African-American Women and the Struggle for Political Incorporation
UGS 303
Unique Number 62660
Spring 2015
TuTh 11:00am to 9:30 am to 11:00 am
MEZ 2.124

Professor
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4.140 Batts Hall
512-232-3681
Office Hours: TuTh 2:00 pm to 3:30 pm

Description
This course explores how racial, gender, and class dynamics in the United States have shaped Black women’s participation in the American Political System. We will critically examine what impact Black women’s position as a marginalized group has had on their ability to benefit from citizenship and equal protection under the law and how this has affected their political behavior. Topics will include Black women’s engagement in protest politics, social movements, electoral politics, judicial politics, and nontraditional forms of political activism. Further, this course will discuss how representations of Black women’s aesthetics, sexuality, and reproductive behavior have been used to shape historical and contemporary policy debates.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

Prerequisites
None.
Required Text Books

There is one required text book for this course, which is available at the University Co-op:


Required Coursepack

There is also a coursepack for this course, which is available at Paradigm Books, 2116 Guadalupe St., Austin, TX 78705, 512-472-7986.

Grading

Your grade will be determined as follows:

- Annotated Bibliography 10%
- Discussion Papers 25%
- Peer Review of Discussion Papers 10%
- Leading Class Discussion 10%
- First Draft of Term Paper 15%
- Final Draft of Term Paper 20%
- Attendance 10%

Grade Scale

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<tr>
<td>A</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C-</td>
<td>70-72</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>0-59</td>
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Term Paper

You will submit a 5-page term paper that addresses one of the topics below and answers the following questions: How have black women attempted to influence contemporary American politics? What obstacles have they faced? What have been some of their successes?

Possible Topics

- Black Women and Technology
- Black Women and the Arts
- Black Women Elected Officials
- Black Women and Collective Action
- Black Women and Religion

The term paper will be written in stages. In the first stage, students will select their topic, develop their thesis, and prepare an annotated bibliography of 2 scholarly sources supporting and 2 scholarly sources opposing the students’ thesis. In the first draft of their paper, students will combine their thesis statement and annotated bibliography to form a completed first draft of the
term paper. Finally, students will be required to revise their first drafts into a final draft of their term paper. More information on the requirements for the annotated bibliography and term paper will be posted on Canvas.

All assignments must be typed in a 12-point font and have margins no bigger than 1.25 inches. While the use of course readings is permissible, ‘A’ quality papers rely on scholarly sources not covered over the course of the semester. All papers must be uploaded to Canvas. No assignment is to be e-mailed to me. Papers not submitted by the end of class on the due date will be considered late and will NOT be accepted.

Discussion Papers

There will be twelve short (250-word) discussion papers, which correspond with each section of the course. The papers must be uploaded to the Discussions section of Canvas no later than 12:00 pm on their due date.

Peer Review of Discussion Papers

Each student is responsible for providing feedback on someone else’s discussion paper. Comments must be submitted to the Discussions section of Canvas no later than 12:00 pm on their due date. Comments must follow the format below:

1. Find at least two or three places you want information/details you’re not getting, and ask for them as specifically as possible;
2. Describe the central argument, whatever you think is the most interesting or important part of the paper; and
3. Indicate the passage where you like the writing best, and try to explain in a sentence or two what you like about it.

Leading Class Discussion

Working in groups of 2 or 3, students will choose a section on the syllabus and lead class discussion. You can sign up for your section on Canvas. You will have ten minutes to present an artifact to the class to look at and consider. You will explain how that artifact relates to your topic. You will then lead the class discussion of that artifact. Your artifact may be:

- A couple of quotes;
- A chart or diagram;
- A set of images;
- A questionnaire that gets people thinking;
- A set of bullet points;
- Or ask classmates to generate their own artifact by writing for a few minutes about a question.

Citation
All papers require proper citation. When citing course material, please cite the original source, not the lectures. All sources must be cited; not citing sources will result in a grade penalty. The complete lack of citation and/or not having a bibliography will result in a zero grade for the assignment. This course will use the American Political Science Association citation style. The use of other citations styles will result in a grade penalty. Examples of the American Political Science Association citation style are available on Canvas.

**Note about Electronic Devices**

Electronic devices (phones, laptops, tablets, mp3 players, etc.) may be used during class for academic purposes only. Students disrupting the class because of their use of electronic devices for non-academic purposes will be asked to leave class. Under **NO** circumstances may electronic devices be used during an exam. Students using electronic devices during an exam will be given a zero grade for that exam.

**Website**

For class information and assignments please see the Canvas site at canvas.utexas.edu. Class notes **WILL NOT** be on Canvas.

**E-mail**

No assignment is to be e-mailed to me. Also, I regularly check my e-mail, but sometimes I am unable to respond quickly. Please allow one to two days for an e-mail response. In addition, please limit your e-mails to questions about class topics. Any grievances involving the class must be handled during my office hours. Please exercise proper e-mail etiquette (for etiquette tips see http://www.101emailetiquettetips.com/101-email-etiquette-tips.pdf). Finally, make sure to check the syllabus or Canvas first before sending an e-mail. In many cases they will answer your question.

**Excused Absences**

An absence from class will only be excused if proper documentation is presented. In the case of an illness you will need to produce a note from the doctor stating that you could not attend class that day. Generic UHS slips will not be accepted. In all other cases you will need to provide documentation from the university. In the case of planned activities, the documentation must be presented to me at least a week before your scheduled absence. I will not accept a planned activity as a valid excuse for an absence after the fact. In the case of unexpected circumstances, the documentation must be turned in within a week of your return.

**Expectations**

Meeting the goals of the class requires three things—attendance, preparation and professionalism.
Attendance: Although attendance is not mandatory, it is expected. Therefore, I find it unnecessary to formally take attendance. Nevertheless, missing class will greatly affect your grade. First, I frequently give pop quizzes and in-class assignments. Students that miss a quiz will receive a zero. Second, exams are based on a combination of the course readings, class lectures, and supplementary media presentations. Thus, missing class will greatly affect your grade.

Preparation: Doing well in this class necessitates that students are informed and prepared. Therefore, you will be expected to complete the readings prior to the first day we are scheduled to cover that topic. This course covers a large amount of material in a short amount of time. If you do not keep up with the readings, your grade will reflect it.

Professionalism: Remember that this is an academic environment. Therefore, I ask that you minimize unnecessary disruptions. This includes (but it is not limited to) side conversations, cell phone calls and the consumption of tobacco products. I also ask that you be proactive if any conflict occurs. This means notifying me ahead of time if you are unable to meet the requirements of the course.

Ground Rules

Because this course will sometimes deal with sensitive material, it is imperative that we set a series of ground rules.

1. Respect others. There will be times when you disagree with an idea that has been presented to the class. Although you have the right to disagree with someone, you must remember to challenge the idea and not the person.
2. Listen attentively. The purpose of this course is to present and discuss different ideas. In order to reap the benefits of such an exchange, you must be willing to pay attention to what others have to say.
3. Think before you speak. Refrain from making broad, general, and/or unsubstantiated comments. Make sure that you use evidence and provide a rationale for your statements.
4. Maintain the dignity of the academic environment. Your ideas should be presented using Standard English.
5. Raise your hand. This helps to maintain order in the classroom and helps to ensure that everyone has a chance to talk.
6. Be courteous. Refrain from interrupting or engaging in private conversation while others are speaking. Also, limit disruptive behavior, such as newspaper reading, personal grooming, etc.

Procedures for Dealing with Grade/Evaluation Concerns

Grade/evaluation concerns will only be considered if the following procedure is followed:
All grade complaints must be **TYPED** and must clearly express the student’s specific concerns. These written statements must be accompanied by citations of support from course materials, i.e. readings, textbook, and/or lecture notes, in order to ensure accuracy. Written statements will not be considered until one week **AFTER** the assignment is returned to students. This allows the student time to reread his/her answers and think carefully about what improvements could have been made. Grievances will not be considered once two weeks have passed. For example, if I return a graded assignment on Monday, the student must submit a complaint **BEFORE** the Friday of the following week. Once class is over on that Friday, no complaints will be considered for that assignment. Since class time is limited, I will only deal with questions or concerns during scheduled office hours. Finally, submitting a grade grievance will result in a complete re-grade of the assignment.

**University Code of Conduct**

“The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

**Student Honor Code**

“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”

**Academic Dishonesty**

According to the Institutional Rules, scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, and falsifying academic records. In the event that a student violates the University policy on scholastic dishonesty, he or she will be subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at www.utexas.edu/depts/dos/sjs/.

**Students with Disabilities**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, http://www.utexas.edu/diversity/ddce/ssl/.

**Religious Holy Day Observance**

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.
Emergency Evacuation Policy

In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside. Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of Texas at Austin Police Department, or Fire Prevention Services office. Students should familiarize themselves with all the exit doors of each room and building they occupy at the university, and should remember that the nearest exit routes may not be the same as the way they typically enter buildings. Students requiring assistance in evacuation shall inform their instructors in writing during the first week of class. Faculty members must then provide this information to the Fire Prevention Services office by fax (512-232-2759), with "Attn. Mr. Roosevelt Easley" written in the subject line. Information regarding emergency evacuation routes and emergency procedures can be found at http://www.utexas.edu/emergency.

Outline of Course Topics and Readings

I. Introduction: Studying Black Women’s Activism


Paper 1: Identify one recent (last 6 months) news story about an African-American woman in politics. The story can be at a national or local level or an international story. Politics should be very broadly defined. It can be a story of a woman running for office, but it could also be someone in an issue advocacy role or even a cultural role. Write 250 words on why this news article is an example of African-American women’s activism.

II.  Ida B. Wells and the Anti-Lynching Campaign


Video: Ida B. Wells: A Passion for Justice

Paper 2: Visit WithoutSanctuary.org and watch the movie. Write 250 words on the link between Wells’ activism and the information on this site.

III. Black Women as Citizens


**IV. Civil Rights Activism**


Paper 4: Watch Fannie Lou Hamer’s speech to the 1964 DNC Convention. [https://www.youtube.com/watch?v=_TchoKJrFQ](https://www.youtube.com/watch?v=_TchoKJrFQ). Write 250 words connecting this speech to black women’s civil rights activism.

**V. Black Power**


**VI. Activism through Work**


Paper 6: Identify an example of an African-American female artist (either visual or performance) attempting to influence politics through her craft. Write 250 words connecting this effort to the women in the beauty industry.

**VII. Activism against Sexual and Domestic Violence**


VIII. Demanding Justice in the Criminal Justice System


Paper 8: Watch “End of the New Jim Crow?”
http://live.huffingtonpost.com/r/segment/has-the-black/51349ba002a76074660002e5. Write 250 words discussing whether the criminal justice system is becoming more just.

IX. Black Women and Domestic Policy


Paper 9: Read “Whites and Welfare: GOP and the Food Stamp Fallacy.”

X. Black Women and Foreign Policy

Paper 10: Read two different online assessments of Secretary Rice, one that considers her tenure as Secretary of State a failure and one that considers it a success. Write 250 words that compare the basis for the two assessments.

XI. Contemporary Cultural Politics


Paper 11: Write 250 words explaining which artist, song, or album you think is the best example of feminism in hip-hop.

XII. Electoral Politics


Paper 12: Read two different online assessments of a black female candidate, one that considers a victorious candidate and one that considers a candidate that lost her race. Write 250 words that compare the basis for the two assessments.
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<td>Welcome and Introductions</td>
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<td>January 22 – January 29</td>
<td>Introduction: Studying Black Women’s Activism</td>
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<td>Ida B. Wells and the Anti-Lynching Campaign</td>
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<td>Black Women as Citizens</td>
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<td>Activism through Work</td>
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<td>Library Instruction—PCL 1.124</td>
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