

NCLC 405: Women and Leadership (4 credits)

Spring 2015

New Century College, George Mason University

Mondays 4:30-7:10 pm, Enterprise Hall Rm 277

Course Facilitator:

Julie Owen, PhD

Associate Prof., Leadership & Integrative Studies

Executive Director, Social Action & Integrative Learning (SAIL)

New Century College, George Mason University

440 Enterprise Hall

jowen4@gmu.edu

wk. 703-993-1436

hm. 571-730-4468

Office Hours: By appointment.

Commitment to Diversity:

New Century College, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age and disability.

Course Description:

How do women leaders lean in? Break the glass ceiling? Navigate the leadership labyrinth? *NCLC 405 Women and Leadership* examines challenges and opportunities related to women's leadership development. Topics addressed include research on gender and leadership styles, traits, and effectiveness; effects of stereotypes, prejudice, and discrimination on women's under-representation in leadership; identity, intersectionality, and global dimensions of women's leadership; effects of role conflict and organizational press on women's leadership; media and political representation; and strategies for social change.

[Note: This syllabus builds upon the publically shared curricula and syllabi of Dr. Marsha Guenzler-Stevens & Katie Hershey (University of Maryland), Dr. Crystal Hoyt (University of Richmond), and Dr. Barbara Kellerman (Harvard University). The instructor thanks them for their intellectual contribution to this course and generosity in sharing course materials.]

Learning Goals:

- Critically examine the social and historical contexts within which issues of women and leadership are embedded;
- Review the formative and developmental influences that shape women's approaches to leadership;
- Consider the 'difference that difference makes' – that is, engage the question about whether men and women lead differently and associated research on gender and leadership styles, traits, and effectiveness;
- Analyze the effects of gender prejudice, discrimination and stereotyping on women's under-representation in leadership;

- Question gendered and generational patterns related to work/life balance and their effects on women's choices and opportunities;
- Explore intersectional identities and the socially constructed nature of both gender and leadership;
- Hear voices of diverse female women leaders and explore global women's leadership;
- Understand the fundamentals of systems and structures and learn tactics and strategies for advancing women's leadership and liberation;
- Increase capacities for team learning through peer feedback and use of collaborative technologies.

Featured New Century College Competencies and Learning Outcomes:

In particular, this course focuses on the following NCC competencies:

<i>Communication</i>	The process of creating and sharing meaning through human interaction.
<i>Critical Thinking</i>	The ability to think clearly and critically, using reason and experience to form considered judgments.
<i>Global Understanding</i>	Analysis of the complexity of the interconnectedness of local and global communities politically, economically, socially, and culturally.
<i>Civic Engagement</i>	Practice based on an informed understanding of communities and the roles and responsibilities of individuals within those communities

Connection to Mason Leads:

MasonLeads is an institution wide group of faculty, staff, and students committed to inspiring the development, emergence, and recognition of leadership throughout the Mason community by:

- Raising campus-wide awareness of leadership opportunities for our students, faculty, staff, and community
- Encouraging student, faculty and staff participation in leadership development
- Forming a cross-disciplinary community of leadership scholars at Mason
- Focusing on the diverse talents and strengths of all involved in leadership
- Publicizing and celebrating acts of leadership throughout the Mason community
- Building a culture at Mason that values leadership at all levels of the institution

George Mason's Mason Leads formulated a set of leadership assumptions, core values, and competencies for faculty, staff, students, and alumni to consider in their own exploration and practice of leadership. For example, we believe you do not need to have a formal title to engage in a leadership process or to assume leadership responsibilities. Through self-reflection and reflective practice, we are confident that members of our campus community will make a difference through their leadership. We embrace a set of core leadership values and common competencies founded on the ideas that leadership is learned and that leadership development is a lifelong journey. These leadership assumptions, core values, and competencies are designed to be considered and used as an integrated whole.

To review these leadership assumptions, core values, and competencies in full, please visit the MasonLeads website at: <http://masonleads.onmason.com>

Course Materials:

Course readings drawn from multiple sources will be provided. In addition, the class will use the following texts (available through the GMU bookstore and online book vendors):

Brown, B. (2010). *The gifts of imperfection*. Center City, MN: Hazelden.

Eagly, A. H., & Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard Business School Press.

Kellerman, B., & Rhode, D. L. (2007). *Women and leadership: The state of play and strategies for change*. San Francisco: Jossey-Bass.

Each student will need access to the wiki tool PBWorks (www.pbworks.com). Instructions for logging on will be provided in class.

Course Requirements:**I. Active Participation 200 points**

This course integrates experiential and community-based learning as a key component. Learning occurs through active participation in community work and class activities, discussion, and personal reflection upon experiences. In class and web-based assignments based on the reading materials and group experiences will be factored into the participation grade.

Your overall participation grade includes being actively present, prepared, and engaged, as well as in-class assignments. It also includes the following:

- **Gendered Perspective Story (GPS):** Each student will share a story about a personal experience that made them think or feel deeply about their gender. The story (approximately 5 minutes) will illustrate how your life experiences have shaped your own socially-constructed beliefs about how gender shapes opportunities and challenges. These stories will also help students practice the art of being vulnerable and contribute to the development of 'brave space' in our learning community. These stories should be authentic and unrehearsed – no visual materials or notes are needed.

II. Experiential Learning (EL) 200 points

NCLC 405 includes 1 credit of embedded experiential learning. To fulfill this credit, students will participate in **two (2) community-based experiences** related to course themes and complete brief reflections after each experience. These experiences may include any of the events offered as part of Women's History Month (February) at GMU, in Fairfax, or in DC, or could include a women in the arts performance or show, a women's sporting event, or any event/lecture that is directed to women or whose subject is related to gender. A list of approved experiences will be distributed to the class and students may propose additional opportunities to fulfill this requirement. Women & Gender Studies (WGS) provides a link to upcoming events with a focus on gender. See <http://wmst.gmu.edu/> for links to dates and locations. Students will complete a two-page summary of each event and connections to course themes (80 points).

Additionally, students will complete **three (3) interviews** with peers, family, or community members working on gender-based advocacy. Using the constructs of PREDECESSOR, INSTIGATOR, and INHERITOR

found in the Astin & Leland reading, students will interview one person who served as a *predecessor* advocating for women's rights or gender equality (a grandmother or elder, for example); one person who is currently *instigating* around gender equality (someone who is part of a gender-specific organization or group, for example); and one person who will come after you, or that you are mentoring as an *inheritor* of gender justice and equality. Your interview should focus on discovering their personal narrative and their experience of leadership and gender. Students will craft ONE 6 page paper (120 points) briefly describing the individuals you interviewed and weaving together themes from each of these interviews and connecting these themes to course terms and ideas.

III. Gifts of Imperfection Blogs & Responses 200 points

Students will read about ten guideposts to whole-hearted living in Brene Brown's (2010) book *The Gifts of Imperfection*. Students will author ten brief (2-3 paragraph) blog posts which react to each reading and connect reading themes to student's personal experiences. Blog reflections will be posted on PBWorks, a private space owned by the individual student, and it will be up to each student about how widely (and with whom) they want to share posts. Additionally, students will select a class peer to serve as reader, supporter, and commentator throughout the blogging process. Points will be assessed for BOTH blog reflections and peer responses (20 points each).

IV. Class Facilitation/ Groups Presentations 200 points

It wouldn't be an NCC class without a group project. Students will self-select and sign up in groups of 5-6 to facilitate a 60-minute class presentation on one of the following topics: women in the workplace, women in the media, women in politics, global dimensions of women's rights, gender-related activism and advocacy. This is an opportunity for students to demonstrate their understanding of the central themes in the course as well as how to engage others using creative pedagogies. These presentations should include:

- o 10 minute ice-breaker, energizer, or warm up activity
- o 25 minute review the presentation topic and assigned readings
- o 15 minute active learning activity based on the readings that involves the entire class
- o 10 minutes of wrap-up that should include:
 - a critical examination of the challenging aspects of the topic – presentations should include alternative perspectives and approaches to the topic at hand
 - real world examples of how the topic is manifested in diverse contexts
 - peer feedback / dialogue/ question and answer session

Students will be evaluated as a team and receive points for their evidence of each of the following: collaboration (did the group discuss and integrate their learning versus dividing the presentation into individual "segments"?); planning effort (to what extent was the group prepared by having carefully read and analyzed the readings, collected external research if necessary, and evidence of thought put into the presentation?); and presentation (was the group able to effectively communicate the necessary information? Was the class engaged by the presentation? How thorough and creative was the presentation?). Both peer and instructor feedback will be factored in to the final grade.

Additionally, groups will prepare a WEBLIOGRAPHY of 10 key resources (associations, projects, initiatives) being undertaken by individuals or organizations to address issues related to your selected topic. These resources will be shared with the class on the class wiki page.

Please format your assignment as follows for each of the ten web sources:

- Title of the organization or initiative;
- Link to a working URL for the website that describes this organization or approach;
- Brief (1 paragraph) description of why you selected each organization/initiative and (for example, why you feel their approach is innovative, how it might address aspects of your theme).

V. Final Women and Leadership Project 200 points

In lieu of a final exam, you will develop a final synthesis project, drawing on the many experiences and reflections that you have had over the course of the semester. This project can take many forms (paper, portfolio, website, creative piece). Your project will focus on connecting your course learning to your plan for transformative action, and offer your own personal philosophy of gender and leadership. Additional details will be presented in class.

Grading & Evaluation:

Active Participation

<i>Class Participation</i> = 13 class sessions x 12 points possible per class=	156 points
<i>Gendered Perspective Story (GPS)</i> =	+ 44 points
	200 points

Experiential Learning (EL)

<i>Reflection papers on 2 community events related to gender (2 pages each)</i> =	80 points
<i>Paper summarizing Interviews of predecessor, instigator, inheritor (6 pages)</i> =	+120 points
	200 points

Gifts of Imperfection Blogs & Responses

<i>10 (2-3 paragraph) blog posts x 10 points each</i> =	100 points
<i>10 (1-2 paragraph) responses as peer commentator x 10 points each</i> =	+100 points
	200 points

Class Facilitation/ Groups Presentations

<i>10 annotated web sources related to your presentation topic (5 points each)</i> =	50 points
<i>Grade for group presentation including peer and instructor feedback</i> =	+150 points
	200 points

<u>Final Women and Leadership Project</u>	200 points
--	-------------------

TOTAL	1000 POINTS
--------------	--------------------

Should you have a concern about the grade you receive on a specific assignment you should contact the instructor within two weeks of receiving your grade for that assignment.

At the end of the semester, your final grade will be determined based on the following scale:

980 - 1000 = A+	830 - 869 = B	670 - 699 = C-
930 - 979 = A	800 - 829 = B-	600 - 669 = D
900 - 929 = A-	770 - 799 = C+	Below 599 = F
870 - 899 = B+	700 - 769 = C	

Class Policies:**Late Work:**

All work must be presented on time (defined as turning in all assignments in person at the beginning of class). Please allow sufficient time for technological and printing snafus as these will not be considered valid excuses for late assignments.

Late work may be accepted if a written medical excuse is provided, but generally, there will be no grace period for late work. For each day an assignment is late, the paper will be marked down one full letter grade for each day they are past due, including Fridays, Saturdays, and Sundays. Due dates are clearly indicated throughout the syllabus.

Statement on Technology:

Since a quality learning experience in this course rests heavily upon interaction and exchange of ideas among students and the instructors, items that discourage this interaction are not welcome in class. This includes cell phones, PDAs, laptop computers, mp3 players, etc. There will be specific instances when these items are allowed, but I will expressly tell you in advance. Remember, your ability to listen and engage with your peers and to contribute to class discussions thoughtfully will be heavily weighed in determining your final grades.

Mason Email:

In keeping with university policy, we will correspond only with your Mason email account. Expect communication from the instructors and class members between class times via e-mail.

Honor Code:

This class is bound by Mason's Honor Code and you are expected to observe and honor the provisions of the code. Students, along with the faculty, will adhere to the highest possible standards.

Three fundamental principles you must follow at all times are: 1) all work submitted must be your own; 2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and 3) if you are uncertain about citation rules or assignment guidelines, ask an instructor for clarification.

No grade is important enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please let an instructor know and also seek help from University resources. The University provides a range of services to help with test anxiety, writing skills, study skills, personal issues, and related concerns.

Using someone else's words or ideas without giving them credit is *plagiarism*, a serious offense. If you wish to quote directly from any text, you **MUST** use the exact words (including punctuation) just as the words, phrases, and sentences appear in the original text. Additionally, you must follow proper citation rules to indicate that you are quoting directly from a text (e.g. quotation marks, quote indentation, source identification). If you want to paraphrase ideas from a source, that is, convey the author's ideas in your own words, you must still cite the source, using an established citation format.

The re-use of papers, presentations, and other materials from one course in another course is not appropriate or acceptable. In every NCC course, faculty expect that submitted work has been prepared for that class only. Violations of the University Honor Code will be referred to the University Honor Committee for review and action.

For more information on the honor code: <http://academicintegrity.gmu.edu/honorcode/>.

Professionalism:

Since you may be representing George Mason University away from campus, you must act like a professional. Students are expected to adhere to agency standards regarding appearance, conduct and confidentiality.

Religious or Cultural Observances:

Some class times are in close proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let us know in advance so we can make appropriate arrangements.

Office of Disability Services:

If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Disability Resource Center (SUB I, Rm. 222; 993-2474; www.gmu.edu/student/drc). If you qualify for accommodation, the DRC staff will give you a form detailing appropriate accommodations for your instructor.

In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with us at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Disability Resource Center and are waiting to hear from a counselor, please tell us.

Office of Counseling and Psychological Services (CAPS):

Counseling and Psychological Services (CAPS) provides a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance. <http://caps.gmu.edu/>

Writing Resources:

The University's Writing Center, Robinson room 114A offers free, expert tutoring to writers at all levels who want to improve their writing. Each individual session lasts for 45 minutes, and you should try to book an appointment in advance. Also, please use NCC's online writing guide, <http://classweb.gmu.edu/nccwg/>

Proposed Course Schedule (subject to change)

Date	Topic	Readings to Discuss	Assignments Due
Jan 26	Why women and leadership? What issues face women in 2015?	Arao & Clemens, <i>From Safe Spaces to Brave Spaces</i>	Sign up for GPS presentations Create PBworks account and personal wiki
Feb 2	Looking back – what are the social and historical contexts within which the issue of women and leadership is embedded?	Astin & Leland, C2: <i>In the Spirit of the Times: Three Generations of Women Leaders</i> (15-40) Hooks, <i>Feminism: A movement to end sexist oppression</i> (238-240, Adams) Lorber, 'Night to His Day': <i>The Social Construction of Gender</i> (203-213, Adams) Thompson, <i>Can White Heterosexual Men Understand Oppression?</i> (477-482, Adams) Review: http://www.nwhp.org/ https://www.nwhm.org/	5 GPS presentations BB Blog Post #1 Due to Wiki
Feb 9	What formative and developmental influences shape women's approaches to leadership?	Astin & Leland, C3: <i>Becoming Leaders: Key Influences and Experiences</i> (41-65) Komives, Longerbeam, Owen, Mainella, & Osteen, <i>A Leadership Identity Development Model</i> (2006) <i>Voices</i> (240-255, Adams)	5 GPS presentations BB Blog Post #2 Due [and peer commentary on BBB1]

Feb 16	Is there still a glass ceiling? Is discrimination still a problem? Examining the current context for women leaders and leadership.	<p>Eagly & Carli C 1 & 2 (1-27)</p> <p>Hoyt, <i>Women in Leadership</i> (Northhouse C14, 349-382)</p> <p>Sandberg Intro & C1: <i>The Leadership Ambition Gap</i> (3-26)</p> <p>Drexler, <i>The Tyranny of the Queen Bee</i>, WSJ, March 2, 2013</p> <p>Miller, <i>Pay Gap is Because of Gender, Not Jobs</i>, NYT, April 24, 2014</p>	<p>5 GPS presentations</p> <p>BB Blog Post #3 Due [and peer commentary on BBB2]</p> <p>Form Presentation Groups</p>
Feb 23	What difference does 'difference' make? Do men and women lead differently? Leadership traits, styles, and effectiveness	<p>Eagly & Carli C 3 (29-48) & 8 (119-136)</p> <p>Keohane, <i>Crossing the Bridge: Reflections on Women and Leadership</i> (K&R C1, 65-91)</p> <p>Pittinsky, Bacon, & Welle, <i>The Great Women Theory of Leadership?</i> (K&R C2, 93-116)</p> <p>Heifetz, <i>Leadership, Authority, and Women: A Man's Challenge</i> (K&R C 11, 311-327)</p>	<p>5 GPS presentations</p> <p>BB Blog Post #4 Due [and peer commentary on BBB3]</p>
March 2	Is there resistance to women in leadership? Gender prejudice, discrimination and stereotyping	<p>Eagly & Carli C 5, 6, 7 (67-118)</p> <p>Carli & Eagly, <i>Overcoming Resistance to Women Leaders</i> (K&R C3, 127-148)</p>	<p>5 GPS presentations</p> <p>BB Blog Post #5 Due [and peer commentary on BBB4] – Julie Blog Check/Grade</p>
March 9	<i>Spring Break</i>		
March 16	Do family responsibilities hold women back? What are the gendered and generational patterns related to work/life balance? How does one deal with conflicting roles?	<p>Eagly & Carli C 4 (49-66)</p> <p>Hewlett, <i>Off Ramps and On Ramps: Women's</i></p>	<p>Remaining GPS presentations</p> <p>BB Blog Post #6 Due [and peer commentary on BBB5]</p>

		<p><i>NonLinear Career Paths</i> (K&R C15, 407-428)</p> <p>Sandberg C 7-9: <i>The Myth of Doing it All</i> (93-139)</p> <p>Cobble, Gordon, & Henry, <i>What 'Lean In' Leaves Out</i> (Chronicle of Higher Education, 9/26/14, B4)</p>	
March 23	Do organizations compromise women's leadership? What is the experience of women in the workplace?	<p>Eagly & Carli C 9 & 10 (137-182)</p> <p>Roberts, <i>Bringing Your Whole Self to Work</i> (K&R, C12, 329-352)</p> <p>Giscombe, <i>Women in Corporate Leadership</i> (K&R C14, 383-403)</p>	<p>Group 1 Presentation & Webliography Due</p> <p>BB Blog Post #7 Due [and peer commentary on BBB6]</p>
March 30	<i>No Class – Julie in the Netherlands</i> Predecessor, instigator, inheritor Paper Due		
April 6	Women in the media	<p>Wilson, C7 <i>Culture</i> (119-137)</p> <p>Review: http://bechdeltest.com/ http://www.womensmediacenter.com/ </p>	<p>Group 2 Presentation & Webliography Due</p> <p>BB Blog Post #8 Due [and peer commentary on BBB7]</p>
April 13	Women in politics	<p>Fox, <i>The Future of Women's Political Leadership</i> (K&R C8, 251-270)</p> <p>Wilson, <i>It's Woman Time</i> (K&R C9, 271-282)</p> <p>Mandel, <i>She's the Candidate: A Woman for President</i> (K&R C10, 283-307)</p> <p>Holmes Norton, <i>Elected to Lead: A Challenge to</i></p>	<p>Group 3 Presentation & Webliography Due</p> <p>BB Blog Post #9 Due [and peer commentary on BBB8]</p>

		<p><i>Women in Public Office</i> (Rhode C10, 109-118)</p> <p>Center for American Women in Politics http://www.cawp.rutgers.edu/</p>	
April 20	Intersectional identities: voices of diverse female women leaders; global women's leadership	<p>Sanchez-Hucles & Sanchez, <i>From Margin to Center: The Voices of Diverse Feminist Leaders</i>, (Chin, Lott, Rice, & Sanchez-Hucles, C10, 211-244)</p> <p><i>Speeches from United Nations Fourth World Conference on Women</i>, 402-419</p> <p><i>The Revolutionary Association of the Women of Afghanistan</i> 427-430</p>	<p>Group 4 Presentation & Webliography Due</p> <p>BB Blog Post #10 Due [and peer commentary on BBB9]</p>
April 27	Strategies and tactics – what can people of any gender do to advance women in leadership? How are social change and women's liberation linked?	<p>Kellerman & Rhode, <i>Women & Leadership: The State of Play</i> (K&R C1,1-35)</p> <p>Meyerson & Ely, <i>Using Difference to Make a Difference</i>, (Rhode C12, 129-143)</p> <p>Hill Collins, <i>Toward a New Vision: Race, Class, & Gender as Categories of Analysis and Connection</i> (457-462, Adams)</p> <p>Harro, <i>The Cycle of Liberation</i> (463-469, Adams)</p> <p>Love, <i>Developing a Liberatory Consciousness</i></p>	<p>Group 5 Presentation & Webliography Due</p> <p>Peer commentary on BBB10/ wrap up note due</p>

		(470-474, Adams)	
May 4	Looking forward – what does the future hold for women in leadership? For you?	Eagly & Carli, C11 (183-199) Steinem, <i>Revving Up for the Next 25 Years</i> (256-260, Adams)	EL Events Reflections (2) Due to Wiki
May 11	<i>Final Women & Leadership Project Due to Julie by 5pm</i>		