

**WOMEN OF COLOR IN POLITICS**  
**GOV1005/AFRS1005**  
**FALL 2017**

Instructor: Dr. Chryl Laird  
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Classroom: Sills 209  
Class Meetings: Mon. & Wed 2:30-3:55  
Office Hours: Mon & Wed. 9AM-10AM, Tuesday 10AM-12PM

"I am sick and tired of being sick and tired." –Fannie Lou Hamer, Vice Chair of the Mississippi Freedom Democratic Party

"I would hope that a wise Latina woman with the richness of her experiences would, more often than not, reach a better conclusion than a white male who hasn't lived that life."- Justice Sonia Sotomayor, United States Supreme Court

"I am the proud daughter of Indian immigrants who reminded my brothers, my sister and me every single day how blessed we were to live in this country."-U.S. Ambassador to the United Nations Nikki Haley

**Course Description**

Explores the significant roles that women of color (WoC) have played in American politics and around the world through writing and class discussion. We will be examining the influence of WoC in politics through scholarship, data/trends, and mass behavior. We will also do close readings of biographies/autobiographies that provide voice to the experiences faced by women of color in both traditional and non-traditional political spaces. These include women of color as close confidants to male political figures (first ladies, wives, and "mistresses") and as politicians, judges, activists, and revolutionaries.

**Course Objectives and Goals**

- To develop student's ability to critically assess and discuss issues around women of color in politics.
- To understand how the intersections of race and gender shape political behavior, worldview and institutions.

**Learning Outcomes:**

- Communicate clear and concise thesis statements in oral/ written assignments.
- Develop ability to understand main arguments of writers/scholars through in close readings of text.
- Evaluate scholarly arguments through critical analysis using reliable sources
- Evaluate the importance and role of "original voice"

**Required Textbooks**

The required textbooks are available at the online bookstore: <http://www.chegg.com/bookstore/bowdoin>

- *Contested Tested Transformation: Race, Gender and Political Leadership in 21<sup>st</sup> Century America* (2016) by Carol Hardy-Fanta, Pei-Te Lien, Dianne M. Pinderhughes, Christine Marie Sierra. ISBN: 9780521144544
- *Speaking Truth to Power* (1997) by Anita Hill. ISBN: 9780385476270
- *My Beloved World* (2013) by Sonia Sotomayor. ISBN: 9780345804839

I will also be posting required readings on the Blackboard website for the course or emailing them to the class.

### **Student Assistance**

I want my students to do well in this course. I am open to answering questions, clarifying materials, offer suggestions for studying, assisting with paper writing and addressing any concerns you may have about the course. I have assigned office hours listed in the syllabus, but I can also make arrangements to meet at alternate times if you are unable to attend office hours. Questions and concerns can also be raised in class and I encourage you to do so.

### **Classroom Behavior**

In class discussions will be a central part of this course. These discussions will be based on the assigned readings as well as content brought up in lecture. I believe that these discussions can benefit students in a variety of different ways. Students will not only enhance their critical thinking skills but they will also be exposed to alternative opinions related to a particular issue. Students will have to learn how to defend their view in a rational way when presented with an opposing view. Many of these issues could be considered controversial and/or sensitive. Students should feel free to express their opinions. At the same time we must remember to respect one another and maintain a constructive and civil dialogue. If you are unable to engage in conversation in this manner you will be dismissed from the discussion.

**Academic Integrity and Honor Code:** “Academic Dishonesty” includes but is not limited to (1) the receiving, giving, or using of any unauthorized assistance on any academic assignments, including but not limited to: quizzes, tests, written assignments, examinations or laboratory assignments; (2) referencing and/or using sources beyond those authorized by the instructor in preparing papers, constructing reports, solving problems or carrying out other academic assignments; (3) inadequate citation of sources; (4) acquisition, without permission, of tests, computer files, or similar material that would give the student an unfair advantage on an assignment or examination; (5) submission of academic work not a student’s own original effort; (6) use of the same work for multiple courses without prior knowledge of the receiving instructors; (7) depriving community members of access, including computer access, to library information through intentional monopolization, mutilation, defacing, unauthorized removal of books or other materials from College libraries, or purposeful failure to return library materials on a timely basis; (8) unauthorized altering of academic records (transcripts, grading sheets, Course Registration Cards, etc.); (9) fabrication of research data.

Further information can be found at: <https://www.bowdoin.edu/studentaffairs/student-handbook/college-policies/index.shtml>

**Disability Services:** Students who have documented learning disabilities with the Office of the Dean of Student Affairs may be entitled to various accommodations. It is your responsibility to initiate with me any conversation over accommodations. Further information can be found at: <https://www.bowdoin.edu/studentaffairs/student-handbook/college-policies/accommodation-policy.shtml>

### **Writing Services:**

I encourage you to take advantage of the Writing Project @ Bowdoin. Getting feedback benefits all writers! Trained writing consultants can help with any writing, multimedia project, or oral presentation. During one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. Bring your assignment description, and a few goals, to the consultation! For more information, or to make an appointment please visit: <https://www.bowdoin.edu/writing-project/>

## Assignments and Grading

	Percentage
Reaction Papers (5)	20%
Short Paper #1	20%
Short Paper #2	20%
Short Paper #3	20%
In-Class Participation	20%
TOTAL	100%

### *Short Papers*

Short papers are roughly 3-5 pages. They will be done in response to a prompt provided by me. For each paper, I will provide information on what I am expecting in your paper, as well as the grading rubric. Assignment information and rubrics will be provided in class and on Blackboard. Feedback for the papers will be provided on Blackboard.

### *Reaction Papers*

Reaction Papers are approximately 1-2 pages. They will typically be in response to the readings in the course. I will provide information on what I am expecting in your papers, as well as the grading rubric. Assignment information and rubrics will be provided in class and on Blackboard. Feedback for the papers will be provided on Blackboard.

### *In-Class Participation*

I will also be grading you on in-class participation. During class discussion, I will be taking note of students that participate. The assessment will be based on your participation throughout the entire semester. Your attendance record will also be as a way to assess your participation. You are expected to attend every class. If you are absent, a lot then you can also anticipate that this will reflect in your participation grade. You will be permitted two unexcused absences. After that, each additional unexcused absence will lower your participation grade by one letter grade. If you miss 60% of classes, you will fail the course. If you know you will be missing a class, please let me know as soon as possible. You are responsible for ALL material covered during missed classes.

### *Pop Quizzes*

Pop Quizzes will be administered if it becomes apparent that students are not doing course readings. These pop quizzes will count towards your participation grade. There are no make-ups for pop quizzes. These will count towards your participation grade.

### *Extra Credit*

Extra credit opportunities will be at the discretion of the instruction. You will be notified of these opportunities if they become available.

### *Final Grade Scale*

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	≥ 92.5	B-	≥ 79.5	D+	≥ 66.5
A-	≥ 89.5	C+	≥ 76.5	D	≥ 62.5
B+	≥ 86.5	C	≥ 72.5	D-	≥ 59.5
B	≥ 82.5	C-	≥ 69.5	F	< 59.5

### Tentative Class Schedule

Below is a tentative class schedule. The schedule is subject to change based on the needs of the class.

Weeks	Readings
<b>Week 1 (Aug 30)</b>	<b>Introduction to Course</b>
<b>Week 2 (Sept 4 &amp; 6)</b> <b>Notions of Identity, Feminism and Intersectionality</b>	<b>Reaction Paper #1 due on Blackboard by Sept. 3<sup>rd</sup> by 11:59PM</b> <ul style="list-style-type: none"> <li>Kimberle Crenshaw (1991): "Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color"</li> <li>Leslie McCall (2005): "The Complexity of Intersectionality"</li> <li>Nikol Alexander Floyd (2012): "Disappearing Acts: Reclaiming Intersectionality in the Social Sciences in a Post-Black Feminist Era"</li> <li>Mariana Ortega (2006): "Being Loving, Knowingly Ignorant: White Feminism and Women of Color"</li> </ul>
<b>Week 3 (Sept 11 &amp; 13)</b> <b>Women of Color in Politics in Early America: Mythology or Truth</b>	Sally Hemmings <ul style="list-style-type: none"> <li>Annette Gordon-Reed: Chapter 14-16 of <i>The Hemingses of Monticello: An American Family</i></li> <li>Ibrahim Kendi: p.117-118 and 129-130 of <i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i></li> </ul> Sojourner Truth <ul style="list-style-type: none"> <li>Sojourner Truth-Ain't I A Woman (published by Marius Robinson)</li> <li>Compare the Speeches-Robinson v. Gauge</li> <li>Kerry Washington Performance-Ain't I A Woman <a href="http://www.history.com/topics/holidays/womens-history-month/videos/aint-i-a-woman">http://www.history.com/topics/holidays/womens-history-month/videos/aint-i-a-woman</a></li> </ul> Phillis Wheatly <ul style="list-style-type: none"> <li>Ibrahim Kendi: "Ch. 8 Black Exhibits "from <i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i></li> </ul>
<b>Week 4 (Sept 18 &amp; 20)</b> <b>Women of Color in Politics in Early America: Mythology or Truth (Part II)</b>	<b>Reaction Paper #2 due on Blackboard by Sept. 17<sup>th</sup> by 11:59PM</b> Mammy <ul style="list-style-type: none"> <li>Melissa Harris-Perry: p 69-79 of <i>Sister Citizen: Shame Stereotypes, and Black Women in America</i></li> <li>Tony Horwitz: "The Mammy Washington Almost Had" from <i>The Atlantic</i></li> <li>Scarlett and Mammy from <i>Gone With the Wind</i> <a href="https://www.youtube.com/watch?v=FZ7r2OVu1ss">https://www.youtube.com/watch?v=FZ7r2OVu1ss</a></li> </ul> Sacagawea <ul style="list-style-type: none"> <li>Jan C. Dawson-"Sacagawea: Pilot or Pioneer Mother?"</li> <li>Patricia Vettel-Becker-"Sacagawea and Son: The Visual Construction of America's Maternal Feminine"</li> </ul>
<b>Week 5 (Sept 25 &amp; 27)</b> <b>Women of Color in the Suffrage Movement, Anti-Lynching and Political Office</b>	Mabel Lee <ul style="list-style-type: none"> <li>Tim Tseng: "Asian American Legacy: Dr. Mabel Lee"</li> <li>Mabel Lee: "The Meaning of Woman Suffrage" in <i>The Chinese Student Monthly</i> (1914)</li> </ul> Ida B. Wells <ul style="list-style-type: none"> <li>Wells: The Alpha Suffrage Club Record Meeting Notes</li> <li>Wells: "Lynching Our National Crime"</li> </ul> Nina Otero-Warren <ul style="list-style-type: none"> <li>Ann M. Massmann: ""Nina" Otero-Warren: A Spanish-American Cultural</li> </ul>

	<p>Broker”</p> <p>Sally Roesch Wagner: “How Native American Women Inspired the Feminist Movement”</p>
<p><b>Week 6 (Oct 2 &amp; 4)</b>  <b>Women of Color Activist: Jim Crow &amp; the Civil Rights Movement</b></p>	<p><b>Short Paper #1 due on Blackboard by Oct. 4th 11:59PM</b></p> <p>Fannie Lou Hamer</p> <ul style="list-style-type: none"> <li>Hamer: “I’m Sick and Tired of Being Sick and Tired”</li> <li>Interview with Eleanor Sandra Fischer (NYPR)  <a href="http://www.wnyc.org/story/interview-civil-rights-legend-fannie-lou-hamer/">http://www.wnyc.org/story/interview-civil-rights-legend-fannie-lou-hamer/</a></li> </ul> <p>Myrlie Evers-Williams</p> <ul style="list-style-type: none"> <li>Evers-Williams: Chapters 2, 4 &amp; 5 from <i>Watch Me Fly: What I Learned on the Way to Becoming the Woman I was Meant to Be</i></li> </ul> <p>Coretta Scott King</p> <ul style="list-style-type: none"> <li>Scott King: Chapter 5-6 and 15-16 from <i>My Life, My Love, My Legacy</i></li> </ul> <p>Belinda Robnett: African-American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization</p>
<p><b>Week 7 (Oct 9 &amp; 11)</b>  <b>Women of Color Activist: Jim Crow &amp; the Civil Rights Movement</b></p>	<p><b>Oct 9: FALL BREAK-NO CLASS</b></p> <p><b>Oct 11: WATCH: American Revolutionary   The evolution of Grace Lee Bogg</b></p>
<p><b>Week 8 (Oct 16 &amp; 18)</b>  <b>Women of Color Activists (Part II): The Power Movements</b></p>	<p><b>Reaction Paper #3 due on Blackboard by Oct. 16 by 11:59PM</b></p> <ul style="list-style-type: none"> <li>Nannet Regua: “Women in the Chicano Movement: Grassroots Activism in San Jose”</li> <li>Amy Uyematsu: “The Emergence of Yellow Power in America”</li> <li>Donna Hightower Langston: “American Indian Women’s Activism in the 1960s and 1970s”</li> <li>Robyn Spencer: Ch.4 and pp173-191 from <i>The Revolution Has Come: Black Power, Gender, and the Black Panther Party in Oakland</i></li> </ul>
<p><b>Week 9 (Oct 23 &amp; 25)</b>  <b>Women of Color and the Battles for Political Office</b></p>	<p>Shirley Chisholm</p> <ul style="list-style-type: none"> <li>WATCH (on Course Reserve): <i>Chisholm’72-Unbought &amp; Unbossed</i></li> <li>Christina Greer: “To Be Young, Gifted, Black and A Woman: A Comparison of the Presidential Candidacies of Charlene Mitchel and Shirley Chisholm”</li> </ul> <p><i>Contested Transformation</i> Chapter 1 &amp; 3</p>
<p><b>Week 10 (Oct 30 &amp; Nov 1)</b>  <b>Women of Color and the Battles Over Political Office</b></p>	<p><b>Reaction Paper #4 due on Blackboard by Oct. 29 by 11:59PM</b></p> <p>Anita Hill</p> <ul style="list-style-type: none"> <li>Hill: <i>Speaking Truth to Power</i></li> <li>Clarence Thomas: Supreme Court Nomination Hearings from PBS NewsHour &amp; EMK Institute: <a href="https://www.youtube.com/watch?v=G3n-Sa0B2s8">https://www.youtube.com/watch?v=G3n-Sa0B2s8</a></li> </ul>
<p><b>Week 11 (Nov 6 &amp; 8)</b>  <b>Women of Color and the Battles for Political Office (Part II)-Conservative/Republican Women</b></p>	<p>Nikki Haley</p> <ul style="list-style-type: none"> <li>Haley: Chapter 1, 2, 4, &amp; 10 of <i>Can’t Is Not an Option</i></li> </ul> <p>Condoleezza Rice</p> <ul style="list-style-type: none"> <li>Rice: Excerpts from <i>Condoleezza Rice: A Memoir of My Extraordinary, Ordinary Family and Me</i></li> </ul>

<b>Week 12 (Nov 13 &amp; 15)</b> <b>Women of Color in the Judicial Branch</b>	<b>Short Paper #2 due on Blackboard by Nov. 15 by 11:59PM</b> Sonia Sotomayor <ul style="list-style-type: none"> <li>Derek Hawkins: “Wise Latina woman”: Jeff Sessions, race and his grilling of Sonia Sotomayor”</li> <li>Sonia Sotomayor: <i>My Beloved World</i></li> <li>Sonia Sotomayor Confirmation Hearing Clip: <a href="https://www.youtube.com/watch?v=9fwxQaiaKyY">https://www.youtube.com/watch?v=9fwxQaiaKyY</a></li> </ul>
<b>Week 13 (Nov 20 &amp; 22)</b> <b>Women of Color</b>	<b>Nov 20:</b> <i>Contested Transformation</i> Chapter 6 & 7 <b>Nov 22: THANKSGIVING BREAK-NO CLASSES</b>
<b>Week 14 (Nov 27 &amp; 29)</b> <b>Women of Color and Political Participation/Behavior</b>	<b>Reaction Paper #5 due on Blackboard by Oct. 29 by 11:59PM</b> <ul style="list-style-type: none"> <li>Tasha Philpot and Hanes Walton: “One of Our Own: Black Female Candidates and the Voters Who Support Them”</li> <li>Jeanette Yih Harvie: “In Considering the Political Behavior of Asian American Women”</li> <li>Carol Hardy-Fanta: “Latian Women and Political Consciousness: La Chispa Que Prende” in <i>Women Transforming Politics: An Alternative Reader</i> (available on Google Books)</li> <li>Shankar K Prasad &amp; Caroline M. Nordlund: “The Political Behavior of Indian American Women: Gendered and Generational Perspectives on Race Immigration and SES”</li> </ul>
<b>Week 15 (Dec 4 &amp; 6)</b> <b>Women of Color and Electoral Opportunities for 2018 and Beyond</b>	<ul style="list-style-type: none"> <li>“She Represents. A Survey of Native Politicians Who’ve Been Elected”</li> <li>Lois Beckett: “Kamala Harris: young, black, female – and the Democrats’ best bet for 2020?”</li> <li>Melissa Harris-Perry: “Democrats Have Questions, Black Women Are the Answer”</li> <li>Ashleen Menchacha-Bagnulo: “I’m a Conservative Latina. Is There a Place for Me in Trump’s Republican Party after Charlottesville?”</li> <li><i>Contested Transformation</i> Chapter 8</li> </ul>

**FINAL SHORT PAPER DUE BY MONDAY DECEMBER 8, 2017 by 11:59PM on Blackboard**

**Online Resources**

The Lily: <https://thelily.com/>  
CAWP-Women of Color in Politics: <http://www.cawp.rutgers.edu/research/women-color-politics>  
The Anna Julia Cooper Center at Wake Forest University: <http://ajccenter.wfu.edu>  
Latino USA: <http://latinousa.org>  
Native Voice One: <http://www.nv1.org/>  
CodeSwitch NPR: <http://www.npr.org/sections/codeswitch/>  
Our National Conversation About Conversations about Race: <https://www.showaboutrace.com>  
NPR Politics: <http://www.npr.org/podcasts/510310/npr-politics-podcast>  
Kollabcast: <http://kollaboration.org/podcasts/>  
The Root: <http://www.theroot.com>  
NBC Asian America: <http://www.nbcnews.com/news/asian-america>  
Very Smart Brothas: <http://verysmartbrothas.com>  
The Monkey Cage (Political Science blog): [https://www.washingtonpost.com/news/monkey-cage/?utm\\_term=.45108ff0849c](https://www.washingtonpost.com/news/monkey-cage/?utm_term=.45108ff0849c)  
Center for the Study of Race, Politics and Culture at the University of Chicago: <https://csrpc.uchicago.edu>  
Center for Race and Ethnicity at Rutgers University: <http://raceethnicity.rutgers.edu>  
Center for the Study of Race, Ethnicity and Gender in the Social Sciences at Duke University: <http://regss.trinity.duke.edu>  
Race and Ethnicity-Pew Research Center: <http://www.pewresearch.org/topics/race-and-ethnicity/>  
Joint Center for Political and Economic Studies: <http://jointcenter.org>