiastic about a curriculum that has disability humanity at its center—it is as if they already know that such topics are taboo in school.

(continued on page three)
It’s a paltry few lucky souls who love what they do for a living so much they harbor a secret sense of guilt for taking a paycheck. I feel such gratitude to count myself among their exclusive ranks. I fell into teaching as an adjunct at UCCS in 2006 after having ditched an operatic performance scholarship to pursue degrees in Sociology and Women’s Studies. The decision had meant giving up a long-held dream of professional yodeling, but I felt I had found something far more radical: an intellectual platform from which to foment a personal crusade to end injustice in the world. All hyperbole aside, of course.

Indeed, that first class, at just 18 years long in the tooth, I felt as though I had finally found my people—people as outraged at my having played high school sports for the Paw Paw “Redskins” as I was; people who saw the gendered wage gap as of at least as much import as the latest hopeful voted off of American Idol; people who are like the proverbial fish who notice the water. Newly and safely ensconced in these conceptual frameworks, I was sure I was finally intellectually home.

Still, teaching remained well off my radar until graduation and its attendant student loan bills began to loom in the not-so-distant future. I had never considered the career, mostly because I selfishly wanted to tap the amazing resources of my beloved professors forever. I wanted to learn more, more, more, not regurgitate what I already knew to a class of early-twenty-somethings.

What I couldn’t have known at the time (and didn’t until well after my first heart-pounding, hands-shaking time in front of a classroom) is that teaching is a profession of reciprocity, whereby the lucky soul charged with leading students through curriculum ends up learning as much, if not more, than her matriculants. Stumbling upon this knowledge was a little like the intellectual equivalent of finding a big bag of untraceable cash, like I was pulling something over on someone. The folks in administration had agreed to pay me to feed my own voracious appetite for new information. Suckers.

Little did I know, I would fall so squarely in love with teaching about social issues that I could scarcely imagine any other career path (save, of course, moonlighting in a swanky blues joint).

The rest as they say, is herstory. Seven years and many lovely, brilliant and talented students later, I am thrilled to finally sign a full-time contract to teach in Women’s and Ethnic Studies at UCCS beginning Fall of 2013. I can’t imagine working for a better institution, or with more amazing and supportive colleagues than I have found here. I look forward to the doors that are sure to open with the promotion, and to many more years of edification.

Teaching, too.
Ware has published widely in leading refereed journals that evidence her interdisciplinary interests in disability—Hypatia, Equity and Excellence, National Women’s Studies Journal, Disability Studies Quarterly, Research in Disability Studies, International Journal of Inclusive Education, and the Journal of Literary and Cultural Disability Studies (forthcoming). She also possesses a rich background of funded projects specific to disability studies from the National Endowment for the Humanities, the Spencer Foundation, and the Department of Education—most recently Ware served as a project evaluator for a three year project on the implementation of Universal Design for Learning (UDL) that was integrated into innovative educational practices in higher education. Her edited book, Ideology and the politics of In Exclusion (2004,Peter Lang) launched the conversation on disability studies in education in an international context.

While on sabbatical Dr. Ware plans to continue developing professional relationships with faculty, staff and students at UCCS as we strive to ensure that disability is included in our diversity-related courses, viewed through the lens of diversity, and recognized as a valued identity.

October 9, 5:00pm-6:30 pm
The Matrix Center is sponsoring a Presentation by Linda Ware:
Swimming, Karate, Go-carts, and Art—Unfinished advocacy for Sexual Surrogacy
Location: University Center, Room 303

This lecture revisits a lifetime of successful advocacy for my adult son with complex disabilities, tracing events into the present moment characterized as "unfinished advocacy." As many parents of disabled children know, advocacy for the life opportunities denied to our children are typically taken up on a "case by case" basis, and not because these rights have been won through the courts as equal human rights. We are often met with the surprise that no one before us requested "access" to the swimming lessons, after-school karate class, go-carts at the 4th grade graduation party, and certainly not to the art instruction provided by the Museum of Fine Art. As our children age, it is no surprise that the battle continues when the stakes are raised relative to housing, employment, autonomy, and identity. The lecture raises important questions about sexual identity among disabled youth and adults and puts forth the challenge to end the "unfinished advocacy" for sexual surrogacy as another aspect of the "right" to be in the world.

Disability Studies Growing at UCCS with new Graduate Certificate

WEST is proud to support the efforts of Dr. Heather Albanesi, Ph.D. (Sociology) and Dr. Emily A. Nusbaum, Ph.D. (College of Education) who are developing a Graduate Certificate in Disability Studies. This certificate advances the vision of WEST and we expect it will be of interest to many WEST students pursuing graduate degrees at UCCS. Disability Studies seeks to understand disability as a social phenomenon, social construct, and valued identity. Following the Disability Rights Movement, the burgeoning academic field of Disability Studies has witnessed the development of academic associations and journals, as well as in courses and programs at many universities. As an academic field, Disability Studies adheres to a multi- and inter-disciplinary approach, that views disability as a social construct and individuals with disabilities as a distinct minority group. Courses and faculty affiliated with the graduate certificate in Disability Studies at UCCS will reflect a variety of disciplines and methodological approaches to developing understandings of disability that counter traditional, medicalized, and deficit-framed approaches. Currently, 4 courses comprise the certificate, which will launch within the next year (possibly this spring). They are: Foundations of Disability Studies (SOC5230); Gender and Race Theory (SOC 5010); Disability Studies in Education (SPED5000); Sociology of Disability (SOC5240). Additional courses will be added to the certificate, as well. Please contact Emily A. Nusbaum (certificate coordinator) with any questions or interest: enusbaum@uccs.edu
Bragging Rights

WEST Faculty


Affiliated Faculty


Rosa Parks and Cesar Chavez Scholarship Awards

Women’s and Ethnic Studies (WEST) hosts the annual **Rosa Parks and Cesar Chavez Scholarship Competition and Awards Ceremony** during the spring semester. The competition is open to all UCCS undergrads. This has been a time-honored tradition for WEST for many years.

The deadline for the 2014 submissions will be Wednesday, February 12, 2014. Please mark your calendars! The date for the award ceremony is TBD. There will be more information regarding the competition in the coming months.

The winners for the 2013 Rosa Parks and Cesar Chavez Scholarship Awards are as follows:

**ROSA PARKS AWARDS**
Kaelyn Tischer, “The Roommate”

**CESAR CHAVEZ AWARDS**
Rose Kotoff, “Perception and Action: How Embodiment Can Lead to Tragedy”
Shelby Shively, “Domestic Violence in Native American Communities”

Please visit our website for more information. [www.uccs.edu/west](http://www.uccs.edu/west)

Support the Department of Women’s and Ethnic Studies by making a donation today. [http://www.cufund.org/giving-opportunities/fund-description/?id=6023](http://www.cufund.org/giving-opportunities/fund-description/?id=6023)

WPC News

The Matrix center for the Advancement of Social Equity and Inclusion reports that The 14th Annual White Privilege Conference, in Seattle April 10-13, drew over 2000 people, including a large contingent from CO and UCCS. Evaluation results found that 92% were satisfied with the overall conference, 80% plan to attend again, 90% will recommend to others; and over 90% reported leaving with new information and resources, while gaining strategies for addressing issues of privilege, oppression, social and economic justice. The conference program is available for viewing on the WPC website: [www.whiteprivilegeconference.org](http://www.whiteprivilegeconference.org).

Update info on next year that is currently in the newsletter: Dates are March 26-29, 2014 in Madison Wisconsin.

The Matrix center also recently published the third issue of Understanding and Dismantling Privilege, an on-line, open access journal. It is the first and only journal to focus specifically on privilege. Students and faculty are encouraged to submit their work! Check out the recent issue at: [http://www.wpcjournal.com/](http://www.wpcjournal.com/)
Beating Time

My guitar teacher Charlie says, “Stomp your foot real hard.”
He’s convinced I can learn to play syncopated notes
against this three-four rhythm.

I flub my way through the first few measures.
My playing sounds terrible, so bad
I want to cry.

I consider telling Charlie about my mother’s method,
comprised largely of shaming her students,
some of whom were also her children.

Before even putting our fingers on the piano’s keyboard,
we would divide the measure assiduously.
Does the note fall on the beat or off?

Playing tentatively, we would guess our way
through each composition. Mom would stand behind us,
exasperated and count the beat aloud.

“AND One AND two AND three.”
But that made no difference. “Now you,”
she would demand. “Say it!”

“AND One AND two.” That made no difference either.
Finally, walking away, she would say, “Sit there
until you get it right.”

Charlie’s tactic is different. “Stomp real hard,”
he advises, “until the beat is inside you, until you feel it
with your body. You can do this!”

And I do. I slam my foot on the floor
till all the dishes in the sideboard rattle.
I count aloud: AND One AND two

AND three. I am middle-aged. At last
I am beating time.

Janice Gould, 2013
WEST Photo Gallery
Photos by Janice Gould
THEATREWORKS

From THEATREWORKS--AMERICA'S BACKYARDS: THEATREWORKS will be presenting two classic mid-century American plays, August Wilson’s Seven Guitars in September and Arthur Miller’s Death of a Salesman in October/November. Both plays are set in 1948, and both take place in two backyards—a boarding house in Pittsburgh’s Hill District, and the Loman family home in Brooklyn. Both plays are about the struggles and hopes of ordinary Americans: the Loman family and the black residents of the boarding house. Seen separately, each play is a powerful classic. Seen together, and in relationship to each other, they will be even more compelling and suggestive.

Seven Guitars- September 12-29 at 7:30 pm

Death of a Salesman- October 24-November 10 at 7:30 pm

(students are free. Faculty who are not subscribers to TW may use the promo code "UCCS" on the TW website for a 2 for 1 deal for Wednesday or Thursday nights. We hope that this will help make seeing shows a bit easier for you)

From my PROLOGUE LECTURE SERIES:

- Anthony Davis- September 15th at 2:30 pm- Jazz and blues virtuoso will talk about Seven Guitars and the creation of blues. In collaboration with the Music program and Peak Frequency, he will also offer a concert on September 17th (7:00 at GoCA) of some of his songs and arias from his operas Dream of the Spider and Shimmer.

- Paula Vogel- November 4th at 7:30 pm- The Pulitzer Prize winning playwright of How I Learned To Drive, The Baltimore Waltz and The Mineola Twins will join us. This is our marquee guest and one of the greatest American playwrights and a an outspoken leader in gay, lesbian and feminist arts. NOT to be missed. Our students will perform The Mineola Twins November 15-24.

So, obviously, Seven Guitars a critical African American play and may be of interest. Tony Davis, too, and his Prologue on blues is going to be great.

CASA News

Make a Difference for a Child: CASA Needs Volunteers

Court Appointed Special Advocates (CASA) of the Pikes Peak Region is a nonprofit organization that trains and supports volunteers to represent the best interests of victims of child abuse and neglect. CASA volunteers are appointed by judges to be a voice for these children in court and in the community. With the help of a CASA volunteer, a child is half as likely to languish in the foster care system, and that much more likely to find a safe and permanent home where they can thrive.

In El Paso County, CASA is reaching less than half of the children in need. That means hundreds of children in our community have no one advocating for their rights. More volunteers are needed to make sure every child in need has access to a trusted, compassionate advocate. No special experience is necessary. Complete training and support provided.

For more information visit www.caspppr.org or call Kelly at 447-9898 x1033