The Curriculum Transformation Project is designed to assist faculty members from all disciplines as they integrate scholarship on women, gender, and other forms of diversity into their courses and develop inclusive pedagogies that acknowledge “difference” as a resource in the classroom. In recent years, the project has emphasized the importance of incorporating international perspectives into women’s studies across the disciplines.

Initiated in 1989 with university support, the project is housed in the Department of Women’s Studies. The central component of the project is an annual summer institute for UM faculty members, sometimes including faculty from campuses throughout the state university system as well as, in recent years, faculty from institutions abroad. The project has supported individual pedagogical initiatives as well as organized and supported departmental workshops, faculty study groups, and topical polyseminars throughout the academic year.

CTP also maintains resources on curricular integration and sponsors programs on curriculum change and diversity issues. The project consults on multicultural and feminist curricular change regionally, nationally, and internationally and has participated in such national initiatives as the Association of American College’s American Commitments project and The Ford Foundation’s Women’s Studies/Area Studies/International Studies initiative (WSAIS).

CTP has received substantial external support. The project received grant monies most recently in conjunction with CRGE and the Department of African American Studies. These supported faculty exchanges at institutions in the West Indies, China, Korea, South Africa, Israel, and Hungary for the discussion of research and pedagogy on women and gender transnationally and facilitated the development of an international graduate women’s studies consortium.

Annual Summer Institute: Faculty selected to participate in the annual summer institute engage in three types of activities: 1) the discussion of representative multidisciplinary texts and articles that address the construction of gender and its intersections with race, class, nationality, ethnicity, sexuality, age, and physical ability and that explore experiences, status, and contributions of women indifferent geographic and structural locations; 2) the exploration of
related pedagogical issues; and 3) the redesign of courses to incorporate new material.

Summer institute participants receive a stipend for attending or released time for study groups during the academic year. In exchange, participants are typically expected to revise at least one of their regular courses or to develop new course offerings that are, ideally, required courses for majors or courses for the CORE general education program. They also make university wide or departmental presentations that have grown from their institute work. More than 160 faculty members from departments across the humanities, arts, sciences, and education participated between 1989-1999, with 25 additional faculty members from women’s studies programs abroad participating in 2000-2001.

“The Curriculum Transformation Project has worked with faculty since 1989 in an ongoing effort to bring scholarship on race, gender, class, sexuality, and other forms of diversity into the classroom. CRGE’s presence on campus enables a productive collaboration between our units. CTP can now function as a pedagogical arm of CRGE, drawing on the expertise of its affiliated faculty, helping to think through the implications of intersectional work for the classroom, and cosponsoring projects that link research and pedagogy, as in our work on internationalizing women’s studies.”

—Deborah Rosenfelt, Director

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