

Course Proposal Summary

Ongoing proposal information

Equivalent to HSEM 2233H which was approved for the HP LE back in Spring 2024. Proposing as a new CLA course which will be equivalent to, but not a copy or cross-list of, HSEM 2233H.

Curriculum contact name
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Basic Course Information

Effective term Spring 2025	PeopleSoft course ID -	Effective date Jan 21, 2025
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Active/inactive status Active	Appear in course catalog? Yes
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Institution UMNTC	Campus Twin Cities
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College TCLA - College of Liberal Arts	Career Undergraduate
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Department
History Department (10968)

Course subject code HIST	Course number 3849
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Course name
The Histories of Student Activism in the United States

Course name for transcript
Histories of Student Activism

Course description

College students do a lot of things. They study. They are part of clubs, sports teams, and organizations. They work. They build lives outside the institution. They also protest and look for ways to change the world. This is a course that explores the many histories of student activism. Students have taken part in some of the most important social movements in the world. Students have also turned their attention inward to demand that the university change or expand in one way or another. In all of these ways, students are engaging in civic life and thinking through the ethics of many public problems.

Through a focus on the United States and particular attention paid to the University of Minnesota itself, students will think deeply about questions of activism and reflect on the actions of their direct historical counterparts. We will examine how various student groups debate ethics and make decisions about how to engage with the broader body politic. Throughout the semester we will be learning and discussing both how world events shape college students and how college students shape the world around them.

Course Enrollment and Student Planning

Grading basis
A-F - A-F Grade Basis

Typically offered term(s)
Periodic Spring

Typical meeting pattern
Two 75- minute meetings per week

Require consent to enroll
No Special Consent Required

Require consent to drop
No Special Consent Required

Assign existing prerequisite or corequisite
undefined - undefined

Do you need to define a new prerequisite or corequisite?
No

Can students enroll in more than one section of this course in the same term?
No

Prerequisites and Corequisites (Crookston only)

Equivalencies and Cross-listings

Is this course equivalent to any other courses?

Yes

Define new equivalent course group

HSEM2233H Histories of Student Activism, HIST3849 Histories of Student Activism

Notes to OTR

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Equivalent course group

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Is this course cross-listed with any other courses?

No

Credits, Instructional Time, and Repeats

Credits

Minimum credits

3

Maximum credits

3

Instructional time (hours)

Minimum

instructional time

3

Academic progress units

Academic progress
units

3

Financial aid units

Financial aid units

3

Is this course repeatable?

No

What is the maximum number of times a student could earn credit for taking this course?

1

What is the maximum number of credits a student can earn from this course?

3

Course Characteristics

Course attributes

Is this a topics course? No	Will this course ever be offered online or primarily online? No
Is any portion of this course taught outside of the United States? No	Is this an honors course? No
Is this a freshman seminar? No	If this course uses community-engaged learning (CEL) instructional strategies, indicate up to 5 CEL values. -

CIP code
00.0000

HEGIS code
00.0000

Components

Code	Name
LEC	Lecture

Primary and Graded Component Details

Primary component	Graded component
Lecture	Lecture

Student Learning Outcomes (Undergraduate Crookston, Duluth, and Twin Cities only)

	How will this outcome be addressed in the course? -
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Learning outcome

Can communicate effectively

How will the instructor assess the students' learning related to this outcome?

Every class session has allotted time for class discussion. During these times, students will communicate their thoughts and ideas to their peers in small groups and at other times to the class at large.

Additionally, the “ Reflection Piece”

Assignment (see below) serves as an additional space for students to synthesize their thoughts, make sense of contradictions, and communicate their thoughts in writing.

Throughout the semester students will practice working through ambiguity, synthesizing information, and developing their own thoughts. These building blocks are essential in helping students communicate effectively both verbally and in writing

Learning outcome

Can locate and critically evaluate information

How will the instructor assess the students' learning related to this outcome?

In addition to class discussion in every class, the “ Archival Element” assignment serves as a particular space for students to engage in focused critical thinking.

How will this outcome be addressed in the course?

Throughout the semester, students will go directly into the university archives with the explicit task of locating primary sources and evaluating the information in those sources. They will critically analyze and contextualize this information in order to better understand the world around them.

Course Dependencies and Curricular Impacts

Course Proposal Details

Consultation with other units

University Consultation:

Consultation was sent to the Associate Deans on September 18th and no concerns were reported. KAE

Department Consultation:

Please see attached documentation

Liberal and General Education

Are you proposing this course to meet a general or liberal education requirement?

Yes

Proposed Twin Cities Liberal Education Core

Historical Perspectives

Proposed Twin Cities Liberal Education Designated Theme

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This course is approved as a Core, effective

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This course is approved as a Designated Theme, effective

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Approved Twin Cities Liberal Education Requirement(s)

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Describe how the course meets Liberal Education Core course criteria

This course operates on three levels, thereby meeting the three-part mission of the Historical Perspectives Criteria. Level 1: This course examines the human past, beliefs, and practices as it relates to student activism in the United States. It hones in on the changes over time in how students approach activism and highlights the difference and similarities between various historical periods. For example, activism during the Great Depression was different from activism during the Vietnam War, and the rise of globalization. Level 2: This course exposes students to the different ways that historians produce knowledge about the history of student activism. We explore the value, limitations, and silences of each source we encounter and connect these conclusions with how this knowledge shapes our understanding of the past and its significance. Students are asked to think and write like historians of student activism in order to better understand methods and disciplinary value. Level 3: This course provides opportunity and space for students to work directly with primary sources. Continual analysis of primary sources and engaging in their own interpretive work allows students to make meaning out of historical material and reflect on the production of knowledge. Their engagement with different types of sources and archives exposes them to a multitude of perspectives and opportunities to evaluate the uses and limits of each document.

Are you proposing this course to meet the Writing Intensive requirement?

No

This course is approved as Writing Intensive	This course is approved as Writing Intensive, effective
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No

Syllabus (All Rochester and Twin Cities Careers, Duluth 8xxx-Level)

Upload a syllabus from within the past 2 years

[HIST 3849 - Equivalent to HSEM 2233H.pdf](#), [HIST 3848 & HIST 3849 Course Consultation CHIC.pdf](#), [HIST 3849, Spring 2025_Revised 092424.docx](#)