



Application for Professional Development Grant in Internationalization



Internationalization Steering Committee (ISC), part of the Internationalization Initiative at PCC

Name: Andrea Lowgren

Department: HST **Campus:** Cascade

Course that you propose to internationalize: HST 202

First term you expect to teach with the new curriculum: Winter 2024

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(number that will work during campus closure)

Check one: FT faculty

- Projects can be modification of course materials, new course materials, or another project that adds an internationalization component or international focus to a course. We encourage you to be creative!
- Projects must be an addition or modification to an existing course. We cannot fund new course development, projects that do not relate to a particular course, or projects for courses that are not currently being taught.
- These grants are intended to encourage internationalization of courses that are not already international by design (“international” means outside of the boundaries of the United States).
- Applicants will be asked to provide learning objective/outcomes, a detailed outline of classroom methodologies/activities and a list of products proposed.
- Applicants will be expected to prepare curriculum materials that can also be used by other instructors.
- Applicants will be expected to teach using the new materials within one year of project completion.
- Priority will be given to funding applicants that have not received funding from ISC before.
- Curriculum, application materials and reports developed under this grant become property of PCC and may be used as examples for future grant applications, on the PCC website, or otherwise shared inside or outside of PCC.
- Applicants will be expected to present about their project at a future meeting, to be

determined in collaboration with the ISC (Internationalization Steering Committee).

- Applications will be reviewed, and awards determined by members of the ISC.
- Payment will be made after the project is completed and copies of the curriculum that was developed are submitted.
- Applicants are encouraged to ask for feedback while creating their application.
- The award amount is \$500.
- All work must be completed by Sunday, May 16, 2023.

Please answer the questions on the next page. Add space or pages as needed.

1. Title of Project

Strategies and Tactics for Women's Suffrage in International Perspective

2. Course you propose to Internationalize

HST 202 US History 1840-1914

- 3. Description of project (summary)** The history of the fight for full enfranchisement of women in the United States took more than a century of activism. Students in this course generally engage with the 19th/early 20th century era of this struggle. During this period three generations of American suffragists tried many approaches (legislation, courts, constitutional amendments, speeches, parades, civil disobedience, fundraising, lobbying, publicity stunts, and direct action) that had a variety of outcomes. But this was also an international movement. Suffragists and feminists in countries outside of the US used some of the same strategies and tactics (at times in communication with suffragists abroad) while others developed strategies and tactics suited to their own political contexts. In many of these nations a similar outcome was achieved -- the enfranchisement of some, but not all, women. This project will engage students in analyzing political strategy both in its successes and failures in the broader context of the structures of inequality nationally and internationally.

4. Details of the project

a. Outcomes/learning objectives

- Evaluate political strategy by encouraging a more comprehensive understanding of the ways in which disenfranchised people can successfully manipulate the levers of power to achieve their inclusion in political equality.
- Understand how suffrage activists were using international models and interacting with global politics (war, colonialism, etc.).
- Analyze which aspects of inequality are left out when we focus on voting rights exclusively (economics, racism, etc).

b. Detailed outline of classroom methodologies/activities, including any products produced by the students

- This internationalization project will be the second part of a two-part lesson. For context I have included what we will cover on Day 1 (the first part of the history, with a focus on the US) and what we will cover on Day 2 (the second part of the history and the international context.)
- The international context comes via student research done at home and presented to small groups in class and the in-class activities processing the histories they researched and the resulting discussions putting together the national and international context.
- Day 1:
 - In-class lecture: the history of changes to ideas of femininity in the 19th century United States (cult of true womanhood, separate spheres and necessary class/race analysis of these ideas) and the feminist movement to 1890 (education, legal rights, abolition of slavery, temperance, conflicts over the 14th and 15th amendments).
 - At-home assignment engaging with people who challenged 19th c. femininity (Mary Church Terrell, Mary Walker, and Albert Cashier) and the Library of Congress exhibits of primary sources on the US suffrage movement 1848-1890.
- Day 2:
 - Short in-class lecture on early 20th century feminism (socialism, birth control, economics, suffrage)

- At-home assignment engaging with the Library of Congress exhibits of primary sources on the US suffrage movement 1890-1920; an excerpt from a film (Iron Jawed Angels); a short article on the international history of the suffrage movement; research into the suffrage movement of another country, assigned by first letter of last name. The countries of focus because of their specific histories are: Egypt, New Zealand, England, Finland, the Philippines
- In-class activities:
- Whole class brainstorm about the levers of power in US government with respect to enfranchisement, compiling list on the whiteboard.
- Small groups (3-5 students)
 1. Categorize the strategies of US suffragists, analyzing the tactics they used, outcomes of each tactical choice with attention to who was/wasn't included.
 2. International suffrage mini-presentations: Each student in the group will represent a different country, do a small presentation on what they learned about the history of women's political inequality in that country, the strategies/tactics used, international context and communication, and the outcomes achieved for which women.
 3. The students will then combine the national and international tactics into a discussion of strategy -- what tactics are effective in mobilizing what levers of power? They will complete a chart linking strategy to tactics with attention to potential benefits and limits for which women. Ultimately each group will be asked to recommend an overall strategy with possible tactics to achieve the desired outcome of enfranchisement.
- Discussion of the limits of political equality, with special attention to impoverished women, indigenous women, colonialism, and Jim Crow legalized disenfranchisement.

c. Curriculum products you plan to develop. At-home assignments regarding the analysis of tactics nationally and internationally and one slide deck with instructions for in-class group work and discussion questions.

d. How will you assess whether the objectives were met? I will evaluate the at-home assignments, the in-class group assignments, and listen to their discussions and then make adjustments for next time.

5. Please provide a brief answer to each of the following:

a. Is this project replicable? (preference will be given to projects that can be used in more than one course or by more than one instructor). Please explain. Yes, HST 202 is taught by other instructors at PCC and they could potentially use this model. This lesson could also be used by instructors who teach HST 204 and 205 US Women's History I and II, or WGS 101 Introduction to Women's Studies.

b. How would you be able to share what you have done with other faculty at PCC? I can share at the History SAC meeting and the RING SAC meeting.

c. Is there anything in your background or experience that will help you to accomplish this project? I have a PhD in history and a graduate certificate in women's and gender studies. I wrote a dissertation on women's history in the United States. I have 17 years of full-time teaching experience in both history and women's studies, plus additional years of part-time and teaching assistant experience.

Please email your completed application to: Ron Bekey, ISC Chair, rbekey@pcc.edu