

**Women and Leadership  
NCLC 405 001 and 002  
WMST 300 002  
Spring 2013, 4 credits (1 embedded EL)  
10:30-1:10 Enterprise 275**

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*When I dare to be powerful, when I use my voice in service to my vision, then it becomes less important whether or not I am afraid. -Audre Lorde*

*Speak the truth, even if your voice shakes! -Bumper Sticker*

### **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.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.

**We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, aware of their biases and how they affect their interactions with others and the world.**

### **Course Description**

This interdisciplinary learning community examines leadership within the context of the theoretical principles of women's studies. We will explore the multiple perspectives of leadership through discussion of course texts, interactive exercises, field trips, documentary films, guest speakers, and reflection. We will interrogate the role that gender plays in the various forms of leadership and leadership styles. For example, are there clearly leadership styles that males typically exhibit that differ from the ways females lead? As we consider the historical record of women in leadership roles, we will identify the barriers as well as the opportunities. This process will help us uncover what has changed for women in recent decades and what remains the same. For example, we will examine the statistics on women in upper-level management and administrative positions, and we will explore the personal sacrifices of women who worked to win the right for women to vote. We will ask if there are women today who are making similar

sacrifices in the hope of creating a more equitable and just world. The experiential learning component will be based on assignments that reflect individual interests, learning styles, and strengths.

### **Required Texts**

- **Wilson, Marie. *Closing the Leadership Gap: Add Women, Change Everything*. New York: Penguin Books, 2007.**
- **Komives, Susan R., Lucas, Nance and McMahon, Timothy. *Exploring Leadership: For College Students Who Want to Make a Difference*. Second Edition. San Francisco: John Wiley & Sons, 2007.**

### **Suggested Texts for Further Study**

- Astin, Helen S. and Leland, Carole. *Women of Influence, Women of Vision: A Cross-Generational Study of Leaders and Social Change*. San Francisco: Josey-Bass Publishers, 1991.
- Baxter Magolda, Marcia B. *Making Their Own Way: Narratives for Transforming Higher Education to Promote Self Development*. Sterling: Stylus, 2001.
- Chapman, Chip, West, Allison, and Chapman, Rebecca. *Leadership Within Reach: Personal Stories of Success from 88 Central Ohio Leaders*, Powell, Ohio: The Knowledge Group, 2006.
- Clifton, Donald O. and Anderson, Edward "Chip". *StrengthsQuest*. Gallup Printing, 2002.
- Conway, Jill, Bourque, Susan C. and Scott, Joan W., Editors. *Learning About Women: Gender, Politics, and Power*. Ann Arbor, Michigan: The University of Michigan Press, 1989.
- Freeman, Jo, Editor. *Women, A Feminist Perspective, 5th ed*. Mountain View, CA: Mayfield Publishing Co., 1984.
- Kellerman, Barbara and Deborah L. Rhode, eds. *Women & Leadership: The State of Play and Strategies for Change*, San Francisco, 2007.
- Ker Conway, Jill. *A Woman's Education: The Road from Coorain Leads to Smith College*. New York: Alfred A. Knopf, 2002.
- Kerber, Linda K. and Sherron De Hart, Jane, Editors. *Women's America: Refocusing the Past, 6th ed*. Oxford: Oxford University Press, 2004.
- Matusak, Lorraine R. *Finding Your Voice: Learning to Lead...Anywhere You Want to Make a Difference*. San Francisco: Josey-Bass, 1997.
- Miller Solomon, Barbara. *In The Company of Educated Women: A History of Women and Higher Education in America*. New Haven and London: Yale University Press, 1985.
- Putnam Tong, Rosemarie. *Feminist Thought: A More Comprehensive Introduction, 2nd ed*. Boulder, Colorado: Westview Press (Division of Harper Collins), 1998.

### **Periodicals and Databases**

*Periodicals:*

Feminist Review

Feminist Studies

Frontiers: A Journal of Women Studies

Gender and Society  
Journal of Leadership Studies  
Signs  
Tulsa Studies in Women's Literature  
Woman's Art Journal

*Databases:*

Expanded Academic ASAP  
InfoTrac  
JSTOR  
ProQuest Research Library

***Humanities Liaison Librarian:***

Jen Stevens, 703.993.2211, [jsteven7@gmu.edu](mailto:jsteven7@gmu.edu), [library.gmu.edu](http://library.gmu.edu)

**Course Goals and Objectives**

The primary objectives of this course are for students to understand that, despite great opportunities for women today, a gender gap exists in leadership and that the opportunities women have today were won at great personal costs to individual women and groups of women. We will look at the historical record to see the different ways the rights of women have been expanded during the 20<sup>th</sup> and 21<sup>st</sup> centuries. We will examine the stories of women who have brought about changes in society as well as the quiet, unacknowledged leaders who have chosen paths that empower other women to action. At the same time, we cannot talk about *women* and leadership without acknowledging the inequalities present in our society for other minorities. Therefore, we will also explore the ways in which power and privilege consistently silence the voices of minorities, despite all the good will. Through interdisciplinary studies, students will understand the major social movements and the major theories of leadership. Students will demonstrate mastery of this material by:

- Responding appropriately to in-class writing and quizzes on reading assignments.
- Participating in and facilitating class discussion focused on analyzing and responding to course texts and a wide variety of texts (visual and written) including readings, films, documentaries and field trips.
- Conducting an interview with a female leader or mentor, and writing a 5-page paper that integrates the principles and theories studied with a reflection on the interview.
- Writing a 5-page self-analysis of your own leadership style and issues.
- Participating in experiential learning options for the EL credits for the course.
- Writing a 3- 5-page critical analysis of films Writing a 3- 5-page reflection on EL training event.
- Writing a final take-home exam

**Course Requirements and Evaluation**

This course is designed to help you develop critical thinking, reading and visual skills; oral and written communications skills; and group interaction skills. The course also is designed to help you broaden your concept of leadership and develop skills for tapping into or unleashing your own creative leadership and for recognizing your own power and privilege in relation to those around you. Because of our emphasis on collaborative practice, we want to break down worn-out ideas of leadership as a “gift one is born with” and replace it with the idea that leaders are created by focusing on their strengths.

In-class quizzes and writing assignments cannot be made up. Papers and other assignments turned in after the beginning of class on the due date will be **marked down one letter grade per day**. No work that is more than one week late will be accepted without a valid written medical excuse or notice of death in the

family. The evaluation process will take place through written feedback, interaction in peer groups and conversations with the instructors.

Grades for the course will be determined from the following assignments:

- Participation and in-class work 10%
- Group facilitation of text 10%
- Weekly “lens work” 10%
- Mid-term 5-page self-analysis paper 10%
- Group presentation 10%
- EL work 30%
  - Interview and 5-page reflection & analysis 10%
  - Safe Zone/Beyond Diversity Training & reflection 10%
  - Film analysis 10%
- Final take-home exam 20%

**Grades:**

Possible grades for this class are A+, A, A-, B+, B, B-, C+, C, C-, D, F

**Grading Standards:**

**What makes a paper or presentation an “A” (B or C)?**

**The paper or presentation meets all or most of the criteria for the letter grade assigned.**

**Score of A: Superior**

Meets most or all of the following criteria:

- Finds an interesting approach to the assigned topic and looks at it from multiple angles
- Goes beyond what was covered in class and shows serious thought
- Uses examples and details to make points clearly and vividly
- Is written with concern for style and for a personal voice
- Follows the important rules of writing and has no distracting errors in mechanics

**Score of B: Strong**

- Clearly addresses the topic as assigned and explores it thoroughly
- Shows a mastery of what was covered in class and may pull in some facts from beyond class
- Is effectively organized; easy to follow and understand; is well developed, with supporting detail
- Has no more than a few mechanical errors, and nothing too serious

**Score of C: Competent**

- Adequately addresses the topic and covers the major points required
- Sticks with ideas covered in class and does so accurately
- Can be followed, but with a fair amount of work from the reader
- Shows competent writing, but may have many small flaws and/or a few major flaws in syntax and grammar

**The paper or presentation shows any of the following problems for the letter grade assigned:**

**Score of D: Weak**

- Doesn't cover all of the topic as assigned
- Doesn't show an adequate understanding of what was covered in class
- Serious problems in organization/logic; generalizations without supporting detail/detail without generalizations

- Patterns of flaws in language, syntax or mechanics

### **Score of F: Inadequate**

- Doesn't address the topic as assigned and/or doesn't show an understanding of what was covered in class
- Illogical. Wanders off-topic. Extremely difficult to follow.
- Is severely flawed mechanically

### **Class Participation**

We expect you to come to class prepared to discuss the texts and to contribute to the class dialogue. Although we value lively discussion, talking in class is not the only criterion for your participation grade. Part of the participation grade is based on your obvious engagement with the discussion as well as being able to pick up on classroom cues that allow space and time for quieter students to voice their ideas. We will do our best to facilitate inclusive discussions, and we count on each of you to do your part, too

### **Use of Electronics**

This learning community is highly interactive and requires active engagement with what is happening in the classroom. Therefore, we do not allow computers, PDAs, cell phones or any other electronic communication devices during class time. (If you have a diagnosed learning difference that requires you to use the computer for note-taking, we must have a note from the Office of Disability Services requesting that accommodation.) To ensure that cell phones are not a distraction for you, we ask that you turn your cell phones off and keep them completely out of sight. (No **reading** text messages!) We enforce this rule by letting you know, in advance, that you will receive **5 points off of your final grade** for **every** time we **SEE** a cell phone. That means you must find another way even to check the time.

### **Classroom Ethics and Etiquette**

We have a few guidelines for the way we conduct our work in this learning community that may be a bit different than some of your other courses.

- We respectfully ask that you eat breakfast *before* you come to class. We do not allow any food in the classroom unless there is enough food for every person in the room to enjoy. You may bring beverages.
- We place a high value on promptness. Please see our attendance and lateness guidelines above. We feel very strongly that there are very few excuses for late arrivals, and coming after class has started is rude and disruptive to us and to your classmates. You know that parking is a serious problem. You know that traffic flow is unpredictable. You know that the line for coffee could be extremely long. So—figure all of those issues into your planning for class each week.
- We like to see your textbooks and notebooks open on your desks during class. You cannot possibly do well in this class without taking notes on the DVDs we view in class and demonstrating (through notes, questions, etc. in your textbooks) that you are reading the texts each week.
- We have an **absolute ban on electronic communication** including cell phones, PDAs, iPods, computers and any other equipment without express permission. You will not be permitted to use text messaging (even reading text messages), instant messaging, emailing, reading Facebook, or web surfing during class time. Please do not make us embarrass you, and **please know that for every single time we SEE a cell phone, we will count you absent for the day and will deduct 5 points from your FINAL grade.**

- We are committed to responding to email messages promptly; therefore, if you email us and you have not heard back from one of us within 24 hours, please email us again (and don't forget the "3" on the end of sscott or the 2 on ebernar2 – without the d). Likewise, we expect you to check your email frequently for changes or additions throughout the semester.

## Assignments

### Group Facilitation of Text

The goals of this assignment are to deepen your understanding of the readings and give you experience facilitating group discussion of texts. You will be given guidelines and tips about how to facilitate these discussions, and in small groups of 4-6, you will be asked to facilitate one class session's discussion of the texts.

### Group "Lens Work"

The goal of this assignment is to provide innovative and thought-provoking ways of theorizing leadership. For example, we are studying women and leadership, and the presumption is that there are advantages, barriers and differences that women encounter in leadership activities. We want to uncover those issues, acknowledge them, and strategize ways of working with or against those issues. We recognize, however, that there are a variety of other lenses – besides women – through which we can view concepts of leadership. For example, what role does religion play, or various cultures, countries of origin, sexuality, race, etc'?

Your role as a member of your group will be to look for articles, news blurbs, blogs, YouTube videos, etc., each week that relate to the readings. However, you'll look through the lens of a particular "identity" for each week. We will spend a little time each week allowing you to work in your groups to view (on iPads/computers, etc.) whatever you have brought to class (and posted to your Blackboard group blog). On the group blog, please post your links and a statement about why you believe the link is relevant to our class. If your link does not mesh with the week's text, please explain how it does not. Each week, then, your group will decide on the "best of . . ." from the group and show it to the class.

You will receive individual grades on each week's blog post. You can earn a possible 10 points for each week's post. The final 10 points will be a collective group grade given at the end of the semester for a total of 100 points. **Posts must be completed before 9am on the day of class.**

We will add the course TA, Wanda Fraser, to each of the groups, and she will work with you on helping you find information.

### Self-Analysis Assignment

The goal of this assignment is for you to analyze what you have read, viewed and heard in this course and reflect on your own life and plans for the future. This essay requires you to apply the various concepts and theories to your own life through deep reflection. In a 5-page essay, describe yourself in terms of what you have *learned* about *yourself* and about *leadership* through your engagement with the films/media, your mentor interview, your texts, your EL assignments, and/or our speaker presentations. This essay is about *you* and *your* learning. Even though this is a reflection paper, it is no less rigorous than a research paper because we are asking that you demonstrate your thorough understanding of the leadership concepts and that you integrate "lens work" concepts into the paper.

The essay must include proper in-text citations as well as bibliography. Both in-text and bibliographic citations must use either MLA or APA style (consistently).

The paper should demonstrate the following:

- Knowledge of yourself and your own leadership style
- Familiarity with ways your life is affected by leadership (yours and/or others')
- Awareness of the leadership roles you play in your family of origin and/or your future family
- Knowledge about how your decisions about balancing priorities will affect your willingness to accept or take on positions of leadership? (How might that knowledge affect your choice of career? Your performance in that career?)
- Exploration of the leadership role you might play in other areas of interest in your life (i.e. community, school, religious group, etc.)?
- Acknowledge barriers or obstacles to your achieving your leadership goals.
- Acknowledge the ways in which people with identities other than "women" face similar obstacles (i.e., an understanding of subtle advantages and privilege associated with dominant culture).

### **Group Presentation Assignment**

The goal of your group project is to collaborate with classmates to research female leaders you want know more about by examining the material we have covered thus far in the course and making connections among the texts, speakers, class discussions and films/media clips. In a 20-minute presentation, you will demonstrate the ways in which strong leadership can bring about social change. You may use the work of famous women or not-so-famous women to discuss the ideas. It is important for you to use the theoretical concepts from our main text. You may also draw from speakers' comments.

You will work together to create an innovative and engaging presentation that goes beyond the traditional PowerPoint presentation. We want you to use radical imagination to create something that is either interactive or that demonstrates particular leadership theory related to your subject. For example, you may want to consider someone like Eleanor Roosevelt, in which case, you would need to present an example of leadership, provide a context for her work and life, and explain her relevance to women today. The presentation should be a teaching as well as a learning experience for your group, and engaging your audience will be a significant part of the presentation. The topics and research methods are similar to those of the research paper. The good news is that there will be three or four other people to share in the research.

The ideal presentation will demonstrate

- Knowledge of the core issues about leadership
- Understanding of why women and leadership is an appropriate course of study
- Familiarity with the barriers women face in achieving leadership positions
- Awareness of the damaging effects of stereotypes – both positive and negative
- Changes that have occurred in your leadership philosophy or attitude about gendered leadership through study of the expectations for women in leadership positions
- Awareness of the roles of so-called "traditional" and "radical" pathways
- Ability to critique historical and contemporary examples of stereotypes, double standards, prejudices
- Appreciation for the ways in which people with identities other than "woman" face similar obstacles (an understanding of subtle advantages and privilege associated with dominant cultures)
- Knowledge of the roles of authority, authenticity, relational styles, strong moral compass in women achieving success in their chosen paths
- Understanding of how strong leadership can bring about social change
- Comprehension of the overall subject matter and the connections among the various course materials

### **Here are the rules and some tips:**

- Make sure we approve your topic and approach before you get too far into the project.

- Use everyone's voice, skills, and energy.
- Use the vocabulary (terms and concepts) you have learned throughout the semester in this course.
- Use at least three authoritative sources in your research, which we have not covered in class.
- Be creative. Think of innovative ways to get your points across. (Demonstrations, interactions, new media, etc.)
- Organize the presentations with smooth and logical transitions.
- Practice and time your presentations to make sure they are clear. (You'll have 20 minutes.)

## EL Assignments

### Experiential Learning (EL) Assignments

The EL requirements for this course are a little different than the requirements for other courses. There are three EL assignments that do not require logging hours. However, please be aware that this is a four-credit course, and only three credits are covered inside the classroom. Therefore, the fourth credit is earned by 45 hours outside of the classroom. You cannot pass this course without completing the EL assignments.

#### 1. Interview Assignment

The goal of this assignment is to learn how to conduct an in-depth interview and to translate the information into a narrative. Choose a woman leader/mentor you respect for the interview. You do not need to know this person personally. She may be a top administrator in the university, a local or state legislator, a leader in a non-profit organization, for example. Begin early to identify the person and to make initial phone calls. Plan for about a one-hour interview. You may use a recorder if you have one, but be prepared to take notes in case the recorder lets you down. Always have a back-up plan (for people, times, notes).

After your interview, you will write a 5-page paper reflecting on the experience of interviewing your subject. The paper will include the following information:

- What concerns or issues of yours prompted your interest in this particular subject? (For example, if you chose to interview the Executive Director of the DC Rape Crisis Center, you might tie that in to your interest in violence against women.)
- What did you learn about your subject and the characteristics that make her special? How would you describe her leadership style?
- What did you learn about yourself and your own leadership vision by conducting this interview?
- What theoretical concepts did your subject employ?
- How did her identity as a female intersect with other identities (race, class, religion, etc.) and other lenses?

**2. Training Assignment** The goal of this assignment is to give you a broad understanding the social justice issues that all leaders encounter and that are integral to all ethical leadership. You need to attend **one** of these extended workshops. (They are offered several times throughout the semester, and the schedules will be posted on Blackboard when they are available.)

#### Either

The **Beyond Diversity Workshop** provides important training on issues that go well beyond issues of gender or of black and white. After going through the training, students also have an opportunity to participate in training to become facilitators of the Beyond Diversity Workshops. (That is not a requirement of this EL.)

#### OR

**Safe Zone** training is a workshop designed to create a safer, more welcoming and inclusive campus environment, to strengthen community and encourage networking among faculty, staff, and students toward the goal of supporting the well-being of LGBTQ people.

Following the training, write a 3- 5-page reflection paper on your learning experiences. Specific assignments and schedules for training will be listed on Blackboard under assignments as they become available.

**3. Film Analysis Assignment**

Choose *three* of the following feature-length or documentary films to view or a season of the TV series *Army Wives*. Write a one- to two-page analysis (not a plot summary) of each of the films. In your analysis, please consider the theoretical aspects of leadership that are either supported or negated by the women in the film. In some instances, the female leaders may be very influential but would not be considered “great leaders.” Consider why the particular films may have been selected as promising subjects of analysis.

Georgia Rule Bernie Pitch Perfect Army Wives The Hedgehog	Bhutto The Iron Lady Mozart’s Sister Vision Top Secret Rosies: Female Computers of WWII
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# Rubric for All Writing Assignments

Response Form

Student: \_\_\_\_\_

Requirements	Superior	Very Good	Satisfactory	Unsatisfactory	Failure
Meets all criteria of assignment, on time					
Builds a clear argument supported by relevant evidence					
Employs MLA or APA style accurately for in-text and bibliographic citations					
Draws on key course concepts and uses them accurately					
Demonstrates knowledge of the core leadership issues for women and other minorities					
Clearly makes connections among the various visual and written texts to form conclusions					

Women & Leadership NCLC405 001

Grade: \_\_\_\_\_

**Legend:**

- **Superior** = work that demonstrates a profound commitment to the assignment or to the course material, and that employs the material as a springboard for independent thought and work
- **Very good** = work that completely fulfills all of the requirements of the assignment or of the course in a conscientious and dedicated manner and that demonstrates mastery of the course content
- **Satisfactory** = work that fulfills all of the requirements of the assignment or of the course but falls short of demonstrating rigor and mastery
- **Unsatisfactory** = work that may fulfill some of the requirements and lacks understanding of the material
- **Failure** = work that does not fulfill the requirements

# Rubric for Group Presentations

Response Form

Student: \_\_\_\_\_

Requirements	Superior	Very Good	Satisfactory	Unsatisfactory	Failure
Meets all criteria of assignment <ul style="list-style-type: none"> <li>• Authoritative sources; well researched</li> <li>• References provided</li> <li>• Well delivered/practiced and timed</li> <li>• All voices heard</li> </ul>					
Builds a clear argument supported by relevant evidence					
Draws on key course concepts and uses them accurately					
Demonstrates knowledge of the core leadership issues for women and other minorities					
Clearly makes connections among the various visual and written texts to form conclusions					
Delivery <ul style="list-style-type: none"> <li>• Good eye contact and strong voice</li> <li>• Shows interest in peers' sections</li> <li>• Not a lot of "fillers" such as "basically, um, etc."</li> </ul>					

Women & Leadership NCLC405 001

Grade: \_\_\_\_\_

**Legend:**

- **Superior** = work that demonstrates a profound commitment to the assignment or to the course material, and that employs the material as a springboard for independent thought and work
- **Very good** = work that completely fulfills all of the requirements of the assignment or of the course in a conscientious and dedicated manner and that demonstrates mastery of the course content
- **Satisfactory** = work that fulfills all of the requirements of the assignment or of the course but falls short of demonstrating rigor and mastery
- **Unsatisfactory** = work that may fulfill some of the requirements and lacks understanding of the material
- **Failure** = work that does not fulfill the requirements

## Rubric for blogs for “lens work”

Response Form  
Women & Leadership NCLC405 001

Student: \_\_\_\_\_  
Grade: \_\_\_\_\_

Requirements	Superior	Very Good	Satisfactory	Unsatisfactory	Failure
Meets all criteria of assignment <ul style="list-style-type: none"> <li>• Clearly acknowledges a “lens,” one of which is women</li> <li>• Posted on time</li> <li>• Image, video, article, etc. posted</li> <li>• Substantive rationale for choice</li> </ul>					
Demonstrates engagement with the text, whether in agreement or disagreement					
Draws on key course concepts and uses them accurately					
Demonstrates growing knowledge of issues of social justice related to leadership issues					

### Legend:

- **Superior** = work that demonstrates a profound commitment to the assignment or to the course material, and that employs the material as a springboard for independent thought and work
- **Very good** = work that completely fulfills all of the requirements of the assignment or of the course in a conscientious and dedicated manner and that demonstrates mastery of the course content
- **Satisfactory** = work that fulfills all of the requirements of the assignment or of the course but falls short of demonstrating rigor and mastery
- **Unsatisfactory** = work that may fulfill some of the requirements and lacks understanding of the material
- **Failure** = work that does not fulfill the requirements

# Rubric for Grading Participation

Participation Response Form  
 Women & Leadership NCLC 405 001

Student: \_\_\_\_\_  
 Grade: \_\_\_\_\_

Requirements	Superior	Very Good	Satisfactory	Unsatisfactory	Failure
Attendance & lateness					
Reveals evidence of being fully prepared for class (arriving w/ textbooks and notes, contributing to discussions)					
Engages w/class discussion and all assignments					
Demonstrates enthusiasm for course and course assignments through verbal & nonverbal behaviors					
Shows evidence of self-awareness through respectful responses to discussions, avoiding monopolizing discussions					
Displays signs of openness, even in disagreements, without blocking/dismissing ideas					
Demonstrates inclusiveness, resisting impulse to roll eyes, nudge classmates, etc.					
Abides by all requirements concerning electronic communication and equipment					

**Legend:**

- **Superior** = work that demonstrates a profound commitment to the assignment or to the course material, and that employs the material as a springboard for independent thought and work
- **Very good** = work that completely fulfills all of the requirements of the assignment or of the course in a conscientious and dedicated manner and that demonstrates mastery of the course content
- **Satisfactory** = work that fulfills all of the requirements of the assignment or of the course but falls short of demonstrating rigor and mastery
- **Unsatisfactory** = work that may fulfill some of the requirements and lacks understanding of the material
- **Failure** = work that does not fulfill the requirements

## Tips for Boosting Participation Performance

Attendance is expected and active participation is essential for success in this course because most of what occurs in class (guest speakers, film/media clips) cannot be replicated outside of the classroom. We will take attendance at the beginning of each class period, and both absences and lateness will count against your final grade, as explained in the University catalogue. More than 3 absences will certainly reduce your final grade; two late arrivals or early departures will count as one absence. Please note that it is your responsibility to find out from a classmate (not from your professors) what happened during any class from which you were absent. Prepared participation means that you have read the works and you come to class ready to participate in discussions and other class activities every class period. We expect respectful exchanges, even during heated disagreements, and enough self-awareness to keep you from monopolizing the discussion. The following are the some tips and explanations for the way participation in classroom discussions should (and should not) be handled. They are based on research about group dynamics. We have expanded the concepts of small-group dynamics to whole-class discussions.

- **“Task” Role (Students who move the discussion along by...)**
  - Initiating discussions and contributing new ideas
  - Seeking from classmates’ information and opinions related to the task
  - Contributing facts, clarifications, and views
  - Clarifying and interpreting the discussion
  - Displaying enthusiasm and initiative for the group
    - **Non-verbal behaviors that affirm the statements and contribute to the discussion include...**
      - Nodding your head
      - Smiling or an expression of serious engagement
      - Raising your hand (but not waving it frantically)
- **“Maintenance” Role (Students who support the functioning of the group by...)**
  - Responding to your classmates
  - Reducing hostile conflict during discussions and within small group
  - Seeking to include all members in group interaction
  - Active participation
    - **Non-verbal behaviors**
      - Displaying attentive facial expressions
      - Smiling
      - Demonstrating open postures
      - Indicating agreement through nodding and gesturing acknowledgement of others
- **“Blocking” Role (These are the behaviors you want to avoid . . )**
  - Resisting others’ views (stubbornness)
  - Interrupting
  - Disrupting interaction to call attention to self
  - Dominating group discussions
  - Attacking members or attempting to control small group or hijack the class
  - Not attending (in body or spirit) or participating
  - Forming cliques or couples
  - Playing around
  - Talking within a pair or clique while the class is working on a task

Talking about subjects unrelated to class discussions

- **Non-verbal behaviors**

- Slouching

- Eye-rolling

- Nudging classmate while another person is speaking

- Avoiding eye contact

- Attending to objects or events outside the group or class

## University Policies

### Important Semester Dates

January 22 - First class for W&L

February 4 - Last day to add classes

February 20 - Last day to drop classes

March 3-15 – Spring break

April 30 - Last class for W&L

May 7 – Final take-home exam due

### Official Communications

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

### Electronic Etiquette

Mason provides students with email addresses and access to the Mason internet to support the educational mission of the university. Use of these facilities is a privilege, which means that access can be denied in the case of inappropriate use (such as sending of chain letters, harassment of any kind, etc.) Electronic communication is more public and permanent than a conversation between friends in the hallway. If you say something rude or offensive, even unintentionally, your message will be preserved in writing and can easily be forwarded to a much larger audience (including faculty and prospective employers). Also, please remember the purpose of listservs and restrict their use to material appropriate to be shared in class.

- ❖ ***Note Again: As a courtesy to others in the class, and in accordance with George Mason University policy, please turn off all computers, beepers, cellular telephones and other wireless communication devices at the start of class. We will interpret text messaging and leaving class to answer your phones as disinterest in the class, and that disinterest will be reflected in your participation grade. We will deduct 5 points from your final grade for each time we SEE a cell phone.***

### Honor Code

Students in this class are bound by the Honor Code, as stated in the George Mason University Catalog. The honor code requires that the work you do as an individual be the product of your own individual synthesis or integration of ideas. (This does not prohibit collaborative work when it is approved by your instructor.) As faculty members, we have an obligation to refer the names of students who may have violated the Honor Code to the Student Honor Council, which treats such cases very seriously. The following are common Honor Code issues.

- ***Plagiarism.*** Using someone else's words or ideas without giving them credit is *plagiarism*, a very serious Honor Code offense. It is very important to understand how to prevent committing plagiarism

when using material from a source. If you wish to quote verbatim, you must use the exact words and punctuation just as the passage appears in the original and must use quotation marks and page numbers in your citation. If you want to paraphrase or summarize ideas from a source, you must put the ideas into your own words, and you must cite the source, using the APA or MLA format. (For assistance with documentation, we recommend Diana Hacker, *A Writer's Reference, Fifth Edition*.) The exception to this rule is information termed *general knowledge*—information that is widely known and stated in a number of sources. Determining what is general knowledge can be complicated, so the wise course is, “When in doubt, cite.”

- *Appropriate Collaboration.* In an academic or work setting, some projects are designed to be completed by a group. With collaborative work, names of all the participants should appear on the work. If a group member does not participate in completing the project, his or her name should not appear on the project. If an assignment is designed to be completed independently, you may still discuss your ideas with others and receive feedback from peers on drafts of projects. However, it is not appropriate to turn your papers over to someone else to finish or to revise for you. If your name alone appears on an assignment, we have a right to expect that you have done the work yourself—fully and independently. If you are uncertain about the ground rules on a particular assignment, ask for clarification.
- *Internet.* Be especially careful when using the Internet for research. Not all Internet sources are equally reliable; some are just plain wrong. Also, since you can download text, it becomes very easy to inadvertently plagiarize. If you use an Internet source, you must cite the exact URL in your paper and include with it the last date that you successfully accessed the site.
- *Cheating.* No grade is important enough to justify cheating, for which there are serious consequences that will follow you for the rest of your life. If you feel unusual pressure about your grade in this or any other course, please talk to us or to a member of the Counseling Center staff.

### **Students with Disabilities and Learning Differences**

If you have a diagnosed disability or learning difference and you need academic accommodations, please inform me at the beginning of the semester and contact the Office of Disability Services (SUB I, Room 222, Phone: 703-993-2474, Fax: 703-993-4306). You must provide us with a faculty contact sheet from that office outlining the accommodations needed for your disability or learning difference. All academic accommodations must be arranged in advance through the ODS.

### **Writing Center**

Students who are in need of intensive help with grammar, structure or mechanics in their writing should make use of the services of the Writing Center, located in Robinson A116 (703-993-1200). The services of the Writing Center are available by appointment, online and, occasionally, on a walk-in basis. If we refer you to the Writing Center, please understand that we take these referrals very seriously, and we will expect a report from your Writing Center tutor on your progress.

**Women and Leadership  
Day-by-Day Schedule  
Spring 2013**

Subject to Change

Date	Topic	Reading/Viewing Assignments	Projects/Papers Due
1/22	Getting to Know You! Discuss: <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Expectations</li> <li>• Explanation of “Lens Work”</li> <li>• Wilson Text- Closing the Gender Gap</li> </ul>	Discuss: <ul style="list-style-type: none"> <li>• Closing the Leadership Gap by Marie Wilson. (Please come to class having read this text. It’s an easy read and provides the framework through which we will examine leadership.)</li> </ul>	
1/29	Historical Perspective and Leadership for a Changing World	View Film: Iron Jawed Angels Discuss: <ul style="list-style-type: none"> <li>• KLM: Chapter 1, Introduction to Leadership</li> <li>• KLM: Chapter 2, The Changing Nature of Leadership</li> </ul>	
2/5	The Relational Leadership Model	Discuss: <ul style="list-style-type: none"> <li>• KLM: Chapter 3, The Relational Leadership Model</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lens work</b></li> <li>• <b>“Interview” person identified</b></li> </ul>
2/12	Exploring History	Lorton Workhouse	
2/19	Understanding Yourself and Others	Discuss: <ul style="list-style-type: none"> <li>• KLM: Chapter 4 and Chapter 5, Understanding Yourself and Understanding Others</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lens work</b></li> <li>• <b>Group 1 facilitates</b></li> </ul>
2/26	Leading with Integrity	Discuss: <ul style="list-style-type: none"> <li>• KLM: Chapter 6, Leading with Integrity and Moral Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lens work</b></li> <li>• <b>Group 2 facilitates</b></li> </ul>
3/5	Contextualizing Leadership	Discuss: <ul style="list-style-type: none"> <li>• Chapter 7 – Interacting in Teams and Groups</li> <li>• Chapter 8 – Understanding Complex Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lens work</b></li> <li>• <b>Interview EL papers</b></li> <li>• <b>Group 3 facilitates</b></li> </ul>
3/12	No Class Spring Break		

**Women and Leadership  
Day-by-Day Schedule  
Spring 2013**

Subject to Change

<b>Date</b>	<b>Topic</b>	<b>Reading/Viewing Assignments</b>	<b>Projects/Papers Due</b>
<b>3/19</b>	Looking Beyond the Local  Guest speakers Dr. Wendy Hesford and Dr. Amy Shuman from Ohio State University	Attend: "Getting Out" film screening and panel discussion on transnational sexualities and human rights JC Cinema, 3/18 4:30pm  Read: Global Sex Workers by Wendy Hesford (BB)	<ul style="list-style-type: none"> <li>• <b>Lens work</b></li> <li>• <b>Self-analysis essays</b></li> </ul>
<b>3/26</b>	Being in Community	Discuss: KLM: Chapter 9 and Chapter 10, Being in Communities and Renewing Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• <b>Lens work</b></li> <li>• <b>Group 4 facilitates</b></li> </ul>
<b>4/2</b>	Understanding Change	Discuss: <ul style="list-style-type: none"> <li>• KLM: Chapter 11 and Chapter 12, Understanding Change and Strategies for Change</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lens work</b></li> <li>• <b>Group 5 facilitates</b></li> </ul>
<b>4/9</b>	Developing a Leadership Identity	Discuss: <ul style="list-style-type: none"> <li>• KLM: Chapter 13, Developing a Leadership Identity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lens work</b></li> <li>• <b>Group 6 facilitates</b></li> <li>• <b>Film analysis EL papers</b></li> </ul>
<b>4/16</b>	Mind, Body, and Soul of a Leader	<ul style="list-style-type: none"> <li>• Discuss: KLM: Chapter 14, The Mind, Body, and Soul of a Leader</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lens work</b></li> <li>• <b>Group 7 facilitates</b></li> </ul>
<b>4/23</b>	Group Presentations	Group Presentations	<ul style="list-style-type: none"> <li>• <b>Groups presentations: Groups 1, 2, 3, 4</b></li> <li>• <b>Safe-Zone/Diversity EL Papers for Groups 5, 6, 7</b></li> </ul>
<b>4/30</b>	Group Presentations Complete evaluations	Group Presentations <ul style="list-style-type: none"> <li>• Take-home exam posted to BB</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group presentations: Groups 5, 6, 7</b></li> <li>• <b>Safe-Zone/Diversity EL Papers for Groups 1, 2, 3, 4</b></li> </ul>
<b>5/7</b>	<b>Exam Day</b>		<ul style="list-style-type: none"> <li>• <b>Final take-home exam</b></li> </ul>