

HIDDEN FIGURES: WOMEN OF COLOR IN POLITICS
GVPT479W
FALL 2022

Instructor: Dr. Chryl Laird
Office Location: 1140 Tydings
Email: cnlaird@umd.edu

Classroom: 0111 Tydings
Class Meetings: TuTh 3:30-4:45PM
Office Hours: TuTh 10am-11am or by appt.
Signup for office hours here: claird.youcanbook.me

"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

Course Description

The lives of women of color (WoC or BIPOC women) have often been overlooked in our canonical text and scholarship that examine American politics. This course explores the significant contributions of women of color (WoC) through an intersectional lens where we consider how their race and gender identities work simultaneously at shaping their lived political experiences. WoC of color and their narratives are centered in our examination of the nation's founding to the contemporary era. We do a deep dive into the roles and positions of power WoC has had in politics through academic journals, texts, and mass behavior. We do close readings of biographies/autobiographies that provide a voice to the experiences faced by WoC 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.

Required Text:

- *Everyday is a Gift* by Tammy Duckworth
- *My Beloved World* by Sonia Sotomayor

Course Requirements

| Assignments | Percentage |
|------------------------------|-------------------|
| 8 Discussion Boards | 20% |
| 6 Recorded Reactions | 15% |
| In-Class Participation | 20% |
| Current Events | 5% |
| Final Paper and Presentation | 40% |
| TOTAL | 100% |

8 Discussion Boards (20%) (The original post and reply post count as 1 discussion board assignment)

- Original Post: Your posts in the discussion area should exhibit careful thought and logical reasoning and provide evidence for your position (external sources). Each post should be at least one well-developed paragraph (approximately 4-5 sentences or more, unless otherwise

indicated). Use correct spelling, punctuation, and grammar. **Original Post needs to be posted by 10 PM the day before class in which the content will be discussed.**

- Reply Post: You are also required to read and reply to other students, as indicated in each discussion assignment. Your replies should offer new substantiated ideas or thoughtful questions. I encourage friendly debate and disagreement but ask that it be courteous and respectful. Do not be afraid to speak your mind but remember that yours is only one opinion. **Reply Post needs to be posted by 12 PM the day the content will be discussed**

6 Recorded Reactions (15%)

Recorded reactions are audio file reactions to the course readings/content. You are to complete these before the week in which we will be discussing the readings. **You should upload your audio file by 1 PM on the day that we will discuss the material. You are to complete 6 recorded reactions over the course of the semester. Once the material has been discussed in class, a late submission for that content will not be accepted. You cannot do a record reaction on material after it has been discussed in class.**

In-Class Participation (20%)

I will also be grading you on in-class participation. During class discussions, 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 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. **Due to the COVID-19 pandemic, please contact me about long-term absences. If you are exhibiting COVID symptoms, please do not attend class to reduce the spread of infection and get tested. UMD guidelines for testing can be found here:** <https://umd.edu/4Maryland/covid-testing#testing-what>

Current Events (5%)

In addition to participation in class discussion, each student will be required to present a current events article/news story/podcast episode related to women of color in politics. **The current event piece needs to be posted to the Discussion Board by 12 PM on the day of the presentation.** We will discuss these articles during the first 5-10 minutes of class. I will be grading you on the presentation of the article based on the criteria that will be distributed. **A PowerPoint presentation is not required; however, students MUST upload the article to the Discussion Board for current events by 11:59 PM the day before the class session.**

Final Project and Presentation (40%)

- Proposal (5%): A one-page proposal including abstract, research question, thesis, and scholarly sources
- Presentation (10%): 5-7 minute in-class presentation
- Final Project (25%): The final project can be one of these two options:
 1. An argumentative paper/research design (7-10 pages)
 2. Teaching the Public (project + 4-5 pages)

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.

Extra Credit

Extra credit opportunities will be at the discretion of the instructor. 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. Due to the nature of the pandemic, exceptions to this policy will be made on a case-by-case basis.

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 |

Learning Objectives

- Evaluate scholarly arguments through critical analysis using reliable sources
- Evaluate the importance and role of “original voice”
- 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.

Student Assistance

I want my students to do well in this course. I am open to answering questions, clarifying materials, offering 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 if my schedule allows, I can also 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 and content in the 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 will also be exposed to alternative opinions related to a particular issue. Students will have to learn how to defend their views rationally when presented with an opposing view. *Trigger Warning:* Many of these issues could be considered controversial and/or sensitive. Many of the topics will include sexual assault, domestic abuse, police brutality, white identity politics, and racial/gender hierarchies. 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. If you are uncomfortable with discussing these topics throughout the semester it will be up to you to determine if you want to stay in this course.

Academic Integrity and Honor Code:

All written work must be your own and must be in line with the University of Maryland regulations on academic honesty. You are expected to be aware of these guidelines; ignorance does not excuse a violation of these guidelines. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity in Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. You need to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <https://studentconduct.umd.edu/you/students>

Disability Services

I will make every effort to accommodate students with disabilities. If you need accommodation, please let me know as early as possible, and please provide written documentation from the Accessibility and Disability Service office:

<https://www.counseling.umd.edu/ads/>

Writing Services

I encourage you to take advantage of the Writing Center at UMD. Getting feedback benefits all writers! Trained writing consultants can help with writing, multimedia projects, or oral presentations. 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://english.umd.edu/writing-programs/writing-center>

Tentative Class Schedule

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

| Week | Date | Readings/Content |
|-------------|-------------|--|
| Week 1 | 8/30 | Introduction to the Course |
| | 9/1 | <ul style="list-style-type: none"> • Kimberle Crenshaw (1991): “Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color” • Patricia Hill Collins (2001): Chapter 1 of Intersectionality as Critical Social Theory |
| Week 2 | 9/6 | <ul style="list-style-type: none"> • Nadia E. Brown (2014)-“Political Participation of Women of Color: An Intersectional Analysis” • The Combahee River Collective Statement in Keenga-Yamahtta Taylor, <i>How We Get Free: Black Feminism and the Combahee River Collective</i> |
| | 9/8 | <ul style="list-style-type: none"> • Mariana Ortega (2006)- “Being Lovingly, Knowingly Ignorant” • Mikki Kendall (2020)-Solidarity is Still for White Women |

| | | |
|---------|-------|--|
| Week 3 | 9/13 | <ul style="list-style-type: none"> Annette Gordon-Reed: Chapter 14-16 of <i>The Hemingses of Monticello: An American Family</i> WATCH (on ELMS) Unearthing Sally Hemings' legacy at Monticello |
| | 9/15 | <ul style="list-style-type: none"> WATCH: Harriet Tubman: They Called Her Moses (2018) (No Class) |
| Week 4 | 9/20 | <ul style="list-style-type: none"> Patricia Vettel-Becker-“Sacagawea and Son: The Visual Construction of America's Maternal Feminine” Diane-Michelle Prindeville-“Feminist Nations? A Study of Native American in Southwestern Tribal Politics” |
| | 9/22 | <ul style="list-style-type: none"> Tony Horwitz-“The Mammy Washington Almost Had” from <i>The Atlantic</i> Melissa Harris-Perry-“No Place to Rest: African American Political Attitudes and the Myth of Black Women’s Strength” |
| Week 5 | 9/27 | <ul style="list-style-type: none"> PODCAST (on ELMS) Grace May, Jane Hong and Tim Tseng: The Asian American Feminist Trailblazer-Mabel Ping Hua Lee Mabel Lee: “The Meaning of Woman Suffrage” in <i>The Chinese Student Monthly</i> (1914) |
| | 9/29 | <ul style="list-style-type: none"> Ann M. Massmann: “Nina” Otero-Warren: A Spanish-American Cultural Broker” Vernetta Young and Rebecca Reviere: “Black Club Women and the Establishment of Juvenile Justice Institutions for Colored Children” |
| Week 6 | 10/4 | <ul style="list-style-type: none"> Fannie Lou Hamer: “I’m Sick and Tired of Being Sick and Tired” PODCAST (on ELMS): Interview with Eleanor Sandra Fischer (NYPR) |
| | 10/6 | <ul style="list-style-type: none"> Myrlie Evers-Williams: Chapters 2-<i>Watch Me Fly: What I Learned on the Way to Becoming the Woman I was Meant to Be</i> Tracie David Snipe and Sarah Collins Rudolf: Excerpts from <i>The 5th Little Girl: Soul Survivor of the 16th St Baptist Church Bombing</i> |
| Week 7 | 10/11 | <ul style="list-style-type: none"> WATCH (on ELMS): <i>American Revolutionary The Evolution of Grace Lee Boggs</i> IN-CLASS FILM: <i>My Name is Pauli Murray</i> |
| | 10/13 | <ul style="list-style-type: none"> WATCH (on ELMS): Free Angela and All Political Prisoners IN-CLASS FILM: <i>My Name is Pauli Murray</i> |
| Week 8 | 10/18 | <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” |
| | 10/20 | <ul style="list-style-type: none"> WATCH (on ELMS): Pay It No Mind: Marsha P. Johnson Samuel Galen Ng-"Trans Power! Sylvia Lee Rivera's STAR and the Black Panther Party |
| Week 9 | 10/25 | <ul style="list-style-type: none"> WATCH (on ELMS): <i>Chisholm '72-Unbought & Unbossed</i> Paula McClain, Niambi Carter and Michael Brady “Gender and Black Presidential Politics From Chisholm to Moseley Braun” |
| | 10/27 | <ul style="list-style-type: none"> WATCH (on ELMS): <i>Knock Down the House</i> <i>Contested Transformation</i> Chapter 3 |
| Week 10 | 11/1 | <ul style="list-style-type: none"> WATCH (streaming thru UMD Library): <i>Anita: Speaking Truth to Power</i> (No Class) Mansbridge and Tate: <i>Race Trumps Gender: The Thomas Nomination in the Black Community</i> |
| | 11/3 | <ul style="list-style-type: none"> Sonia Sotomayor: <i>My Beloved World-Part 1</i> |

| | | |
|---------|-------|---|
| | | <ul style="list-style-type: none"> • WATCH (on ELMS): Sonia Sotomayor Confirmation Hearing Clip • Terri L. Towner and Rosalee A. Clawson-A Wise Latina or a Baffled Rookie? Media Coverage of Justice Sonia Sotomayor’s Ascent to the Bench |
| Week 11 | 11/8 | <ul style="list-style-type: none"> • Haley: Excerpts from <i>Can’t Is Not an Option</i> • SUBMIT FINAL PROJECT/PAPER PROPOSAL |
| | 11/10 | <ul style="list-style-type: none"> • Rice: Excerpts from <i>Condoleezza Rice: A Memoir of My Extraordinary, Ordinary Family and Me</i> • Catherine Wineinger-“How can a black woman be a Republican? An intersectional analysis of identity claims in the 2014 Mia Love campaign” |
| Week 12 | 11/15 | <ul style="list-style-type: none"> • Yalidy Matos, Stacy Greene, and Kira Sanbonmatsu-“Do Women Seek “Women of Color” for Public Office? Exploring Women’s Support for Electing Women of Color” • WATCH (On ELMS): A Class of Their Own: The New Women of Congress Claim Their Space |
| | 11/17 | <ul style="list-style-type: none"> • Duckworth: Excerpts of <i>Everyday is a Gift</i> |
| Week 13 | 11/22 | <ul style="list-style-type: none"> • Obama: Excerpts from <i>Becoming</i> • Melissa Harris-Perry: Chapter 7 “Michelle” from <i>Sister Citizen</i> |
| | 11/24 | <ul style="list-style-type: none"> • Sillman et al: Chapter 7 “The Mother’s Milk Project” from <i>Undivided Rights Women of Color Organize for Reproductive Justice</i> • Kimala Price-“What is Reproductive Justice?: How Women of Color Activists Are Redefining the Pro-Choice Paradigm |
| Week 14 | 11/29 | <ul style="list-style-type: none"> • Andrea Ritchie: Chapter 3 “Policing Girls” from <i>Invisible No More: Police Violence Against Black Women and Women of Color</i> • Tabitha Bonilla and Alvin Tillery- Which Identity Frames Boost Support for and Mobilization in the #BlackLivesMatter Movement? An Experimental Test |
| | 12/1 | Final Presentations SUBMIT ALL FINAL PRESENTATIONS BY 12PM |
| Week 15 | 12/6 | Final Presentations |
| | 12/8 | Final Presentation |

FINAL PAPER/PROJECT PROPOSAL DUE THE DAY OF FINAL EXAM