A. Course Description

Credits: 4

Prerequisites: WRIT 131 Writing I or equivalent.

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: Goal LS - Upper Division Liberal Studies , Goal 05 - Hist/Soc/Behav Sci , Goal 09 - Ethical/Civic Resp

This course examines women's public activism in the United States from the Republican period to the social movements of the 1960s. Thematic emphasis is on an analysis of how women's position outside traditional politics determined the direction of their activism over time, with particular attention to the development of collective efforts to achieve legal, political, economic and social equality with men. Students consider how ethnicity, race and class differences among women affected these coalitions for social change. In addition, students learn to understand how the civil rights and women's movements created opportunities for women to change mainstream politics by the 1970s.

B. Course Effective Dates: 01/24/2000 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Can explain how women's status as political outsiders determined the direction of their public activism until 1920, consistent with the analytical and expressive complexity and sophistication that are distinctively characteristic of upper-division courses completed at a comprehensive university.
2. Can explain the preconditions for the civil rights and women's movements in the 1960s and 1970s and the strategies and goals of organized feminism, consistent with the analytical and expressive complexity and sophistication that are distinctively characteristic of upper-division courses completed at a comprehensive university.
3. Can explain why and how suffrage agitation became a mass-based movement from 1890 to 1920, consistent with the analytical and expressive complexity and sophistication that are distinctively characteristic of upper-division courses completed at a comprehensive university. Can explain why women remained political outsiders in the post-suffrage era, consistent with the analytical and expressive complexity and sophistication that are distinctively characteristic of upper-division courses completed at a comprehensive university.
4. Can explain why women remained political outsiders in the post-suffrage era, consistent with the analytical and expressive complexity and sophistication that are distinctively characteristic of upper-division courses completed at a comprehensive university.

E. Learning Outcomes (MN Transfer Curriculum)

Goal LS - Upper Division Liberal Studies
None

Goal 05 - Hist/Soc/Behav Sci
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Develop and communicate alternative explanations or solutions for contemporary social issues.
3. Examine social institutions and processes across a range of historical periods and cultures.

Goal 09 - Ethical/Civic Resp
1. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
2. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
3. Recognize the diversity of political motivations and interests of others.

G. Special Information

None