Appendix I
Template for Departmental Academic Plan
September 2012

Background Description

What are your department’s strengths and current assets?

The Department of Feminist Studies has a vibrant and accomplished group of feminist scholars whose research and writing is on the cutting edge of interdisciplinary and theoretical thinking. The department has two distinguished Professors, and four distinguished Associate Professors, and one Assistant Professor who is currently being considered for tenure review. Two Executive Committee members play a role in giving vision to and administering the department. These Executive members, selected from a large body of faculty affiliated to the Feminist Studies department, have long given the department a greater resilience and breadth than seven faculty could alone provide. The department is now launching a graduate program and will accept its first graduate class to begin in the Fall of 2013.

The department’s strengths include the pedagogical focus on theory, epistemology, the breadth and depth of the curriculum, and the development of socially engaged, collaborative scholarship. The department prepares students for graduate school and for professional and community-based work. The faculty share an interest in collaborative approaches to the production of knowledge, especially at the graduate level. The focus on theory, epistemology, and a problem-based structure for research distinguishes the department’s graduate program. The successful incorporation of Affiliated Faculty into the curricular and advising structure of the department further distinguishes it at UCSC.

The faculty in the department of Feminist Studies have a range of scholarly interests that intersect around feminist theory, critical race and ethnic studies, and transnational approaches to research. Specific areas include colonial, postcolonial and post-communist polities and their representation, law and governance, immigration and citizenship, social movements, and science. The faculty brings a range of disciplinary formations to their teaching and research, including literature, anthropology, science and technology studies, sexuality/Queer/Trans studies, politics, law, history, and film. The geographic areas of study represented by the faculty include South Asia, Latin America, the United States, Eastern Europe, and Africa. These convergences and range of specialities create strength in the curriculum and allow intellectual questions to be pursued from distinct frames of reference.

Each faculty in the department is able to teach the undergraduate core courses, e.g. Feminist Studies: An Introduction (1) and Feminist Theories (100). They also teach lecture courses in their areas of research that provide breadth and depth of coverage in four areas of undergraduate study. These are focused on: culture, power, and representation; the law, politics, and social change; science, technology, and medicine; and sexuality studies. Courses taught by affiliated faculty across the campus augment the number of courses available in all four areas of concentration. Majors take a senior exit
seminar in their area of concentration. Each seminar is designed to enhance their understanding of the scholarship, and improve their writing skills and ability to present their work. The department recently decided to allow seniors to fill 1 or 2 seats in non-core graduate seminars upon petition or invitation.

The Graduate Program will focus on collaborative, problem-based research that enables students to think beyond individualized, discipline-based projects, and to cooperate in the development of knowledge. The program offers three core courses taken in the student’s first year of study. These seminars focus on theory, methods, and disciplining knowledge. The theory course (200) involves intensive reading. Methods (201) explores a range of approaches to research including archival research, and questions raised in science, legal studies, and in studies of representation, for example. In the final seminar “Disciplining Knowledge” (202) students undertake a research project that will be conceived around a problem or set of problems.

The program intends to foster collaborative thinking around specific, problem-based subjects that can be approached from distinct theoretical and methodological frameworks. The department will also frequently teach a graduate pedagogy seminar. To augment the collaborative thinking fostered in the core courses and pedagogy class, the department will invite speakers and scholars in residence. In the first two years of the graduate program, we will accomplish this with funds from the UC Presidential Chair in Feminist Critical Race and Ethnic Studies, held by Bettina Aptheker and Karen Tei Yamashita. The department will remain attentive to creating a center for feminist thought and research that brings together faculty and graduate students from across the campus.

How does your department fit into the academic landscape of its discipline or field of study? What makes your department’s scholarly profile and research program distinctive within that landscape?

Feminist Studies is an interdisciplinary field in which the connections between theory and knowledge oriented to social transformation is a longstanding practice in feminist scholarship. Of the fifteen graduate programs across the U.S., many share the department’s interests in sexuality, queer/transgender studies, and social movements, and have a transnational focus of some kind. Feminist Studies departments and programs commonly draw on Affiliated Faculty to provide students with sufficient depth and breadth of training.

The scholarly profile and research program in the feminist studies major and graduate program at Santa Cruz is distinctive within this landscape because it is one of the few programs located in the Humanities. It is also unique in having a faculty who, despite their range of interests, share an emphasis on epistemology, theory, and transnational approaches. Moreover, few programs have the strength Santa Cruz holds in feminist science and technology studies, colonial, postcolonial, and post-communist studies, and in feminist critical race and ethnic studies.

The core courses are particularly rigorous in training students to think theoretically. They have high enrollments with students that extend well beyond FMST majors because
students know that the training they are getting in those courses will prepare them for graduate school and also for upper division courses in almost any discipline in the Humanities and Social Sciences. Our upper division courses embrace a fuller range of topics including critical approaches to African studies, to the law, science, technology, and medicine. The crossing of intellectual, national, and imperial borders that is common in the scholarship of many of our faculty enhances the breadth of perspective that is brought to the curriculum. Moreover, the department is supported by a particularly strong presence of feminist scholars in other departments and programs on this campus.

**How does that distinctiveness relate to the focus and goals of your graduate program?**

The shared emphasis on theory and epistemology into disciplinary formations and pedagogy gives a particular focus to the graduate program. At its core will be the students’ formation in theory, methods, and collaborative approaches to research. To foster these collaborations, an aim of the core courses is to place the formation of knowledge within a problem-based context that students can approach from distinct methods and points of inquiry. A training in feminist methods of inquiry and the broad literature that addresses gender, power, and politics as a cornerstone of knowledge helps prepare a wide range of professionals and scholars interested in community and global politics.

**What effect does the distinctiveness discussed above have on the character of the department’s undergraduate curriculum and the meaning of your undergraduate degrees?**

The department has an excellent reputation for its rigorous training, and for preparing students to relate theoretical frameworks and methodologies to future work. One measure of this is how many of our undergraduates go on to do graduate work in a very wide range of fields, reflecting the interdisciplinary character of their training. Many of them succeed in getting their doctorates, and are themselves teaching or doing research, or working, for example, in the law, or as clinical psychologists, and as MDs. Others have been successful at the Master’s level, including several with MFA’s and successful publishing careers. Some have gone into social work, and one of those, for example, founded an agency that addresses domestic violence prevention.

Feminist Studies scholarship addresses key vectors of power in society through an examination of social movements, violence, the body, sexuality, and the production and disciplining of knowledge. A great many of our graduates are working in domestic violence and rape prevention, working with young people in a variety of contexts including drug counseling, against bullying activity, and with LGBT youth. Some have innovated and initiated programs that are scattered all over the country and, in some cases, internationally.

**What societal issues or needs are addressed by the work of your department? How do the ideas, projects, or opportunities associated with it contribute to that issue or need?**
The societal issues and needs that are addressed by the department may be best captured in the work done by its undergraduates as interns and then as public intellectuals and scholars. These areas of concentration in the undergraduate major have enabled students to take leadership in local and national organizations concerned with gender and social equity. The department gives one or more undergraduate “Community Service Awards” each year in order to recognize and encourage student work on social projects. In the past ten years awards have been given for activism around the Take Back the Night movement, and work with the Center for Young Women’s Development, and Choice USA. Students have been awarded for their involvement with programs designed for women in prison, including the California Coalition for Battered Women in Prison, the Inside Out Writing Project, and case management for the Friends Outside program; and as interns at the California Prevention Education Project (CAL-PEP). Students have also worked successfully in a variety of community organizations providing educational and social services, including translation.

Some received awards for their work in health and the law, recognizing the specific efforts for such things as establishing a free primary health care clinic for uninsured queer women and transgender individuals, and establishing harm reduction and outreach programs at an AIDS resource center. They have been engaged with internships at the California Rural Legal Assistance (CRLA) office, a non-profit organization that provides free and low-cost legal services to the working poor in Watsonville in the areas of housing, education, and labor. Some have gone abroad to undertake their internships, including one student honored for her very impressive internship in Esmeraldas, Ecuador, where she worked with various groups of women.

**Opportunities for Impact**

**What strategy and priorities will your department take for:**

**Shaping the ladder faculty for research profile and graduate training?**

Our ladder rank faculty is now tenured (with one exception in which a favorable tenure result is pending.) This suggests the ways in which, overall, the department has supported its faculty in their research. It should be noted that the Assistant Professors in Feminist Studies have done more than their share in building effective, interdisciplinary programs on campus (LALS and Social Documentation) and in the department.

The department expects the faculty to produce scholarship and to be involved in international intellectual and political projects that intersect with their research interests. The three most junior faculty have their books in press at different stages of production. These include Felicity Amaya Schaeffer’s *Love and Empire: Cybermarriage and Citizenship Across the Americas* (New York University), Neda Atanasoski’s *Afterimages of Empire: Freedom, Humanitarianism, and the U.S. Postsocialist Imaginary* (Minnesota), and Marcia Ochoa’s *Queen for a Day: Transformistas, Misses and Mass Media in Venezuela* (Duke). They have all published in
key journals in the interdisciplinary field of feminist studies. The four more senior faculty are all working on new books for which they have had sabbatical leaves. They have given high profile lectures and talks on their work both nationally and abroad.

The faculty have been involved in graduate training through the Designated Emphasis (DE) program that began in 1992. Some have served as primary advisors on dissertation committees. Others have been members on Ph.D. exam and dissertation committees. The department has awarded 86 D.E. certificates since the program’s inception.

Supporting a range of effective undergraduate programs and curricula?

Our majors and D.E. students who have Ph.D.’s in other fields have an excellent record of graduate training and academic employment. They also hold a range of professional jobs (including doctors, lawyers, and psychologists), and head community-based, national, and international organizations. The department has played an affirmative role in shaping these various career choices among their majors and graduate D.E. students.

Contributing to interdepartmental degree programs and scholarly collaborations and programs

The feminist studies major and graduate program draws a wide range of feminist scholars in other disciplines from across the campus. This is building on more than 30 years of successful collaboration, and involves strong relationships currently with the Science and Social Justice program, Latin American and Latino Studies, Film and Social Documentation, Politics/Legal Studies, Literature, History, History of Art and Visual Culture, and Anthropology. While specific faculty change, this model sustains a robust offering of intellectual stimulation for faculty and graduate students.

The department has also played a part in supporting a feminist curriculum across the campus. Undergraduates and graduates who are not Feminist Studies majors or graduate students, but who seek rigorous training in feminist theory and methods, often take our classes. The department awards D.E. certificates in Feminist Studies to graduate students from departments in the humanities and social sciences.

Our faculty is also engaged with colleagues in other disciplines in research clusters and initiatives. An outstanding example of this is the Science and Justice group that has brought excellent collaborative teaching models. Another example is the UC Presidential Chair in Feminist Critical Race and Ethnic Studies in which the effort is to involve the widest range of faculty in our programs from many different departments.

Engagement with public good or contributions of public service?

Feminist scholarship has taken a lead among disciplines to bring theory to bear on political, social, cultural, and legal problems. Feminist studies majors and scholars have generated new forms of community, non-governmental, and governmental agencies concerned with equity within an intersecting array of gender, sex, race, and class
relationships. They have developed new questions and modes of inquiry into problems that barely had a previous legal or social formulation. Their work has been especially influential in areas that the department identifies as concentrations. In the first two concentrations (culture, power, and representation, and the law, politics, and social change) students are especially prepared for work in the media, and to understand the geopolitics of society. This makes them able to work in national and international political and legal agencies. The other two concentrations (science, technology, and medicine, and sexuality studies) enable students to influence and help craft public policy that is attentive to issues of social justice, taking the more traditional analyses a step beyond the mere consideration of ethical, legal, and social implications.

The majority of the 86 Ph.D.’s who have gotten their D.E. from Feminist Studies have found employment as Professors at Research Universities, sometimes in jobs that have a specific gender and women’s studies title. Of the roughly 20% employed elsewhere, their jobs entail such work as: Vice President of Research and Innovation at Crittenton Women’s Union, Boston, MA; Senior Research Associate, Edgewood Center for Children & Families, San Francisco, CA; Economic Justice Coordinator for the State of Utah's Domestic Violence Council; Director for the Justice Now Foundation, Oakland, CA; Academic Department Coordinator, Creative Writing Center, Amherst College, MA; Senior Legislative Associate, Center on Budget and Policy Priorities, Washington, DC; and Director of Research at Catalyst, Inc., NY. A few are independent scholars and others are research scholars whose work is focused on gender equity, and the rights of women and children.

The department’s graduate program is intended to produce an exceptional array of scholars who will seek jobs as professors, and an outstanding group of intellectuals prepared to take leadership in a vast array of organizations like the ones mentioned above. A Ph.D. degree in Feminist Studies will open up even more opportunities in the professional sector for intellectuals who can undertake research, writing, and leadership positions in organizations concerned with health, medicine, sexuality, global politics, legal, international, and cultural affairs, and science studies.

**Vision and Goals**

**What will the department look like in 5 years?**
**What should it look like in 2 years?**
**How are you preparing to achieve these aspirations?**

In two years the department anticipates having a new faculty for a total of 8 FTE. The graduate program will be in its second year of teaching. It will include an anticipated 8 to 10 Ph.D. students.

In five years the department hopes to have two additional FTE granted in order to achieve a faculty of ten FTE. This will enable the department to expand the undergraduate major and to increase the vigor and visibility of its graduate program. The department hopes to have approximately 20 Ph.D. students within five years. That will include students at every level of graduate study, including students writing their Ph.D. dissertations. At that
point, the department would have achieved its anticipated steady state of between 18 and 25 Ph.D. students.

The department is actively engaged in advertising its Graduate Program and in recruiting prospective students. It is also engaged in discussing the practical aspects of the curriculum, and in designing the core syllabi. This is a long anticipated Ph.D. program and the department hopes to build on the strengths of our current faculty and program design when hiring future faculty. The augmentation of the faculty is critical. As other departments on campus grow, feminist studies needs to keep pace in order to fulfill its obligations of reciprocity with other faculty and programs, and to persist with a demanding undergraduate and graduate curriculum.

In the past, the department has been successful in recruiting new faculty through the UC President’s Postdoctoral Fellowship program. We will continue to pursue this initiative. Many UC departments have recently built faculty through the Presidential Postdoctoral program. We are committed to the vision and intent of this initiative.

In five years it is likely that the most senior member of the department will retire from full-time teaching (and hope to develop an ongoing relationship with the department for occasional courses, graduate student work, etc.) This will require her replacement at a senior level in order to maintain a departmental balance, even as younger scholars are promoted.

**Feminist Studies Recruitment Plan**

The department considers it essential to hire new faculty to adequately address curricular needs and to rebuild areas of expertise that were badly affected by the substantial loss of faculty whose work had been formative to the design of Feminist Studies. New hires will build on the faculty’s shared interest in theory, epistemology, and the development of socially engaged, collaborative scholarship. The first position is especially conceived of as building on these shared strengths. It deliberately opens the job to a range of applicants in order to find the best one for the program. The two other positions are meant to strengthen areas of research and teaching crucial to feminist studies.

The department long had faculty interested in African American, Africana, and African diaspora studies. One highly distinguished feminist studies scholar in African American feminist literature and criticism retired. Two others separated from the University: one had pioneered the field of Afro-German studies, and the other worked on the South Asian diaspora and critical race studies. Only two faculty remain in the department with expertise in this field. The University has lost internationally recognized scholars in this field who had been closely involved in the department.

The University also lost a pioneer scholar in feminist science studies. To strengthen the presence of science studies in the Humanities that she had built, the department made a senior hire in that field. The new hire enabled the University to become one of the exemplar places for graduate feminist science studies, and allowed the department to add
a concentration in Science, Technology, and Medicine to its undergraduate major. After
the retirement, only one faculty situated in science studies remains in the
Humanities. This jeopardizes the department’s leadership in graduate training and
decreases the role Humanist professors have played in the Science and Justice program
on campus.

Recruit for 2013-14:

1. Knowledge and Politics
Rank: Assistant to Early Associate Professor, 2013-14

Feminist scholarship has been a significant force in challenging and interrogating the
very forms of knowledge production and the institutionalization of academic
disciplines. Continuing with this focus on epistemological questions, as well as
confronting emergent trends and orthodoxies, we seek a scholar who interrogates the
terms of the production of knowledge historically. We are especially interested in
scholars with a focus on questions of gender, globalization, and political economy, as
well as those who are engaged in projects that attend to epistemology and area studies.
Fields of expertise may include policy and social justice; citizenship and immigration;
religion and religiosity; sovereignty and/or Indigeneity; and/or transnational theories of
capital. We welcome applications from scholars who have additional expertise in one or
more of the following areas: sexuality studies, science studies, geography, critical legal
theory, critical race studies, or transgender/queer studies.

Recruit for new faculty 2014-1017:

2. Africana/Diaspora/Transnational Feminisms

We seek a scholar in African Diaspora studies focused on the formation of identity and
subjectivity in the context of broader social processes and historical transformations. We
are especially interested in scholars who are researchers of social movements, migration,
religiosity, political transitions, minority cultures and minor literatures, or
memorialization and who are engaged with methodologies including ethnography, oral
history, literary and cultural analysis, or legal and historical studies. Areas of additional
emphasis that are particularly welcome include theories of feminism and sexuality,
critical area studies, postcolonial theory, political economy, and the “Second World.”
We encourage candidates whose methods are intersectional, qualitative, theoretical, and
historical and that would contribute to the department’s focus on geopolitics and in
transnational feminisms.

3. Feminist Science Studies

The Department of Feminist Studies at University of California Santa Cruz invites
applications for a tenure-track assistant professor or beginning associate professor
position in feminist science studies. We welcome applicants from all fields and
disciplines (including the arts, humanities, social sciences, natural sciences, and
engineering). The appointee must have a rich knowledge of science/technology/medicine
studies with a dynamic research program focusing on the life sciences broadly conceived. Research foci rooted in the global south, indigenous territories, or other regions and topics requiring thinking beyond common European and North American materials and thinkers are especially welcome. Interests may include but are not limited to colonial and postcolonial science studies; multi-species relations in cultural and historical context; sexuality and queer studies; intersex and trans studies; disability studies; sciences, arts, and media; health and environmental issues; political and knowledge economies; issues of ethics and social justice. The appointee will be expected to affiliate with UCSC’s unique Science and Justice Research Center and associated programs. Applicants should demonstrate a strong commitment to undergraduate and graduate teaching and mentoring.