December 1, 2014

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Sociology

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Title of Cluster    Gender, Feminism & Global Development

Proposed Course #1, Title and Number  SOC 273: Special Topics: Women, Culture, & Development
(Please contact the Registrar for course number information.)

Please indicate when Course #1 will be offered.  Fall 2015
(Note that cluster courses should be offered in the same or adjacent semesters.)

Is Course #1 a Special Topics course?   Yes  (If YES, contact the Registrar for a number.)
Is Course #1 a new catalog course?  No  (If YES, please submit a new course request.)
Is Course #1 a revised version of a current catalog course?  No  (If YES, please describe the extent of the revisions below.)

Proposed Course #2, Title and Number  PSC 282: Special Topics: Gender & Global Politics
(Please contact the Registrar for course number information.)

Please indicate when Course #2 will be offered.  Fall 2015
(Note that cluster courses should be offered in the same or adjacent semesters.)

Is Course #2 a Special Topics course?   YES  (If YES, contact the Registrar for a number.)
Is Course #2 a new catalog course?  NO  (If YES, please submit a new course request.)
Is Course #2 a revised version of a current catalog course?  NO  (If YES, please describe the extent of the revisions below.)

Description of Cluster (Please describe the shared theme, question, or area of interest of the cluster. Guidelines to be used in evaluating proposed clusters can be found at the end of this form.)

Feminist inquiry offers a unique window into the complex and multifaceted processes of globalization and development and how they are remaking women’s, and men’s, lives. This cluster examines development through the multiple lenses of feminism, sociology, and political science. Course topics may include: theories of development, globalization, and democratization; the global reproduction of gender and sexuality; gender-based violence and contested notions of security; material and reproductive health; the feminization of poverty; sex work and tourism; education; and women’s economic and political empowerment. In linking the disciplines of sociology and political science, this cluster will emphasize the various roles of culture, society, political elites, governments, and institutions in shaping the global gender order and women’s lives.
Shared Learning Goals  (All cluster proposals must provide shared learning goals.)

Perhaps no topic invites inter-disciplinary inquiry more explicitly than the topics of development and globalization. In reference to the College-wide learning goals of Exploration, Diversity, and Integration, this cluster seeks to:

1. **Cultivate curiosity**, by providing students with an opportunity to link their own experiences to broader social and political forces and to take educated positions on processes of development and globalization;

2. **Build a broad disciplinary and inter-disciplinary knowledge base**, by incorporating concepts and tools of understanding from the disciplines of sociology, political science, and feminism (itself an inherently multi-disciplinary body of scholarship); and by further expecting students to demonstrate competence in applying multiple perspectives in cluster assignments;

3. **Understand that knowledge is embedded in multiple contexts** (e.g., social, historical, cultural, scientific, ethical), through the empirical exploration of numerous contexts of globalization, development, and gender (such as those themes listed in the cluster description); and

4. **Develop and apply different modes of inquiry to pose questions and address problems**, by incorporating readings and class materials that engage students in comparing and contrasting multiple points of view, identifying unanswered questions in the study of gender and globalization, and by integrating assignments and class activities that require students to practice multi-disciplinary thinking.

More specifically, students enrolled in the **Gender, Feminism, & Global Development** cluster will:

- Develop an multi-disciplinary and inter-disciplinary set of theoretical approaches, tools, and concepts to better understand relationships between globalization, development, and the status of women and men politically, economically, and socially;

- Recognize the centrality of gender to processes of development and globalization, and to the ideas, interests, and institutions of global politics;

- Appreciate the interconnectedness of culture and politics;

- Demonstrate a willingness and ability to participate in constructive dialogue about major debates concerning women, gender, globalization, and development.

**Catalog Description for Course #1** (Only in rare cases will cluster courses require prerequisites. If the course has prerequisites, please list them and provide a rationale. How will these prerequisites affect cluster enrollment?)

**Women, Culture, & Development**

Women continue to comprise the majority of the world’s poor, suffer the most from environmental degradation, and are typically the invisible victims of violence and unrecognized champions of peace and reform. This course investigates scholarly critiques of development while centering women’s experiences and agency and recognizing the importance of culture. It invites students to examine attempts to maintain, challenge, and re-imagine development. The course begins by analyzing understandings of development from a variety of feminist perspectives. Then drawing on case studies from several regions (including the Caribbean, Latin America, and Asia) students will analyze issues related to women and development including structural
adjustment, the feminization of poverty, human rights, sex work and tourism. The course offers a global picture of how women are affected by development and, in turn, how they shape its trajectory.

**Catalog Description for Course #2** (Only in rare cases will cluster courses require prerequisites. If the course has prerequisites, please list them and provide a rationale. How will these prerequisites affect cluster enrollment?)

**Gender & Global Politics**

The global political order is supported in large measure by a global gender order, in which men and women have differential access to economic and political decision-making in families, nations, and international institutions. Women make up the disproportionate majority of the world’s poor, under-educated, unemployed, least secure, and, in political institutions, underrepresented. Feminist and gender movements at local, national and transnational levels, as well as feminist contributions to the scholarship of political science and international relations, offer significant challenges to conventional understandings of global politics.

This class will investigate the global construction of gender and gender relations from a variety of scholarly perspectives within the discipline of political science, including Feminist International Relations Theory (or, Feminist IR), social movement literature, and feminist political theory. Students will use these frameworks to empirically explore several key topics in the field of gender and global politics including, for example, political representation and citizenship, relationships between the family and the state, issues related to war and human security, human rights, and global gender movements.

**Plans for Collaboration** (Please describe the faculty members’ plans for interaction and collaboration. Include a description of at least one shared or integrative assignment.)

Integrative learning will be facilitated by two key inter-related features of the cluster: 1) faculty interaction and collaboration; and 2) integrative assignments.

**Faculty Interaction Collaboration**

The courses in this cluster will be offered back-to-back to provide opportunities for both courses to meet simultaneously and to allow for team-teaching. Shared lectures and joint responsibility for facilitating class discussion will emphasize the inter-disciplinarity of topics and approaches in each course. Perhaps the most important variable in making this strategy successful will be careful planning among the faculty. Therefore, the faculty will hold regular planning meetings and, on occasions when it is desirable and feasible, attend each other’s class.

As both of these cluster courses will be new courses, complete syllabi are not yet available (although we will be happy to provide these to CC at a later date). Nonetheless, our plan is to construct complimentary syllabi organized around key themes related to gender and development. For example, in each course, early readings will focus on defining key concepts—development, international relations, feminism—so that students will read a variety of disciplinary views simultaneously. Later sections will be organized around topical themes, such as education, economic development, violence, human rights and each cluster course will incorporate readings from the respective disciplines of political science and sociology.
Integrative Assignments
We will incorporate three types of integrative class activities and assignments in this cluster:

1) **Common reading sessions**: Feminist inquiry is inherently multi-disciplinary and inter-disciplinary, but “sits” within the disciplines of sociology and political science in different ways. Early in the semester, the faculty will co-facilitate discussions of several common readings on feminism and globalization, helping to lay a common foundation for the remainder of the course that simultaneously recognizes the value of an interdisciplinary approach, while appreciating the value of disciplinary differences, especially in the context of defining research questions and methods. Common reading sessions will involve three elements: a) students will be assigned common readings; b) students will post responses/questions/comments on a shared Blackboard blog prior to a joint class meeting; c) faculty will facilitate a discussion, drawing on ideas and questions raised in students’ posts.

2) **Common film screenings followed by faculty led Q&A**: The cluster will incorporate a number of films dealing with women and globalization. Back-to-back scheduling of the cluster courses will facilitate joint film screenings. We will host at least two common film screenings followed by a faculty-led structured Q&A discussion with students. This film screening/faculty Q&A exercises will be important for modeling the kinds of interdisciplinary and integrative learning we expect students to practice themselves.

3) **Culminating Student Theme-Based Panels**: The culminating experience for students in this cluster will be to participate in a panel at the end of the semester. Each panel will include approximately four to six students and will be organized around a theme (e.g., trafficking and human autonomy, education and political empowerment, global gender movements). Student panelists will present research (a formal paper assignment will be integrated with their panel presentation), using concepts, tools, and theoretical approaches discussed throughout the semester. A requirement of student panels is that they represent, and present, multiple frameworks for considering global issues. As is the case at scholarly panels in “real life,” students will be incorporating disparate readings (rooted in sociology or political science or feminism) to build shared understanding on a common theme. Panels will be held at the end of the semester in a joint event (*a la* a mini interdisciplinary conference on gender, feminism, and global development).

Signatures:  
Faculty #1 Date  
Department Chair #1 Date
Faculty #2 Date  
Department Chair #2 Date

For each course, please attach a syllabus or tentative course outline with learning goals and proposed reading lists.  
(All syllabi should include learning goals.)

Please see attached draft syllabus for SOC 273: Women, Culture, and Development and an outline for PSC 282: Special Topics: Gender & Global Politics

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1 Several of our faculty colleagues who previously taught clusters and shared their experiences at the 2014 May Cluster Workshop suggested that common *activities* (not merely common *assignments*) were most effective in creating communities of learners, and in creating spaces for integration. With this in mind, we have worked to develop shared activities that include written components that may carry “weight” when it comes to grading concerns. Our larger priority, however, has been to design opportunities for conversation, for students to ask questions, and for faculty to model integrative thinking.