INTS 405: Women in Leadership (4 credits)
School of Integrative Studies, George Mason University
SAMPLE SYLLABUS – texts and assignments may vary each semester

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 publicly 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 form 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


• 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 activities, submission of class discussion questions 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 un rehearsed – 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, or approximately 750 words each). TWO of these three experiences we will attend as a class. For your paper, BRIEFLY describe the event in 1-2 paragraphs; offer 2-3 SPECIFIC connections to course themes, texts, and terms (cite); and finish with 1-2 paragraphs of your own reactions/reflections on the event.

a. **Book Talk on Race and Policing in the U.S.**
Tuesday, February 13, 2018 3:00 PM to 4:00 PM [overlaps with our class time]
Merten Hall (formerly University Hall), 1202
Devon Johnson (Mason's Department of Criminology, Law and Society), Earl Smith (Wake Forest University, Sociology) and Angela Hattery (Mason's Women and Gender Studies Program) will speak about their new books: Policing Black Bodies: How Black Lives are Surveilled and How to Work for Change (Hattery and Smith) and Deadly Injustice: Trayvon Martin, Race and the Criminal Justice System (Johnson)

b. **2018 Sojourner Truth Lecture: Sybrina Fulton**
Monday, February 19, 2018 1:30 PM to 2:30 PM [class will meet 2/19 instead of 2/20 this day]
Johnson Center, JC Cinema
This year’s lecturer is Sybrina Fulton. Sybrina Fulton is dedicating her life to transforming family tragedy into social change. Since the death of her 17-year-old son, Trayvon Martin, during the violent confrontation in 2012, Fulton has become an inspiring spokesperson for parents and concerned citizens across the country.

c. The other experience is of your choosing and may include events 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 is included at the end of this syllabus 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.

d. 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”, 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) Critical Reading Reflections and Discussions (250 points)
Using the Blackboard Discussion tool, six times throughout the semester you will post a 500-word response to the assigned readings, viewings, websites and any substantive discussion questions we may provide. Your grade will be based on your individual contributions (200 points) and
substantively furthering the conversation across the class by posting substantive 200-word responses to peer posts at least twice during the semester (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 four 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:

- 5-10 minute ice-breaker, energizer, or warm up activity
- 25-30 minute review the presentation topic and assigned readings/websites
- 15 minute active learning activity based on the readings that involves the entire class
- 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)
Event Reflection Papers (2-3pps) (33 pts) x 3= 100 points
Predecessor/Instigator/Inheritor Interview Paper (6 pps) = 150 points
250 points

Critical Reading Reflections and Discussion
Six 500-word critical reading reflections x up 33 points/each= 200 points
+ Up to 50 points for overall responsiveness to peers (min. two 200-word responses) 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 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:** You are expected 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. *Your overall participation grade includes being actively present, prepared, and engaged, as well as in-class assignments. Points will be deducted for lateness, inattention (texting, napping, etc.), lack of engagement.*

  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 to Blackboard by 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 I will use both email and the Announcement page in Blackboard to communicate with you between classes. I 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 me.

  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
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/](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/](http://lead.gmu.edu/)

**Lesbian, Gay, Bisexual, Transgender, Queer, & Questioning Resources**
SUB 1, Suite 2200; 993-2702; [http://lgbtq.gmu.edu/](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

**Sexual Misconduct and Interpersonal Violence**

George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202 Sexual Harassment and Misconduct speak to the specifics of our process, our resources, and options available to you.

Confidential resources are available on campus at the Student Support and Advocacy Center (ssac.gmu.edu), Counseling and Psychological Services (caps.gmu.edu), Student Health Services (shs.gmu.edu), and the University Ombudsperson (ombudsman.gmu.edu).

All faculty, staff and administrators of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University Title IX Coordinator.

For a full list of resources, support opportunities, and reporting options, contact Dr. Jennifer Hammat, the University Title IX Coordinator at 703-993-8730, jhammat@gmu.edu, diversity.gmu.edu or stop by Aquia room 373.

**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/