

TIME *for* ILHAN



TAKE ACTION! SCREENING TOUR

DISCUSSION AND ACTIVITY GUIDE



HOW TO USE THIS GUIDE

This guide is designed to help educators, organizers, and other screening hosts to enrich audiences' experience of *Time for Ilhan* through group discussion, facilitated activities, and resources for learning and action. The first two sections include activities for before, during and after viewing the film in classroom and community settings. The third section lists quotations from the film to supplement activities. The last section includes a list of online resources to support additional research, discussion, and action opportunities connected to the issues raised by the film.

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THE FILM

A fresh and timely take on the classic American Dream, *Time for Ilhan* offers an inspiring, stereotype-busting portrait of Ilhan Omar, one of America's brightest new political stars, at the start of her meteoric ascent from political newcomer to becoming one of the first Muslim Women in the U.S. Congress. Ilhan Omar, a young, hijab-wearing mother of three, takes on two formidable opponents in a highly contested race for a seat in the Minnesota State Legislature. Up against a 43-year incumbent, Ilhan is the "outsider" - a Muslim, refugee, woman of color - seeks to challenge the party's status quo while simultaneously defying lingering gender norms within her own Muslim community. Part of an unprecedented wave of growing diversity in elected office around the country, Ilhan's story offers a powerful and transformative reminder of the reflective, representative democracy that is truly possible.



THE FILMMAKER

Norah Shapiro is an award-winning filmmaker and founder of Minneapolis-based production company, Flying Pieces Productions. Shapiro has a background in poverty law (over a decade as a trial lawyer for the Hennepin County Public Defender's office) and extensive non-profit board service. In addition to her extensive experience as a filmmaker, her full professional experience brings a unique perspective and sensitivity to the creation of emotionally resonant, compelling visual storytelling.

ISSUES IN THE FILM

Time for Ilhan raises important issues for the health and future of our democracy, including:

- Gender inequities in politics
- Representation of immigrants and communities of color in political leadership
- Experiences of immigrants and refugees in the U.S.
- Women in politics
- Culture and religion, especially Islam
- Young people in politics
- 2016 and 2018 elections
- Voting rights and civic engagement
- Community organizing and coalition-building
- Diversity, equity, and inclusion in government
- Demographic change and the "New American Majority"

Viewing The Film At Community Screenings

The following three subsections are intended to provide you with a range of Pre-Viewing, Viewing, and Post-Viewing activities. These activities can be tailored by local screening hosts to relate to their specific engagement goals and local opportunities to take action. The resources in the last section can spark ideas for additional discussion topics and ways for audience members to move from discussion to action.

PRE-VIEWING ACTIVITIES

After introducing the event and welcoming attendees, use an introductory icebreaker to get a sense of who is in the room while also offering the audience something interactive to open the event. You may wish to ask audience members to:

- Raise their hands if they live in different areas of your community
- Raise their hands if they're students
- Raise their hands if they voted in the 2018 midterm election
- Stomp their feet if they've ever volunteered for a political campaign or organization
- Stomp their feet if they've ever considered running for office or serving on a government advisory council
- Clap their hands if they think government is representative and reflective of their community
- Clap their hands if they think we have a role to play in transforming government to better reflect our community

Ask audience members to turn someone next to them who they don't know, introduce themselves, and share what brought them to the event.

VIEWING ACTIVITIES

At the start of the screening, give attendees index cards and ask them to write down 1-2 events, moments, or themes in the film that feel especially connected to local issues in the community.

POST-VIEWING ACTIVITIES

Ask participants to turn to the person next to them and share one thing that surprised them in the film and one question they have after watching it. After a few minutes, ask for 2-3 volunteers to share what came up in their discussions.

How does this film help shed light on the particular challenges and opportunities that exist in our community in terms of fair and reflective political representation?

Break into small groups of 6-8 attendees to discuss the following:

- The November 2018 U.S. midterm elections brought a historic wave of gender, racial, and religious diversity to Congress, with similar changes taking place in state legislatures across the country. Many issue advocacy groups focused on women, immigrants, communities of color, and young are claiming publicly that this is "our moment" and "our time". How are these changes showing up or not showing up in our community?
- How reflective are our local political institutions and representatives of our community's diversity?
- What community groups or leaders are working locally to make government and civic participation more reflective, responsive, and equitable?

Make sure there's a note-taker in each small group to record this list and a volunteer to report back. After reconvening as a full group, have each volunteer share the list they came up with.

One of the film's underlying themes is a conflicting view of diversity as a source of division versus as a source of strength. Where do we see nontraditional alliances and coalitions being built across difference in our own community? In what ways are these alliances challenging entrenched power structures and opening new pathways for change that may not have been possible before?

How can attendees support ongoing efforts in our community to make government and civic participation more reflective, responsive, and equitable? Remind people that support can take many forms: getting involved with a campaign, volunteering with an organization, donating money or in-kind resources, talking with friends and neighbors about these efforts and why they're important, writing op-eds and letters-to-the-editor in our local press or spreading the word on social media.

POSSIBLE ACTIONS TO INCLUDE AT YOUR EVENT:

- Register to vote
- Sign up for a training with a partner organization
- Sign up to volunteer with a partner organization
- Get involved with a campaign for a progressive candidate in your area
- Donate to candidates or organizations working for a more reflective, representative democracy
- Letter writing or other actions related to ending voter suppression and expanding voting rights
- Review the "TFI Take Action!" Handout with attendees
- At the close of your event:** Ask attendees to take out their phones and tweet or post on facebook about one thing they're taking away from or committing to after the event, making sure to add use one of these hashtags - #TimeforIlhan or #TFITakeAction!

Please encourage your attendees to:

- Pick up the "TFI Take Action!" Handout
- Learn more about the film and DVD sales on the website (www.timeforilhanfilm.com)
- Join the TFI mailing list by signing up on the mailing lists provided
- Tell their families & friends about the film and urge them to attend a screening
- Consider hosting a screening at their places of worship, workplaces, school & communities
- Follow & share TFI on social media (@TimeforIlhan)
- If your organization is interested in doing pre- and post-surveys to track impact of the event, either at the event or via a follow-up email with a link to a short survey, please contact us at info@timeforilhanfilm.com and we can help support this process.

Viewing The Film In The Classroom

The following three subsections are intended to provide you with a range of Pre-Viewing, Viewing, and Post-Viewing activities. These activities can take the form of class discussions, small group work, individual writing prompts, or even longer-term projects. They are followed by a set of additional questions related to the film and the issues it raises. The resources in the last section of this guide can be used to supplement student learning both before and after the film.

PRE-VIEWING ACTIVITIES

- As a class, have students brainstorm what they know about the 2016 and 2018 elections.
- As a class, have students brainstorm what they already know about the policies of President Donald Trump and any protest movements that have responded.
- Analyze patterns of immigration to the United States over time, including how immigration policies have allowed and excluded different racial and ethnic groups at different historical periods. Look at influxes of refugees and examine changes in country of origin and settlement destinations over time.
- Ask students to think about particular issues or causes in society that are important to them. Have them reflect on whether they have ever thought about how politicians affect these issues in society. Can they think of any specific law or legislation related to this issue that has affected their lives or the lives of people close to them?
- Have they been to a political demonstration or thought about attending one? If so, what made them decide to get involved? If not, think about the kinds of things – issues or people – that might motivate them to do so.
- Have students work in pairs to think of a role, activity, or area of society that has traditionally excluded or discouraged women from participating. Analyze how women's access to this domain has changed over time, and how access has looked different for women based on race, ethnicity, sexual orientation, class, citizenship status, or country of origin.
- Show students the trailer for the film (<https://vimeo.com/295674977>). Ask them to write down a list of the themes that stand out to them. Ask them to keep these themes in mind as they watch the film.

VIEWING ACTIVITIES

- Have students jot down three to five themes or questions that come to mind as they watch the film.
 - As a **Post-Viewing Activity**, students can enter these questions into an online survey or live polling system and then vote as a class on the questions or issues they would like to explore in further detail.
- Have students take notes on the order and timeline of key events that occur in the film.
 - As a **Post-Viewing Activity**, re-create the timeline as a class, and review the process of an election campaign. Be sure students understand primaries. What strategies and tactics did Ilhan's campaign team use? Assess campaign strategies in the film for their effectiveness.
- As they watch the film, have students take notes on how Ilhan's experiences throughout the campaign were affected by: her gender, her religion, her age and her background as a refugee.
- Have students take notes about the political and social issues raised in the film that they feel are connected to or relevant in their own lives.

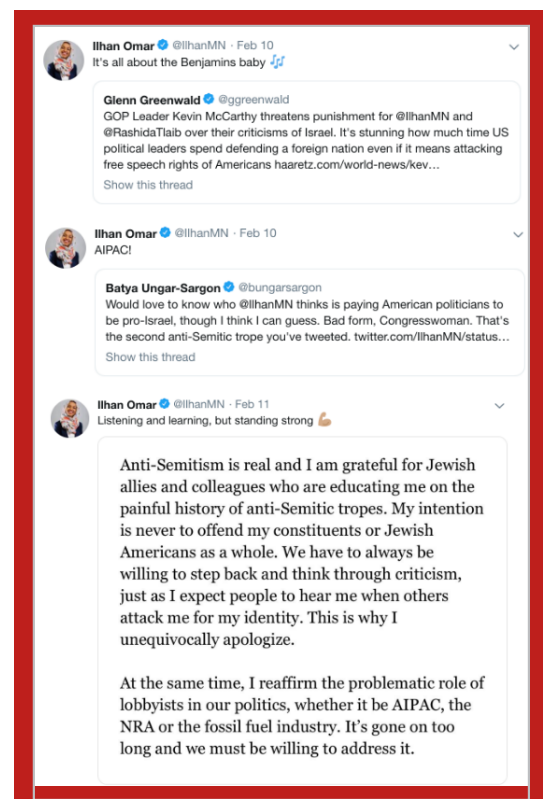
POST-VIEWING ACTIVITIES

- Have students think back on or look at their notes from the Pre-Viewing Activity. As a class, discuss how their opinions were changed or reaffirmed by the film.
- Discuss with students their initial reactions to the film, the featured individuals and the themes. What surprised them about the film? How did their feelings evolve over the course of the film? Which characters or storylines did they find most interesting or relatable, and why?
- Discuss as a class: What were students' initial reactions to Ilhan's campaign to become a state legislator? How did their original perceptions compare and contrast with their perceptions after viewing the film? Were they surprised about how the film ended? How does the film help us understand Ilhan's subsequent election to the U.S. House of Representatives in November 2018?
- Have students brainstorm a list of barriers that prevent people, based on their identities, from entering politics in the United States. For each barrier identified, what are the root causes of the barrier, and what suggestions do students have for removing the barrier and making politics more accessible? List barriers for: women, immigrants, people of color, young people, people with disabilities, LGBTQ people.
- The November 2018 U.S. midterm elections brought a historic wave of gender, racial, and religious diversity to Congress, with similar changes taking place in state legislatures across the country. Particularly in light of the 2016 election, have students discuss why they think these changes took place at this moment in history.
- Young people played an enormous part in Ilhan's 2016 campaign for office. Have students discuss the role of young people in Ilhan's campaign and election. How does this storyline compare with the way young people are typically portrayed in the news media, especially in relation to politics?
- Have students research another female politician. Find out if she has talked publicly about the barriers she has faced based on her gender or other aspects of her identity. How has she dealt with these barriers? Are there specific policy changes she has fought for related to these barriers?
- A comment is made in the film that there is a myth that low-income people, young people and people of color don't care about politics. What might be some reasons that these stigmas exist? What are some ways this has been challenged by these groups of people, either historically or today?
- Ilhan's campaign tries to drum up last-minute votes by approaching people on a street corner. Many of these people tell her they do not plan to vote. Ilhan is surprised by this response, considering that people have fought and died for right to vote. Have students write a personal reflection on voting as a "civic duty." How do they personally feel about voting and why is it important? Their reflection should also address the concerns of people who might abstain from voting as a political act (i.e., people who do not believe the system represents them fairly). Why might some people make this choice?
- Have students do research into the ratio of women to men in elected office at the state and federal levels, both in the U.S. and in other countries. Are some places more equal than others? Students can explore why this might be, using evidence from their research.
- Have students discuss the role of social media in politics and how it has changed the political landscape. They should cite examples from the film, and also from their own exploration into political hashtags and social media movements.
- How have the United States and neighboring countries taken different approaches to accepting refugees in recent years (for example, the Syrian refugee crisis)?
- Ilhan expressed the importance of identifying as both a feminist and a Muslim. Why is identifying this way important to her?
- Have students define "intersectionality" and how it relates to Ilhan's story.
- Students can follow Ilhan Omar (@IlhanMN and @Ilhan) on Twitter. Discuss some of the work she is doing in office and how it relates to issues in their own community.
- Have students complete an exit note. The exit note should contain one idea that demonstrates what they learned from the film, as well as one question that they still have about the topic.



TWEET STORM: CONFRONTING ANTI-SEMITISM AND ISLAMOPHOBIA

In the period that followed her election to the U.S. House of Representatives in November, 2018, Ilhan Omar was subject to a barrage of hateful, Islamophobic messages in the news and on social media. She also received condemnation herself for social media posts about Israel that many felt reinforced anti-Semitic tropes about Jewish money and control. While some public figures, including U.S. House Democratic party leadership, demanded she apologize for the messages, others, including many Jews, commended her for calling out the influence of money in politics.



The controversy over Ilhan's tweets raised important questions. Is it anti-Semitic to criticize Israel? How do we have critical public discourse about the role of money in politics? What is the responsibility of public officials when being asked to account for harm? How can the perspective and experience of a Black, Somali, Muslim, immigrant, refugee woman political leader shift public discourse on important issues? Why isn't the explicit racism and Islamophobia being directed at Ilhan on a daily basis receiving more media coverage? In what ways does this political moment create new opportunities for Jews and Muslims to build solidarity in the fight against racism, white nationalism, and xenophobia?

This section of the *Time for Ilhan* Discussion & Activity Guide is designed to support educators and organizers in framing difficult conversations that may come up in screening events, drawing on the wealth of resources that already exist around these topics.

IMPORTANT TERMS

Judaism / Jews

Judaism is the oldest of the three Abrahamic monotheistic religions and dates back over 3,000 years to the biblical patriarch, Abraham. Jews are people who may practice Jewish religion, adhere to a set of cultural practices rooted in the Jewish historical experience, or simply have Jewish ethnic lineage.

Islam / Muslims

Islam, another of the three Abrahamic monotheistic religions, is the second largest world religion and is said to have been revealed to the prophet Muhammad over 1400 years ago. Muslims are people who observe the faith of Islam.

Anti-Semitism

"Originating in European Christianity, antisemitism is the form of ideological oppression that targets Jews. In Europe and the United States it has functioned to protect the prevailing economic system and the almost exclusively Christian ruling class by diverting blame for hardship onto Jews," - from *Understanding Antisemitism: An Offering to Our Movement* by Jews for Racial and Economic Justice (JFREJ)

Islamophobia

"Islamophobia is close-minded prejudice against or hatred of Islam and Muslims," - from "Same Hate, New Target: Islamophobia and its Impact in the United States, January 2009-December 2010", a report by the Council on American-Islamic Relations and UC Berkeley Center for Race and Gender

RESOURCES

► **Teaching Tolerance**, a project of the Southern Poverty Law Center, provides hundreds of lesson plans and classroom materials on different types of oppression, bias, and hate, as well as the historical and contemporary movements that have countered them.

<https://www.tolerance.org/classroom-resources/tolerance-lessons/countering-islamophobia>

► **Facing History and Ourselves**, like Teaching Tolerance, has an extensive library of lesson plans and classroom materials on anti-Semitism and racism and the historical and contemporary movements aimed at dismantling them.

<https://www.facinghistory.org/educator-resources>

► Eric Ward, "Skin in the Game: How Antisemitism Animates White Nationalism", *The Public Eye Magazine*, Summer 2017

<https://www.politicalresearch.org/2017/06/29/skin-in-the-game-how-antisemitism-animates-white-nationalism/>

► Cindy Long, "Maligned and Misunderstood: Muslim Students Speak Out" *National Education Association's NEA Today*, June 9, 2016. Article also links to a lesson plan on Islamophobia by San Francisco high school teacher Fakhra Shah, who is interviewed in the article.

<http://neatoday.org/2016/06/09/muslim-students-u-s/>

► **Jews for Racial & Economic Justice**, "Understanding Antisemitism: An Offering to Our Movement"

<https://jfrej.org/wp-content/uploads/2017/11/JFREJ-Understanding-Antisemitism-November-2017-1.pdf>

► **Council on American Islamic Relations (CAIR)**'s website links to many reports and surveys the organization has authored or co-authored on issues relating to American Muslims and Islamophobia in the U.S., in particular "Legislating Fear" and "Same Hate, New Target."

<https://www.cair.com/reports-and-surveys>

QUESTIONS FOR FURTHER DISCUSSION

- Q:** What are the themes and issues explored in this film? Choose one of the themes that stands out to you and discuss what this film made you realize about that issue.
- Q:** Why do you think the film ends by showing news stories about several different kinds of “firsts” for women in American politics?
- Q:** Why do you think the filmmakers chose to include President Donald Trump in this film?
- Q:** To what extent do you relate to the themes in the film? What aspects of politics, activism or community organizing do you experience in your own life?
- Q:** How does politics affect the day-to-day lives of people, whether they vote or not?
- Q:** What were your views about politics before viewing this film? How does this film reflect or influence your perspective about politics? Do you think there are ways to be “politically active” without running for office?
- Q:** A concern levelled at Ilhan was the fear that as a Muslim woman, her focus would be on Muslims and women in her community, not her full constituency. Why might this concern be leveled at one political candidate, but not another?
- Q:** What are some of the sacrifices Ilhan had to make to pursue her dreams of running for office? How does the film show the short-term effects of these sacrifices and what kinds of effects might they have in the long term?
- Q:** A woman in the film said that she doesn't trust the political system and doesn't want to be part of it, but she still helped campaign for Ilhan. What do you think she meant, and why do you think she still chose to participate?
- Q:** Do you personally think it is important for elected officials to reflect the diversity of the communities they represent? Do you feel your elected municipal, state, and federal representatives effectively represent their constituency? How can we ensure governments are more reflective and representative of the whole population?
- Q:** What do you think motivates some people to be politically active and others to be less? Do you think there is a way to motivate more people to participate in politics?
- Q:** The film ends on a hopeful note even though Ilhan was hoping Hillary Clinton would be elected over Donald Trump. What inspires this sense of hope?



Quotations From The Film To Explore

At educational and community screenings

- 1 "It's easy for men to just wake up one day and, you know, say, 'I'm running for office.' But for us it's harder. You know, I have young kids. I could do work and be a candidate and raise a family. But I'm also, like, a Muslim woman, and I'm a new immigrant and I'm Somali, and there's all of these noises in my head that are telling me I can't." **Ilhan Omar**

- 2 "So few women are taught to be powerful. What does it look like to have that gravitas at 34, 35 years old?" **Erin Vilardi, founder of VoteRunLead**

- 3 "When we have new voices in the room we're able to dream and we're able to make big changes." **Ilhan Omar**

- 4 "Communities of color in general are communities that the Democratic Party and individual Democratic politicians don't really pay attention to. We've been voting for Democratic politicians for so long and nothing has changed. Arguably, sometimes our situations have gotten worse." **David Gilbert- Pederson, community organizer**

- 5 "I arrived at the age of 12 in America. The first thing that I learned was that I was an extreme other. I was Black, which wasn't a thing for me when I was little. I was Muslim, which also, growing up in a Muslim-majority, was not a thing that I needed to identify. I also learned that I was extremely poor, and that the classless America that my father taught me about wasn't true, didn't exist. I remember watching a video by Tupac... where he's talking about the poor people revolting. And he talks about how... he wants to line people up at the White House and start knocking at that door and saying, 'Let us in,' quietly, but they don't let us in and then we get louder... until we break down that door. You all need to understand that there's an urgency. There's an urgency to show up. I am optimistic but I need all of you." **Ilhan Omar**

- 6 "I know what's at stake in these elections and I know that it's hard, and this is a system that I don't trust and that I don't want to be a part of. But I also know that there really is an urgency to have somebody at the State Capitol who's talking louder and who's not going to bow down." **Stacey Nyaboke Rosana, field team member**

- 7 "I think of myself as a community educator. I think of myself as an organizer. I think of myself as a resident and a citizen who happens to be Somali and a woman." **Ilhan Omar**

- 8 "The traditional campaign wisdom has been: you target this very narrow section of voters who have voted a lot of the time over the past few years. There's this myth that low-income people, young people, people of color don't care about politics, but the truth is nobody's asked them to get engaged." **David Gilbert-Pederson, campaign chair**

- 9 "I cannot say anything negative about Phyllis. I think she deserves to be recognized for all the work that she's done. But I think 43 years is a very long experience. This is an opportunity to bring different voices, young voices, that reflect the population that she represents now. Ilhan, for me, represents all of that. It's hard for me to understand why Ilhan's not able to get more support and more endorsements. We do say often that we want to encourage more people of color, more people of different backgrounds, people with disabilities to run for office. Yet when we have those individuals

we always question their ability. 'Oh, well, you haven't been here long enough, you really don't understand how the system works.' Now that they want to be in positions of leadership we're telling them, 'Well, you're not good enough.'" **Patricia Torres Ray, Minnesota state senator**

- 10** "When 9/11 happened there was more soul searching about who I was and what my scarf meant, and how I wanted to present myself. And so for me, I made the decision to wear my headscarf because I found value in it. It's like a badge of honour to show that I'm a person who belongs to the Muslim faith. There's challenges of thinking about: How am I going to present myself today, and how is it going to impact or how are people going to react to me? Like, how do I own my feminist identity and still be Muslim and still be Somali?" **Ilhan Omar**
- 11** "Now the question that needs to be asked is: Why are these absurd and hateful rumours being circulated? It matters that I am a woman. It matters that I am a Somali-American woman. It matters that I am a Muslim immigrant woman." **Ilhan Omar**
- 12** "Here in Minnesota you've seen firsthand the problems caused with faulty refugee vetting, with large numbers of Somali refugees coming into your state without your knowledge, without your support or approval, and with some of them then joining ISIS and spreading their extremist views all over our country and all over the world" **Donald Trump, presidential candidate**
- 13** "When Donald Trump came in and was spewing all that hate, I had a tendency to not get angry because I knew that this message, this hateful message, was going to be the thing that motivated minority communities that don't often turn up to vote to come out for love." **Ilhan Omar**
- 14** "That's scary that hateful rhetoric can find a partner in the hearts of many in our community. How different the world of tomorrow is going to be for many of us." **Ilhan Omar**
- 15** "She's coming in as a much more public figure than anyone else is. And I think my advice would be to make use of that." **Phyllis Kahn**
- 16** "So I want you to think about the kind of message that you are sending. The reality is you can't make us disappear. We are part of this state; we are part of this country." **Ilhan Omar**
- 17** "I believe this is a great moment, perhaps one of the greatest moments of the history of women. It's hard to be optimistic about everything that's going on. Yes, our democracy is messy. But it is our duty to continually clean it up and make sure it shines." **Ilhan Omar**



Resources For Learning And Action

ABOUT THE FILM

www.timeforilhanfilm.com

Twitter: [@TimeforIlhan](https://twitter.com/TimeforIlhan) | Instagram: [@TimeforIlhan](https://www.instagram.com/TimeforIlhan)

Facebook: www.facebook.com/TimeforIlhan

ABOUT ILHAN OMAR

Official Website: omar.house.gov | Campaign Website: www.ilhanomar.com

Twitter: [@IlhanMN](https://twitter.com/IlhanMN) and [@Ilhan](https://twitter.com/Ilhan) | Instagram: [@IlhanMN](https://www.instagram.com/IlhanMN) and [@RepIlhan](https://www.instagram.com/RepIlhan)

Facebook: www.facebook.com/RepIlhan and www.facebook.com/IlhanMN

POLITICAL LEADERSHIP TRAINING ORGANIZATIONS

New American Leaders Project trains first- and second-generation immigrants to run for office and build their political and civic leadership.

<https://www.newamericanleaders.org/>

Vote Run Lead is a nonpartisan organization that trains women to run for political office.

<https://voterunlead.org/>

Emerge America is a national organization with state chapters that trains women in the Democratic Party to run for political office.

<https://emergeamerica.org/>

Higher Heights trains Black women to run for office and build their political and civic leadership

<http://www.higherheightsforamerica.org/>

Ignite is a national organization with state chapters that builds the political capacity and leadership of young women.

<https://www.ignitenational.org/>

EMILY'S List recruits, trains, and supports pro-choice women candidates to run for local, state, and national office.

<https://www.emilyslist.org/>

Re:Power (formerly Wellstone Action) trains people from historically underrepresented communities to run for office and lead electoral campaigns.

<https://repower.org/>

She Should Run provides online and in-person cohort-based trainings for women on running for office.

<https://www.sheshouldrun.org/>

Center for American Women in Politics at Rutgers University - Ready to Run Network

<https://www.cawp.rutgers.edu/>

ORGANIZATIONS FOCUSED ON VOTING RIGHTS AND CIVIC ENGAGEMENT BY WOMEN, YOUNG PEOPLE, IMMIGRANTS, AND COMMUNITIES OF COLOR

The Advancement Project - National
<https://advancementproject.org/home/>

Native American Voting Rights Coalition
<https://vote.narf.org/>

Asian Americans Advancing Justice
<https://www.advancingjustice-aajc.org/>

New Florida Majority
<https://newfloridamajority.org/>

Black Voters Matter Fund
<https://www.blackvotersmatterfund.org/>

New Georgia Project
<https://newgeorgiaproject.org/>

Lawyers Committee for Civil Rights Under the Law
<https://lawyerscommittee.org/>

New Virginia Majority
<https://www.newvirginiamajority.org/>

Mexican American Legal Defense Fund (MALDEF)
<https://www.maldef.org/>

Rock the Vote
<https://www.rockthevote.org/>

Mi Familia Vota
<https://www.mifamiliavota.org/>

She the People
<https://www.shethepeople.org>

NAACP Legal Defense Fund
<https://www.naacpldf.org/>

Young Invincibles
<https://younginvincibles.org/>

ARTICLES, BOOKS, VIDEOS, AND PODCASTS

Rutgers University Center for American Women in Politics' "Women in State Legislatures 2019" provides state-by-state data on the gender and party affiliation of state representatives, as well as race and ethnicity data nationally on state lawmakers.
<http://cawp.rutgers.edu/women-state-legislature-2019>

New York Times: Sahil Chinoy and Jessica Ma, "How Every Member Got to Congress", January 26, 2019. An in-depth data analysis and visualization on the demographics and personal histories of all sitting members of the U.S. Congress. <https://www.nytimes.com/interactive/2019/01/26/opinion/sunday/paths-to-congress.html>

The Guardian: This March 19, 2018, article, "Almost Half of Women in Politics Have Faced Abuse or Violence," looks at the state of women's experiences in politics. <https://www.theguardian.com/international/> Type the title of the article into the search function of the website.

The Lily: "A 'Shattering of the Walls': Muslim Women Celebrate the Swearing In of Ilhan Omar and Rashida Tlaib," January 4, 2019. <https://www.thelily.com/a-shattering-of-the-walls-muslim-women-celebrate-the-swearing-in-of-reps-ilhan-omar-and-rashida-tlaib/>

Washington Post: "Rep. Ilhan Omar Prompts New Rule that Allows, for the First Time in 181 Years, Head Coverings on the House Floor," January 4, 2019. https://www.washingtonpost.com/religion/2019/01/04/rep-ilhan-omar-prompts-new-rule-that-allows-first-time-years-head-coverings-house-floor/?utm_term=.af6a3a1122b4

Sayu Bhojwani. People Like Us: The New Wave of Candidates Knocking at Democracy's Door. New York: The New Press, 2018.

Steven Phillips. *Brown Is the New White: How the Demographic Revolution Has Created a New American Majority*. New York: The New Press, 2018.

Democracy in Color Podcast, hosted by Aimee Allison, founder of She the People, covers political issues and movements focused on expanding the political rights and representation of communities of color.

<http://democracyincolor.com/podcast/>

Kimberle Crenshaw on Intersectionality, More than Two Decades Later

<https://www.law.columbia.edu/pt-br/news/2017/06/kimberle-crenshaw-intersectionality>

Politico: The 2017 interactive series on the state of women in US politics, "Women Rule Politics Investigation," contains investigative articles such as, "What Will It Take for Women to Win" and "Why Women Don't Run." <https://www.politico.com/women-rule-politics-investigation>

TIME: The September 7, 2017, special project and cover story "Firsts: Women Who Are Changing the World" features Ilhan Omar and other prominent women. <http://time.com/collection/firsts/> Click View Full List, then Omar Ilhan to read her profile.

Through Her Eyes Episode No. 2, January 29, 2019, Interview with Ilhan Omar <https://www.yahoo.com/news/refugee-rep-ilhan-omar-hopes-crack-open-door-america-others-follow-164859128.html>

Walker Art Center: The September 14, 2016, interview, "Urgent Cinema: Norah Shapiro on Ilhan Omar's Campaign," features a conversation with director Norah Shapiro. <https://walkerart.org/> Type the title of the article into the search function of the website.

TED: The October 2010 TEDx Talk "Dave Meslin—Antidote to Apathy" identifies seven barriers that discourage people from becoming involved in politics. https://www.ted.com/talks/dave_meslin_the_antidote_to_apathy