Course Description
This course covers the activities and accomplishments of women working towards social change. It deepens participants’ knowledge about empowerment of women at various levels of society and in different locations. Debates about feminisms, women’s movements and organizations, civil society and social change, power and institutions are discussed. With history as a motivation for understanding current strategies and tactics of organizing communities and society to improve the status of women and other groups that are marginalized, we will study contemporary movements and organizations that address issues of gender/race and class through local initiatives and transnational solidarity. National and international reform and social change movements include: suffrage, abolition, unionization, feminist movements, ERA, and women’s rights movements, and global economic justice movements. Strategies of multicultural organizing and coalition building such as in community development, neighborhood organizing and social action will be addressed. Civil protest, legislative action, policy formation and local and global solidarity movements are examined.

Course Rationale
Social workers and other community activists need an understanding that politics and other societal changes in the last century have produced a significant transformation in the lives of women, in their organizations, their struggles for equality and ways in which they negotiate their interests. With an understanding that major gains have been made, there still is a need to analyze the disadvantages of women in terms of income, housekeeping, childrearing and childcare arrangements, and the vulnerability of becoming a victim of violence against women.

Globalization understood in terms of a world economy that privileges the market over citizens has resulted in a weakened state apparatus for protection and social care, thus creating major forms of social exclusion at all levels. Women’s movements worldwide face an intricate set of issues, which cut across many social and political arenas (civil society, the state, and international organizations) and require new conceptions of public power and reformulation of women’s politics at the grassroots, national and international levels. Issues of solidarity and overcoming divisions are key concerns for women to strengthen their political agency and women’s/feminist politics. The processes of women organizing for change have increasingly become more diverse, more institutionalized, more internet supported, more professionalized and specialized, but also more grassroots and locally focused. These new arrangements require new insights and new forms of interventions. Social workers and other change agents, fulfilling a social justice mission need understanding of the historical and current struggles of women to continue the cause of equality, justice and human rights.

Course Objectives
By the end of the course, it is expected that each member of the class will be able to:

1. Define and articulate the significance of historical women’s movements in national and international context: different historical feminist movements; the international women’s movements and international conferences; the role of women of color, movements in the global south and transnational solidarity movements.

2. Be familiar with the debates on women’s human rights: equality versus difference, public versus private and universality versus cultural relativism, and how these debates play out in the formulation of women’s rights as defined by women’s movements and organizations.

3. Understand the characteristics of social movements: development, sustaining practices,
decline/integration in societal practices and articulate these characteristics through the study of one particular movement and its feminist/womanist leadership.

4. Articulate strategies of social change as employed by women’s movements and organization: grassroots and community activism, local, national and international alliances and coalitions, protest movements, union organizing, legislative testimony and lobbying, policy formation and solidarity movements.

5. Understand the sources and uses of power, utilize an empowerment perspective to involve women as citizens in community change. Leadership development.

6. Join a civic (women’s) organization with the intent to join in leadership activities.

Readings:


Course Format

1. Class participation in the design of the course
2. Lecture/class discussion of readings drawing mainly from the assigned texts and supplemental articles, newspaper/magazine articles etc.
3. Student facilitated learning, guest speakers and video’s.
4. Outside civic engagement with a mentor/leader in the community
4. Short student presentations on a woman’s movement for social change.

Assignments:

1. Port folio

A port folio is a collection of reflections, notes from readings and lectures, papers and a report of the experience with a mentor. Class assignments will be part of the port folio as well. The instructor will look at the port-folio 2x in the quarter.

   a) Reflections: After every three class sessions, write a typed two page paper with your scholarly analysis (compare with other courses, books etc) and your comments, thoughts and personal experiences with the topic etc. This assignment is not a journal, nor a report, but a thoughtful analysis, including reflections of how the topics you learn about influence your academic and civic questions and engagements. Social workers may address the implications for social work practice.

   b) Notes from readings: Reading the assigned articles may be a stretch and a challenge. Notes could include definitions of terms, connections between topics and definitely questions that the reading raises.

   c) Notes from lectures: Lectures can help understand the material, lecture notes give food for reflections and connections to readings and will be helpful for your reflection papers.
d) **Mentor/leadership experience:** You will be matched with a community mentor/leader, with whom you may spend at least 10 hours during the quarter. (see letter to mentor). You will keep a log from meetings and discussions with your mentor, activities and/or meetings you engaged in. A reflection of the mentor/leadership experience and what you learned in the context of the class will be the final piece (3 pages).

e) **Articles, newspaper clippings, internet finds about your topic of interest, connections you made etc.**

2. **Research Paper and Project Presentation.**
The purpose of this research paper is to explore a historical or contemporary local, national or global women’s movement or multicultural organization. You need to address the social conditions that gave rise to the movement, time period and dominant ideology; its main leader(s), goals, major constituency, organizing strategies and tactics of the movement, societal resistance and internal conflicts, and successes gained. Address what you learned from this study. (8 pages, double spaced, 12 point times new roman or similar font, 1 inch margin, 10 references, at least 6 peer reviewed articles or book chapters)

**Criteria for grading:** following the guidelines of the assignment, organization (i.e. clearly delineated sub topics), sufficient development and support of the focus of the paper with citations; grammar, spelling and a distinct writing style (APA, MLA).

3. **Critical conversations.**
Each student will be part of a group that will function as a smaller learning community where a discourse of ideas and views may be easier. About every week, this group will discuss the readings with an assigned facilitator. Notes from the readings and questions (see 1b) will be the topic of the conversations. The facilitator may take more responsibility to prepare 1-3 questions related to the reading.

4. **Check for understanding.**
There will be an assessment of your learning. This will consist of checking understanding of concepts, major historical and current events and movements from all three books discussed. Study questions will be given before the assessment.

**Grading**
1. Class participation (discussions, presentations, initiative/leadership) 5%
2. Portfolio (3 reflection papers @ 10 points) 40%
3. Paper on a movement and leadership (30) and presentation (5) 35%
4. Check for understanding 20%

100%

**Note:**
“Plagiarism (from the Latin word for kidnapper”) is the presentation of someone else’s ideas or words as your own. You plagiarize deliberately when you copy a sentence from a book or article or material found on the internet as pass it off as your writing, if you summarize or paraphrase someone else’s ideas without acknowledging your debt, or if you buy or borrow a term paper to hand in as your own. Your plagiarize accidentally if you carelessly forget quotation marks around another writer’s words or mistakenly omit a source citation for another’s idea because you are unaware of the need to acknowledge the idea. Whether deliberate or accidental, plagiarism is a serious and often punishable offense.” (H. Ramsey Fowler, Little Brown Handbook, 3rd Edition, Boston: Little, 1986, p. 570)

**Note:** Using internet sources poses enormous challenges for students. These rules apply: use quotation marks and cite the source if you use verbatim statements from books, articles or internet sources. Cite the
source if you use an idea, a concept and if you paraphrase content you need to attribute the author or source.

**EWU considers plagiarism a serious academic offense. Check the Student Academic Integrity policy,** or the Student Conduct Code, which outline penalties. There are internal (course instructor) and external (University Panel) ways in the University to address a violation. The minimum penalty usually means receiving a 0 for a paper, but other penalties may apply (i.e. failing the course). The instructor will implement one of those options should plagiarism occur.
### Proposed Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
</table>
| April 6    | Setting the stage: Visit: Sojourner Truth Introductions and Expectations | Video: *Not for Ourselves Alone*  
Elizabeth Cady Stanton and Susan B Anthony  
The Seneca Falls Women’s Convention |
| April 13   | Meeting with Mentors.                                               | Read: *Women in the Hague*  
Addams, Balch and Hamilton                                                    |
|            | Lecture: What is feminism: Overview of First, Second and Third Feminist Waves. |                                                                                   |
|            | Critical Conversations: Women at the Hague                          | Video: *Not for Ourselves Alone*  
Elizabeth Cady Stanton and Susan B Anthony  
The final victory: Women get the vote in 1920                                 |
| April 20   | Discussion about papers.                                           | Read: *The Tidal Wave*  
Chapter 1,2,3                                                                  |
|            | Lecture: What is a social movement.                                 | Reflection paper due                                                          |
|            | Social Reformers: Women of Hull House                               |                                                                             |
|            | **Critical conversation: Tidal Wave.**                              |                                                                             |
|            | Video: *Women of Hull House.*                                       |                                                                             |
| April 27   | Critical conversations: Tidal Wave                                  | Read: *The Tidal Wave*  
Chapter 4,5.                                                                  |
|            | Guest Lecture: Women’s Organizations                                |                                                                             |
|            | Video:                                                              |                                                                             |
| May 3      | Reports on mentor/mentee experience: Questions and observations.    | Read: *Naples and Desai*  
Chapter 1,2,3                                                                  |
<p>|            | Lecture: <em>Globalization and Transnational Solidarity</em>              | Portfolios due (2)                                                            |
|            | Critical conversations                                              |                                                                             |
| May 11     | <strong>Organizing Across Borders</strong>                                       | Read: <em>Naples and Desai</em>                                                      |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 18</td>
<td><strong>Localizing global politics</strong> Lecture: Organizing for change</td>
<td>Read: Naples and Desai: Chapter: 8,9,10,11</td>
</tr>
<tr>
<td></td>
<td>Guest speaker: Denise Atwood: Ganesh Himal Trekking and Trading Company</td>
<td></td>
</tr>
<tr>
<td>May 25</td>
<td><strong>Check for understanding</strong> Poetry, music, art as feminist organizing tools</td>
<td></td>
</tr>
<tr>
<td>June 1</td>
<td><strong>Activism in and Against the Transnational State</strong> Lecture: Engagement with transnational feminist praxis.</td>
<td>Read: Naples and Desai: Chapter: 12,13,14</td>
</tr>
<tr>
<td></td>
<td>Guest speaker/Video</td>
<td>Reflection paper due.</td>
</tr>
<tr>
<td>June 8</td>
<td>Reception with Mentors (@ 5.30) 1429 S Walnut. Bring a snack to share!</td>
<td>Portfolios due</td>
</tr>
<tr>
<td>June 15</td>
<td>Student presentations/final paper Reflections and Course evaluations.</td>
<td></td>
</tr>
</tbody>
</table>

**Selected Bibliography for Women and Social Reform**


