

## **INTS 405: Women in Leadership (4 credits)** **Spring 2017**

School of Integrative Studies (SIS), George Mason University  
Tuesdays & Thursdays 9-10:15 am, Thompson Hall Rm 2021

### **Course Facilitator**

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### **Office Hours**

I am happy to meet with you outside of class and request that you email me to make an appointment.

### **Commitment to Diversity**

The School of Integrative Studies, 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 Goals**

How do women leaders lean in? Break the glass ceiling? Navigate the leadership labyrinth? *INTS 405 Women and Leadership* examines challenges and opportunities related to women's leadership development; that is, how women identify their core beliefs, evolve their sense of efficacy, and engage with their communities, from local to global. We will investigate 1) research on gender and leadership traits, behaviors, and effectiveness; 2) effects of stereotypes, prejudice, and discrimination on women's under-representation in leadership; 3) identity, gender roles, and intersectionality in relation to women's leadership; 4) effects of organizational challenges on women's leadership; and 5) cultural and structural influences on women's leadership (e.g., media and political lenses). Our shared exploration will conclude with an eye toward looking at where women have made leadership gains and identifying the levers and opportunities 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). We thank them for their intellectual contribution and generosity in sharing course materials.]*

### **Learning Outcomes**

By actively participating in our learning community, students will be able to:

- Explore your core values and identities and how they influence the expression of your gender and leadership;
- Understand how gender and leadership are socially constructed and pervasive;
- Evaluate the ways that 'difference' matters, examining research on how and when sex, gender, and gender expression influence leadership traits, behaviors, and effectiveness;

- Critically examine the social, historical, and organizational contexts within which issues of women and leadership are embedded;
- Analyze the effects of prejudice, discrimination and stereotyping on women's under-representation in leadership;
- Assess gendered and generational patterns related to workplace contributions and their effects on women's choices and opportunities;
- Increase capacities for team learning through peer feedback and use of collaborative technologies.

### **Learning Community Competencies**

- *Civic Engagement*: Practice based on an informed understanding of communities and the roles and responsibilities of individuals within those communities.
- *Critical Thinking*: The ability to think clearly and critically, using reason and experience to for considered judgments.
- *Group Collaboration*: The process of working toward a shared agenda and/or common purpose while capitalizing on the diversity within the group.
- *Well-Being*: The cultivation of a life with vitality, purpose, and resilience.

### **Course Materials**

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

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

Multiple additional texts (videos, websites, and articles) are provided on our course Blackboard (Bb) site.

### **Course Requirements**

#### **1) Active Participation (250 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.

Through class discussions and assignments, you will have the opportunity to discover new perspectives and examine ideas that were previously unchallenged. Our dialogues depend on the development of trust and safety among participants, as well as risk-taking and effective facilitation. Participation means being *fully present* and ready to participate in class (having done the readings, arriving with texts and notes, and otherwise prepared). It means participating in class discussion and debates. It means asking questions. It means showing evidence of self-awareness through respectful dialogue, being willing to question your assumptions, and demonstrating inclusiveness. In-class writing, submission of class discussion questions, current events, occasional reading quizzes and the like will be factored into your participation grade.

Your participation grade also includes sharing a **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 (no more than 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 risk-taking and contribute to the development of 'brave space' in our learning community. These stories should be authentic and unrehearsed – no visual materials are needed.

## 2) Experiential Learning: Event Reflection Papers & Interview Paper (250 points)

INTS 405 includes one credit of embedded experiential learning (EL). To fulfill this credit, students will participate in *three community-based experiences* and analyze connections to our course themes and learning outcomes in a brief reflection paper (2-3 pages each). These experiences may include any of the events offered as part of Black History Month (February) or Women's History Month (March) at GMU, in Fairfax, or in DC, or could include a women in the arts performance or show, a women's sporting event (max one), or any event/lecture that is directed to women or whose subject is related to gender and leadership. A list of approved experiences will be distributed to the class and students may propose additional opportunities to fulfill this requirement. See Women & Gender Studies (WGST) [<http://wmst.gmu.edu/events>] or African and African American Studies (AAAS) [<http://aaas.gmu.edu/events>] for more information.

Additionally, students will complete **three** 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 interviews should focus on discovering their personal narrative and their experience of leadership and gender. Your **final interview analysis paper (6 pages)** will briefly describe the individuals you interviewed, weave together themes from each of these interviews, and analyze these themes with respect to course texts and ideas.

## 3) Group Integrative Blog (250 points)

At the beginning of the semester you will be assigned to a group of classmates with whom you will work the whole semester. For this assignment, your group will hold discussions on blog using the Blackboard Blog tool. Ten times throughout the semester we ask you to post a 500 word response to the assigned readings, viewings, websites and any substantive discussion questions we may provide. *You must complete 8 blog posts in total, leaving you the option to either skip posting on the blog two weeks during the semester without penalty or drop your two lowest scores.* Your grade will be based on your individual contributions and substantively furthering the conversation within your group (200 points) and the group's overall richness and analysis of the course materials (50 points).

## 4) Class Facilitation/ Group Presentation 100 points

It wouldn't be an SIS class without a group project. Students will self-select and sign up in groups of five 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 5-10 minute ice-breaker, energizer, or warm up activity
- o 25-30 minute review the presentation topic and assigned readings/websites
- 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.

### **5) Final Women and Leadership Project 150 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, video, 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**

*Class Participation (up to 10 pts per class), includes Gendered Perspective Story (GPS) 250 points*

#### **Experiential Learning (EL)**

*Reflection paper (2pgs) on event of your choice (33 pts) x 3= 100 points*

*Predecessor/Instigator/Inheritor Interview Paper (6 pp) = 150 points*

**250 points**

#### **Group Integrative Blog**

*8 blogs minimum x up 25 points/each= 200 points*

*+ Up to 50 points for overall group blog quality*

**250 points**

#### **Class Facilitation/ Group Presentations**

**100 points**

#### **Final Women and Leadership Project**

**150 points**

#### **TOTAL**

**1000 POINTS**

*Please note: Should you have a concern about the grade you receive on a specific assignment we ask that you submit your concern in writing to both of the instructors 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

### Learning Community Policies

- **Attendance and Timeliness:** We expect you to attend all classes and to be on time. Absences will negatively impact your participation grade, as you clearly cannot participate in classes you do not attend. Late arrivals are disruptive to all of us, so please anticipate traffic, parking, and other possible delays in your planning.

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.

- **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.

- **Technology in Class:** Since a quality learning experience in this course rests heavily upon interaction and exchange of ideas among students and the instructors, items that negatively impact the quality of your interactions are discouraged. Remember that your ability to listen to and engage with your peers and substantively contribute to learning community discussions is a significant component of your final grade.
- **Email and Blackboard:** Please check your email and our Blackboard course site several times a week, as we will use both email and the Announcement page in Blackboard to communicate with you between classes. We also welcome your emails and usually respond quickly. If you have not received a reply within 48 hours, please be sure to follow up with us.

Please note that it is university policy that we respond only to your Mason email accounts – this is to protect your privacy – and we will not respond to gmail or other email accounts.

- **Honor Code:** The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity.

Three fundamental and rather simple principles to follow at all times are that:

- All work submitted be your own;
- When using the work or ideas of others, including fellow students, give full credit through accurate citations; and
- If you are uncertain about the expectations for a particular assignment, ask 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. 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.

Faculty members expect that submitted work has been prepared for that class only. The re-use of papers, presentations, and other materials from one course in another course is not appropriate or acceptable. Violations of the University Honor Code will be referred to the Office of Academic Integrity for review and action. For more information on the honor code:

<http://academicintegrity.gmu.edu/honorcode/>.

- **Professionalism:** As a representative of Mason away from campus, we ask that you act professionally in your interactions off-campus. Students are expected to adhere to agency standards regarding appearance, conduct and confidentiality.

### **Relevant Campus and Academic Resources**

#### *Leadership Education and Development (LEAD)*

The Hub, Room 2400; 993-4186; <http://lead.gmu.edu/>

#### *Lesbian, Gay, Bisexual, Transgender, Queer, & Questioning Resources*

SUB 1, Suite 2200; 993-2702; <http://lgbtq.gmu.edu/>

#### *Office of Disability Services*

If you have a learning or physical difference that may affect your academic work, you will need to make sure this documentation is on file with the Office of Disability Services (SUB 1, Suite 2500; 993-2474; <http://www.gmu.edu/depts/unilife/ods/>) to determine the accommodations you might need.

In addition to providing your professors with the appropriate form at the beginning of the semester, please take the initiative to discuss documented accommodations with us. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you.

#### *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/>

#### *Office of Diversity, Inclusion, and Multicultural Education (ODIME)*

SUB 1, Suite 2400; 993-2700; <http://odime.gmu.edu>

#### *Women and Gender Studies Center*

Johnson Center, Rm 240K; 993-2896; <http://wmst.gmu.edu/center>

#### *Writing Center*

Occasionally, we refer students to the Writing Center. The services of the Writing Center are available by appointment, on-line and, occasionally, on a walk-in basis. We take these referrals very seriously; therefore, if we have referred you to the Writing Center, we hope you will take advantage of their services. There are multiple locations on Fairfax, Prince William, and Arlington campuses (see website for info about locations and numbers); <http://writingcenter.gmu.edu/>

**TENTATIVE COURSE SCHEULE (subject to revision)**

Date	Themes	Texts: Readings, Videos, and Websites to Read and Review <u>Before Class</u>	Assignment Due
Wk 1 Jan 24	<b>Why women and leadership?</b>	We Should All Be Feminists - Chimamanda Ngozi Adichie – 30 minutes <a href="https://www.youtube.com/watch?v=hg3umXU_qWc">https://www.youtube.com/watch?v=hg3umXU_qWc</a>	Review Syllabus and Bring Questions
<b>No class on Thursday, January 26<sup>th</sup> → Julie at AAC&amp;U Annual Meeting in San Francisco</b>			
Wk 2 Jan 31	<b>Forming a learning community</b>	Arao & Clemens, <i>From Safe Spaces to Brave Spaces</i>  Women in the 19th Century: Crash Course US History -16 min <a href="https://www.youtube.com/watch?v=fM1czS_VYDI">https://www.youtube.com/watch?v=fM1czS_VYDI</a>	Sign up for GPS presentations
Wk 2 Feb 2	<b>Issues facing women in 2017</b>  <b>Who are your women and leadership predecessors, instigators, and inheritors?</b>	Pew (2015) Women and Leadership Report (pp. 1-39) <a href="http://www.pewsocialtrends.org/2015/01/14/women-and-leadership/">http://www.pewsocialtrends.org/2015/01/14/women-and-leadership/</a>  National Women's History Museum website: <a href="https://www.nwhm.org/">https://www.nwhm.org/</a>  National Women's History Project website: <a href="http://www.nwhp.org/">http://www.nwhp.org/</a>  Senator Susan Collins, Maine (Defense Act) – 7 min <a href="https://www.youtube.com/watch?v=kDJRRk65QsU">https://www.youtube.com/watch?v=kDJRRk65QsU</a>	GPS presentations (2);  Introduce Blog Groups
Wk 3 Feb 7	<b>Introduction to women and gender studies; Power</b>	hooks, "Feminism: A movement to end sexist oppression" (238-240). In Adams et al. (2000), <i>Readings for diversity and social justice</i> .  Lorber, "'Night to His Day': The Social Construction of Gender" (203-213). In Adams et al. (2000), <i>Readings for diversity and social justice</i> .  Thompson, "Can White Heterosexual Men Understand Oppression?" (477-482). In Adams et al. (2000), <i>Readings for diversity and social justice</i> .  K&R C13: Holvino, "Women and Power" (261-282), in Kellerman and Rhode (2007), <i>Women and Leadership</i> .	GPS presentations (2)

Wk 3 Feb 9	<b>Introduction to leadership studies; Power</b>	K&R C2: Pittinsky, Bacon, & Welle, "The great women theory of leadership?" (93-116), in Kellerman and Rhode (2007), <i>Women and Leadership</i> .  K&R C11: Heifetz, "Leadership, authority, and women: A man's challenge" (311-327), in Kellerman and Rhode (2007), <i>Women and Leadership</i> .	GPS presentations (2)  <b>Group integrative blog #1 due</b>
Wk 4 Feb 14	<b>Social and historical contexts for women and leadership</b>	Excerpts from PBS Makers Series, Season 1: Awakenings (5 min): <a href="http://www.pbs.org/video/2331231468/">http://www.pbs.org/video/2331231468/</a>  Civil Rights & Women's Movement (3 min, 1 min): <a href="http://www.pbs.org/video/2330962335/">http://www.pbs.org/video/2330962335/</a> <a href="http://www.pbs.org/video/2333328054/">http://www.pbs.org/video/2333328054/</a>  Equal Rights Amendment (2 min; 10 min): <a href="http://www.pbs.org/video/2331409132/">http://www.pbs.org/video/2331409132/</a> <a href="http://www.pbs.org/video/2333333961/">http://www.pbs.org/video/2333333961/</a>	GPS presentations (2)
Wk 4 Feb 16	<b>Examining the present: what issues face women today?</b>	Emma Watson at the HeForShe Campaign 2014 - Official UN Video (13 min): <a href="https://www.youtube.com/watch?v=gkjW9PZBRfk">https://www.youtube.com/watch?v=gkjW9PZBRfk</a>  Eagly & Carli C2: Where are the Women Leaders? (13-27)  Sandberg (2013). "The leadership ambition gap: What would you do if you weren't afraid?" (Intro and Chapter 1, 3-26), <i>Lean in: Women, work, and the will to lead</i> .  Miller, <i>Pay Gap is Because of Gender, Not Jobs</i> , NYT, April 24, 2014  The Shriver Report: A Woman's Nation Changes Everything: <a href="http://shriverrreport.org/special-report/a-womans-nation-changes-everything/">http://shriverrreport.org/special-report/a-womans-nation-changes-everything/</a> <a href="http://shriverrreport.org/top-18-issues-challenging-women-today/">http://shriverrreport.org/top-18-issues-challenging-women-today/</a>  Center for American Women and Politics website: <a href="http://www.cawp.rutgers.edu/">www.cawp.rutgers.edu/</a>	GPS presentations (2)  <b>Group integrative blog #2 due</b>
Wk 5 Feb 21	<b>Is discrimination still a problem?</b>	Eagly & Carli C 5, Is Discrimination Still a Problem? (67-82)  Why We Have Too Few Women Leaders -Sheryl Sandberg (15 min) <a href="http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders">http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders</a>	GPS presentations (2)
Wk 5 Feb 23	<b>Concrete walls, glass ceilings, and the labryriths: Metaphors for women's leadership</b>	Eagly & Carli C 1: Is There Still a Glass Ceiling? (1-11)  K&R C15: Hewlett, "Off Ramps and On Ramps: Women's Non-Linear Career Paths" (407-428), in Kellerman and Rhode (2007), <i>Women and Leadership</i> .	GPS presentations (2)  <b>Group integrative blog #3 due</b>



Wk 6 Feb 28	<b>Formative and development al influences</b>	K&R C1: Rhode & Kellerman, "Women and leadership: The state of play" (Chapter 1, 1-35), in Kellerman and Rhode (2007), <i>Women and Leadership</i> .  Development of Gender Identity (2 min): <a href="https://www.youtube.com/watch?v=-VqsbvG40Ww">https://www.youtube.com/watch?v=-VqsbvG40Ww</a>	GPS presentatio ns (2)  <b>EL Reflection paper #1 due</b>
Wk 6 Mar 2	<b>Formative and development al influences</b>	Eagly & Carli, C4, <i>Do Family Responsibilities Hold Women Back?</i> (49-66)	GPS presentatio ns (2)  <b>Group integrative blog #4 due</b>
Wk 7 Mar 7	<b>Formative and development al influences</b>	Sandberg (2013). "Don't leave before you leave" (Chapter 7, 92-103), <i>Lean in: Women, work, and the will to lead</i> .  Sandberg (2013). "Make your partner a real partner" (Chapter 8, 104-120), <i>Lean in: Women, work, and the will to lead</i> .  Sandberg (2013). "The myth of doing it all" (Chapter 9, 121-139), <i>Lean in: Women, work, and the will to lead</i> .  Cobble, Gordon, & Henry, "What 'Lean In' Leaves Out" ( <i>Chronicle of Higher Education</i> , 9/26/14, B4)	GPS presentatio ns (2);  Form Class Presentatio n/ Facilitation Groups
Wk 7 Mar 9	<b>Intersectiona l identities</b>	Voices (240-247; 476-477, Adams)  Hill Collins, <i>Toward a New Vision: Race, Class, &amp; Gender as Categories of Analysis and Connection</i> (457-462, Adams)  Sanchez-Hucles & Sanchez, "From Margin to Center: The Voices of Diverse Feminist Leaders" (209-227) in Chin, Lott, Rice, & Sanchez-Hucles, <i>Women and Leadership: Transforming Visions and Diverse Voices</i> .	GPS presentatio ns (2)  <b>Group integrative blog #5 due</b>
<b>Mason Spring Break → No classes on 3/14 and 3/16</b>			
Wk 8 Mar 21	<b>What difference does "difference" make? Do men and women lead differently?</b>	Eagly & Carli C3: "Are men natural leaders?" (29-48)  Eagly & Carli C8: "Do women lead differently from men?" (119-136)	GPS presentatio ns (2)  <b>Predecessor Instigator, Inheritor Paper interview plan due</b>

Wk 8 Mar 23	<b>What difference does "difference" make? Do men and women lead differently?</b>	K&R C3: Carli & Eagly, "Overcoming resistance to women leaders" (127-148), in Kellerman and Rhode (2007), <i>Women and Leadership</i> .  Meyerson & Ely, "Using difference to make a difference" (Chapter 12, 129-143) in Rhode (2003), <i>The difference "difference" makes: Women and leadership</i> .	GPS presentations (2)  <b>Group integrative blog #6 due</b>
<b>No Class Tuesday March 28<sup>th</sup> → Julie at the ACPA Annual Meeting in Columbus, OH</b>			
Wk 9 Mar 30	<b>What is the psychology of prejudice toward women leaders?</b>	Eagly & Carli C6, "What is the Psychology of Prejudice Toward Female Leaders?" (83-100), <i>Through the labyrinth: The truth about how women become leaders</i> .  Drexler, "The Tyranny of the Queen Bee," <i>Wall Street Journal</i> , March 2, 2013	<b>Group integrative blog #7 due</b>
Wk 10 Apr 4	<b>How do people resist women's leadership?</b>	Eagly & Carli C7, Do People Resist Women's Leadership? (101-118) Van Ogtrop, K. (2015). "Why ambition isn't working for women," 53-56. <i>Time Magazine</i> , Sept 28.  Implicit Association Test: <a href="https://implicit.harvard.edu/implicit/education.html">https://implicit.harvard.edu/implicit/education.html</a>	Take Implicit Association Test (IAT) before class  <b>EL Reflection paper #2 due</b>
Wk 10 Apr 6	<b>What is the experience of women in the workplace and what role do organizations play?</b>	Eagly & Carli C9, "Do organizations compromise women's leadership?" (137-160), <i>Through the labyrinth: The truth about how women become leaders</i> .  <i>What is social capital?</i> <a href="http://www.oecd.org/insights/37966934.pdf">http://www.oecd.org/insights/37966934.pdf</a>	<b>Group integrative blog #8 due</b>
Wk 11 Apr 11	<b>What is the experience of women in the workplace and what role do organizations play?</b>	<u><b>Group 1: Women in the Workplace Presentation</b></u>  K&R C14: Giscombe, "Women in Corporate Leadership" (Chapter 14, 383-403), in Kellerman and Rhode (2007), <i>Women and Leadership</i> .  PBS Makers Season 2: Women in Business. <a href="http://www.makers.com/documentary/womeninpolitics">http://www.makers.com/documentary/womeninpolitics</a>  Sanchez, Hucles, Sanchez-Hucles & Mehta, "Increasing diverse women leadership in corporate America: Climbing concrete walls and shattering glass ceilings!" (228-244) in Chin, Lott, Rice, & Sanchez-Hucles, <i>Women and Leadership: Transforming Visions and Diverse Voices</i> .	<b>Group 1: Women in the Workplace Class Facilitation</b>

Wk 11 April 13	<b>How is gender represented in the media? How does this representation shape social and cultural norms and attitudes?</b>	<p><b><u>Group 2: Women in the Media Presentation</u></b></p> <p>Watch <i>Miss Representation</i> (91 minutes)</p> <p>PBS Makers Season 2: Women in Hollywood.  <a href="http://www.makers.com/documentary/womeninhollywood">http://www.makers.com/documentary/womeninhollywood</a></p> <p>Review:  <a href="http://bechdeltest.com/">http://bechdeltest.com/</a>  <a href="http://www.womensmediacenter.com/">http://www.womensmediacenter.com/</a></p>	<p><b>Group 2: Women in the Media Class Facilitation</b></p> <p><b>Group integrative blog #9 due (if needed)</b></p>
Wk 12 April 18	<b>What are women's experiences like across cultures and contexts?</b>	<p><b><u>Group 3: Women Across the Globe Presentation</u></b></p> <p>Review:  <a href="http://www.halftheskymovement.org/pages/film">http://www.halftheskymovement.org/pages/film</a></p> <p>U.S. Department of State Office of Global Women's Issues  <a href="https://www.state.gov/s/gwi/">https://www.state.gov/s/gwi/</a></p> <p>United Nations UN Women  <a href="http://www.unwomen.org/en">http://www.unwomen.org/en</a></p> <p>Oxfam – Gender Justice  <a href="http://policy-practice.oxfam.org.uk/our-work/gender-justice">http://policy-practice.oxfam.org.uk/our-work/gender-justice</a></p>	<p><b>Group 3: Women Across the Globe Class Facilitation</b></p>
Wk 12 April 20	<b>Strategies and tactics: What can we do to advance women in leadership?</b>	<p><b><u>Group 4: Women in Politics Presentation</u></b></p> <p>Fox, The Future of Women's Political Leadership (K&amp;R C8, 251-270)</p> <p>Wilson, It's Woman Time (K&amp;R C9, 271-282)</p> <p>Mandel, She's the Candidate: A Woman for President (K&amp;R C10, 283-307)</p> <p>PBS Makers Season 2: Women in Politics  <a href="http://www.makers.com/documentary/womeninpolitics">http://www.makers.com/documentary/womeninpolitics</a></p> <p>Center for American Women in Politics:  <a href="http://www.cawp.rutgers.edu/">http://www.cawp.rutgers.edu/</a></p>	<p><b>Group 4: Women in Politics Class Facilitation</b></p> <p><b>Group integrative blog #10 due (if needed)</b></p>
Wk 13 April 25	<b>Strategies and tactics: What can we do to advance women in leadership?</b>	<p><b><u>Group 5: Women and Activism Presentation</u></b></p> <p>Eagly &amp; Carli, C10, <i>How Do Some Women Find Their Way Through the Labyrinth?</i> (161-182)</p> <p><a href="https://www.buzzfeed.com/jinamoore/15-acts-of-womens-activism-that-are-changing-the-world?utm_term=.wxMeLPkVy#.mt1NojBXV">https://www.buzzfeed.com/jinamoore/15-acts-of-womens-activism-that-are-changing-the-world?utm_term=.wxMeLPkVy#.mt1NojBXV</a></p>	<p><b>Group 5: Women and Activism Class Facilitation</b></p>

Wk 13 April 27	<b><i>How are social change and women's liberation linked?</i></b>	Love, Developing a Liberatory Consciousness (470-474, Adams)  Possible guest speakers – gender activists	<b>Predecessor Instigator, Inheritor Paper Due</b>
Wk 14 May 2	<b><i>Looking forward – what does the future hold for women in leadership?</i></b>	Eagly & Carli, C11, How Good Are Women Leaders and What Does Their Future Hold? (183-199)  Steinem, <i>Revving Up for the Next 25 Years</i> (256-260, Adams)	
Wk 14 May 4	<b><i>Looking forward – what does the future hold for you?</i></b>	Course Wrap Up	<b>EL Reflection paper #3 due</b>
Thurs May 11			<b>Final Women and Leadership Project Due</b>

### **Spring 2017 Women and Gender Studies Event Calendar (Options for EL)**

#### **Global Inauguration Conversation**

February 2, 2017  
5:00 p.m. – 7:00 p.m.  
Dewberry Hall

Join us for a conversation on the implications of our inauguration on international students and the globe. The event is hosted with INTO Mason, Office of International Programs and Services, and University Life. Refreshments will be served.

#### **Let Them Play (Get Paid)- Women & Sports Event**

February 7, 2017  
6:00 p.m. – 8:00 p.m.  
JC Cinema

A women's sports panel including former athletes, sports broadcasters, and faculty who study sports gather to discuss the inequalities surrounding women in sports. Sponsored by African and African American Studies, Athletics, XSport Fitness, and Title Club Boxing. Refreshments will be served.

**W.E.B. DuBois Lecture with Eduardo Bonilla-Silva**

February 9, 2017

1:30 p.m.

HUB 1

Sociologist Eduardo Bonilla-Silva will be leading a lecture titled "The Diversity Blues: Toward a New Diversity Agenda at Historically White Colleges & Universities." Hosted with African & African American Studies. Reception will follow.

**February 13th**

GMU Visiting Filmmakers: Screening of **13th** (dir. Ava DuVernay) and Q&A with Director of Photography and GMU Professor of Film and Video Studies, Hans Charles

4:30pm – 7:10pm

Johnson Center Cinema

<http://fams.gmu.edu/events/6437>

This is a screening of 13<sup>th</sup> followed by a Q&A with one of the film's cinematographers, Hans Charles. Who is also an assistant professor of cinematography in GMU's Film and Video Studies Program.

**Women Faculty Brownbag****Courtney Hughes-Rinker and Nancy Xiong**

February 16, 2017

12:00 p.m. – 1:00 p.m.

JC Room A

Join us in welcoming core and affiliate faculty as they discuss their current Women & Gender Studies influenced research interests. This month features Associate Director of Women & Gender Studies Nancy Xiong and Assistant Professor in Anthropology Courtney Hughes Rinker. All are welcome to attend!

**Women & Gender Studies Annual Breakfast**

February 22, 2017

10:00 a.m. – 12:00 p.m.

JC 240K

This annual event welcomes students back to George Mason and provides an opportunity to network with Women & Gender Studies students, faculty, and staff.

**Sojourner Truth Lecture****Redefining Black Womanhood: An Evening with Janet Mock**

February 28, 2017

7:00 p.m.

Center for the Arts

(ticketed event) Students \$5/ Faculty \$10/ Community \$15

Janet Mock, writer of *Redefining Realness*, TV host, and trans advocate will speak on black womanhood and her experiences. Join us for an amazing event and see us award our community organizations that do important work.

**Women Faculty Brownbag****Samaine Lockwood and Ingrid Sandole-Staroste**

12:00 p.m. – 1:00 p.m.

March 1, 2017

JC Meeting Room F

Join us in welcoming core and affiliate faculty as they discuss their current Women & Gender Studies influenced research interests with Affiliate faculty member in Sociology & Women & Gender Studies, Ingrid Sandole-Staroste and Associate Professor in English, Semaine Lockwood.

**Women's History Month Kick Off Ice Cream**

March 1, 2017

2:00 p.m. – 4:00 p.m.

Patriot's Lounge

We welcome Women's History Month with ice cream and networking. Come help us get off women's history month off to a great start with your fellow students.

**Women Writing Now: A Discussion of Contemporary Women Writers**

March 7, 2017

5:00 p.m.

Merten Hall 1202

The fourth annual Women Writing Now event discusses contemporary women writers and their current works. Participants will have the opportunity to discuss quotes and writers works more generally and discuss these writers as social justice advocates and their works as social action. The event is sponsored by Women and Gender Studies and University Libraries. Light refreshments will be served.

**Women's History Month Screening**

March 9, 2017

3:00 p.m.

JC Meeting Room F

**Women's History Month Trivia**

March 22, 2017

JC 239A

Come join us for a night of trivia where the categories are related to women's history. Come with teams, or form them when you arrive! Snacks will be provided!

**Women's History Month Open Mic**

March 30, 2017

7:00 p.m

JC Bistro

Join us for a powerful ending to Women's History Month as we bring poets, musicians, and community members on stage to perform their personal pieces. Refreshments will be served.

**Make Your Own Damn Sandwich – An Equal Pay Day Event**

April 4, 2016

2:30 – 4:30 p.m.

HUB Ballroom

Make Your Own Damn Sandwich is an Equal Pay Day event where you go around to stations collecting different layers of your sandwich as you learn about the wage gap. After you visit all tables, you will have assembled your own sandwich.

**Women Faculty Brownbag**

**Shannon Davis and Lauren Cattaneo**

April 19<sup>th</sup>, 2017

12:00 p.m. – 1:00 p.m.

SUB 1 Room Meeting Room 3A

Join us in welcoming core and affiliate faculty as they discuss their current Women & Gender Studies influenced research interests with affiliate faculty members Associate Professor in Sociology Shannon Davis and Associate Professor in Psychology, Lauren Cattaneo.

**Women & Gender Studies Fourth Annual Conference [can count for 1-3 events – see Julie]**

**Politics of Gender 7 Justice: The Intersection of Identity and Disciplines**

April 20 - 21, 2017

Registration starts: 8:30 a.m.

Merten Hall 1201

A two day conference hosted by the Women and Gender Studies department at George Mason University, gathers artists, activists, scholars, intellectuals, community members, and others together to critically and creatively examine how gender and justice are intertwined.

**Finals Week Study Break**

May 8, 2017

5:00 p.m.

JC 240K

Join us for a movie and pizza as we celebrate trying to get through finals!

**Extended Hours**

May 8 -11 and May 15<sup>th</sup>

9:00 a.m. – 11:00 p.m.

JC 240K

We keep the center open late during finals week so you have a place to study, print, eat, and relax as you navigate the end of the semester.