

WOMEN OF COLOR IN POLITICS
GOV1005/AFRS1005
FALL 2018

Instructor: Dr. Chryl Laird
Office Location: 204 Hubbard Hall
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Classroom: Searles 127
Class Meetings: Mon. & Wed 8:30-9:55
Office Hours: Tues. 10:00AM-11:30 and Thurs. 1:30-3:00PM
Signup for office hours here: claird.youcanbook.me

“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

Women of Color in Politics 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 21st 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.

I AM PREGNANT! We are all in for an interesting semester.

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
Short Paper #1	20%
Short Paper #2	20%
Short Paper #3	30%
In-Class Participation/Attendance	30%
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.

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. 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.

LATE ASSIGNMENT POLICY

Assignments submitted late will lose 1/3 letter grade for any late submission within the first 24 hours. Each additional 24 hours results in another 1/3 letter grade reduction. Exceptions to this policy will only be made for emergencies or health challenges that are documented by the College administration (the Dean's office).

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

If you have chosen to take the class as Credit/D/F, I will only grant a Credit grade if the student has completed all of the work for the class.

Tentative Class Schedule

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

Weeks	Readings
Week 1 (Aug 29)	No Class – APSA Conference
Week 2 (Sept 3 & 5) Notions of Identity, Feminism and Intersectionality	<ul style="list-style-type: none"> • Introduction to Course • Kimberle Crenshaw (1991): “Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color”
Week 3 (Sept 10 & 11) Women of Color in Politics in Early America: Mythology or Truth	Sept 10 & 12: Sally Hemmings <ul style="list-style-type: none"> • Annette Gordon-Reed: Chapter 14-16 of <i>The Hemmingses of Monticello: An American Family</i> • Ibrahim Kendi: p.117-118 and 129-130 of <i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i>
Week 4 (Sept 17 & 19) Women of Color in Politics in Early America: Mythology or Truth (Part II)	Sept 17: Mammy <ul style="list-style-type: none"> • Melissa Harris-Perry: p 69-79 of <i>Sister Citizen: Shame Stereotypes, and Black Women in America</i> • Tony Horwitz: “The Mammy Washington Almost Had” from <i>The Atlantic</i> • Scarlett and Mammy from <i>Gone With the Wind</i> https://www.youtube.com/watch?v=FZ7r2OVulss Sept 19: Sacagawea <ul style="list-style-type: none"> • Patricia Vettel-Becker-“Sacagawea and Son: The Visual Construction of America's Maternal Feminine”
Week 5 (Sept 24 & 26) Women of Color in the Suffrage Movement and Political Office	Sept 24: Mabel Lee <ul style="list-style-type: none"> • Tim Tseng: “Asian American Legacy: Dr. Mabel Lee” • Mabel Lee: “The Meaning of Woman Suffrage” in <i>The Chinese Student Monthly</i> (1914) Sept 26: Ida B Wells and Nina Otero-Warren <ul style="list-style-type: none"> • Ida B Wells-“Seeking the Negro Vote” from <i>Crusade for Justice: The Autobiography of Ida B. Wells</i> • Ann M. Massmann: ““Nina” Otero-Warren: A Spanish-American Cultural Broker”
Week 6 (Oct 1 & 3) Women of Color Activist: Jim Crow & the Civil Rights Movement	Short Paper #1 due on Blackboard by Oct. 3th by 11:59PM Oct 1: Fannie Lou Hamer <ul style="list-style-type: none"> • Hamer: “I’m Sick and Tired of Being Sick and Tired” • Interview with Eleanor Sandra Fischer (NYPR) http://www.wnyc.org/story/interview-civil-rights-legend-fannie-lou-hamer/ Oct 3: Myrlie Evers-Williams <ul style="list-style-type: none"> • Evers-Williams: Chapters 2-<i>Watch Me Fly: What I Learned on the Way to Becoming the Woman I was Meant to Be</i>
Week 7 (Oct 8 & 10) Women of Color Activist: Jim Crow & the Civil Rights Movement	Oct 8: FALL BREAK-NO CLASS Oct 10: WATCH (on Course Reserve): American Revolutionary The evolution of Grace Lee Boggs
Week 8 (Oct 15 & 17) Women of Color Activists (Part II): The Power Movements	<ul style="list-style-type: none"> • Amy Uyematsu: “The Emergence of Yellow Power in America” • Donna Hightower Langston: “American Indian Women’s Activism in the 1960s and 1970s”

Week 9 (Oct 22 & 24) Women of Color and the Battles for Political Office	<p>Oct 22: Shirley Chisholm</p> <ul style="list-style-type: none"> WATCH (on Course Reserve): <i>Chisholm'72-Unbought & Unbossed</i> Christina Greer: "To Be Young, Gifted, Black and A Woman: A Comparison of the Presidential Candidacies of Charlene Mitchel and Shirley Chisholm" <p>Oct. 24: <i>Contested Transformation</i> Chapter 3</p>
Week 10 (Oct 29 & 31) Women of Color and the Battles Over Political Office	<p>Oct 29 & 31: Anita Hill</p> <ul style="list-style-type: none"> Hill: <i>Speaking Truth to Power</i>-Part 2 Clarence Thomas: Supreme Court Nomination Hearings from PBS NewsHour & EMK Institute: https://www.youtube.com/watch?v=G3n-Sa0B2s8
Week 11 (Nov 5 & 7) Women of Color and the Battles for Political Office (Part II)-Conservative/Republican Women	<p>Nov 5: Nikki Haley</p> <ul style="list-style-type: none"> Haley: Excerpts from <i>Can't Is Not an Option</i> <p>Nov 7: Condoleezza Rice</p> <ul style="list-style-type: none"> Rice: Excerpts from <i>Condoleezza Rice: A Memoir of My Extraordinary, Ordinary Family and Me</i>
Week 12 (Nov 12 & 14) Women of Color in the Judicial Branch	<p>Short Paper #2 due on Blackboard by Nov. 14 by 11:59PM</p> <p>Sonia Sotomayor</p> <ul style="list-style-type: none"> Sonia Sotomayor: <i>My Beloved World</i> Derek Hawkins: "Wise Latina woman": Jeff Sessions, race and his grilling of Sonia Sotomayor" Sonia Sotomayor Confirmation Hearing Clip: https://www.youtube.com/watch?v=9fwxQaiaKyY
Week 13 (Nov 19 & 21) Women of Color	<p>Nov 19: <i>Contested Transformation</i> Chapter 6 & 7</p> <p>Nov 21: THANKSGIVING BREAK-NO CLASSES</p>
Week 14 (Nov 26 & 28) Women of Color and Political Participation/Behavior & Midterm Elections	<p>Nov 26:</p> <ul style="list-style-type: none"> Tasha Philpot and Hanes Walton: "One of Our Own: Black Female Candidates and the Voters Who Support Them" Jeanette Yih Harvie: "In Considering the Political Behavior of Asian American Women" <p>Nov 28:</p> <ul style="list-style-type: none"> 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)
Week 15 (Dec 3 & 5) Women of Color in Politics Around the World	<p>Dec 3: Malala Yousafzai</p> <ul style="list-style-type: none"> Excerpts from Malala Yousafzai, <i>I am Malala</i> <p>Dec 5: Ayann Hirisi</p> <ul style="list-style-type: none"> Excerpts from Ayaan Hirisi Ali, <i>Infidel</i>

FINAL SHORT PAPER DUE BY MONDAY DECEMBER 8, 2018 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

Center for the Study of Race, Politics and Culture at the University of Chicago: <https://csrpe.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>