

**POLS 492Q: Women's Suffrage and Gender Politics**  
**22 April 2003**

**Take Home Final Questions**

**DUE: NOON, WEDNESDAY, 7 MAY 2003 (O'SHAUGHNESSY 217 / DECIO 442)**

Your assignment is to answer *one* of the following two questions. Essays should be 6 pages, typed, and double-spaced. Formatting *must* be consistent with the Style Guide (including page numbers!!). Please, no cover page. Be sure to identify the question you are answering. Your answer should incorporate information from in-class lectures and discussion and from the assigned reading; no outside material is necessary. When you use information from the reading, please cite the author and page, if applicable. A good answer will not simply report back information provided in class and in the reading, but will show careful thought and an ability to apply and integrate the material to answer the particular question. To repeat: This assignment necessitates *thinking* and *analysis* on your part; it is not enough to simply regurgitate. If you have any questions or need assistance, please arrange to meet with me *prior to the due date*. I do not accept e-mail submissions. Tardy policy: subtract one half grade for every day paper is late.

1. The women's movement(s) in the United States have been described as "waves," with the First Wave indicating what became the suffrage movement of the 19<sup>th</sup> and early 20<sup>th</sup> century, and the Second Wave demarcating the modern women's movement that emerged in the late 1960s. Compare and contrast the First and Second Waves of the American women's movement in terms of origins and influences, strategies, goals, and as a result, their overall impact on American society and on women's lives.
2. Rightfully or wrongly, the First Wave of the women's movement is often characterized as having a single focus: votes for women. The Second Wave, on the other hand, is viewed as more diverse in its goals and strategies. Describe and analyze the multiple objectives and diverse tactics of the Second Wave (as discussed in this class), the ways these goals and strategies complemented and conflicted with each other, and the effect of this diversity on the overall impact of the Second Wave.