

INTS 405: Women in Leadership (4 credits) **Fall 2019**

School of Integrative Studies (SIS), George Mason University
Tuesdays & Thursdays 12-1:15 pm, Nguyen Engineering Bldg Rm 1110

Course Facilitators

Instructor: Julie E. Owen, PhD

Associate Professor, Leadership Studies
School of Integrative Studies, George Mason University
440 Enterprise Hall
jowen4@gmu.edu
twitter: @julie_gmu

Undergraduate Teaching Assistant: Gilly Kelly

School of Integrative Studies, George Mason University
gkelly3@masonlive.gmu.edu

Office Hours

We are happy to meet with you outside of class and request that you email either of us 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 (University of Maryland), Dr. Crystal Hoyt (University of Richmond), and Dr. Barbara Kellerman (Harvard University). I 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;

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

- Owen, J. E. (2020). *We are the Leaders We’ve Been Waiting For: Women and Leadership Development in College*. Sterling, VA: Stylus. [DRAFT manuscript I will provide to you].
- Gay, R. (2014). *Bad Feminist: Essays*. NY: Harper Collins.
- 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 unrehearsed – no visual materials are needed.

2) Experiential Learning: Event Analysis Paper & Interview Paper (250 points)

2A. Event Analysis Paper (125 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 ONE synthesizing paper (6 pages, or approximately 1500 words).

For your paper, BRIEFLY describe EACH of the three events you attended in 1-2 pages total; offer 3 SPECIFIC connections to course themes, texts, and terms (cite) and use examples and quotes from the events to support your connections (3 pages, or approx. 1 page each); and finish with 1-2 pages of your own reactions/reflections on the event.

1. *Chimamanda Ngozi Adichie – “Why We Should All Be Feminists”*

Friday, October 11th at 12:30pm –Center for the Arts

[If you cannot attend this required event, please see the instructor.]

2. *One additional event focused on Gender and/or Leadership from FALL FOR THE BOOK [choose one]. There are MANY. See full calendar at: <https://fallforthebook.org/schedule/>*

- Angie Hattery and Earl Smith – Gender, Power and Violence in the #METoo Era
Thursday, October 10th at 1:30pm –Research Hall 163
- Nana Rawlings – Because I am Woman: Gender and Leadership in Ghana
Thursday, October 10th at 1:30pm – Lecture Hall 1
- Samantha Mann - A Journey Toward Love & Self-Acceptance (Poet, LGBTQ and Disability Issues)
Thursday, October 10th at 3pm: Research Hall 163
- Amaka Okechukwu – Inclusivity in the University: Examining Affirmations
Thursday, October 10th at 10:30am – Johnson Center Room E

3. *Event of Your Choosing*

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. See Women & Gender Studies (WGST) [<http://wmst.gmu.edu/events>], African and African American Studies (AAAS) [<http://aaas.gmu.edu/events>], or the LEAD Office [<https://lead.gmu.edu/>] for more information and ideas for other events. You are also welcome to propose events of your own.

2B. Predecessor, Instigator, Inheritor (PII) Paper (125 points):

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 double-spaced; 1500 words)** 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 (50 points each x 5 = 250 points)

Five times throughout the semester you will post a 500-750 word (2-3 pages) response to the assigned readings, viewings, websites and any substantive discussion questions we may provide. Your grade will be based on evidence of deep engagement with the texts, critical analysis, personal reflection, and thoughtful effort.

4) Class Facilitation/ Group Presentation 50 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:

- 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) *We Are the Leaders We've Been Waiting For* Survey and Focus Group 50 points

You are asked to provide important student feedback on the draft text of *We Are the Leaders We've Been Waiting For: Women and Leadership Development in College*. Students will be given a questionnaire to complete and participate in a focus group about the text. Your total feedback should be approx. 1000 words/ 4 pages long. You will be graded solely on completion of questions, not on the content of your responses. Feel free to make use of the shared class googledoc where we

tracked edits and suggestions across the manuscript. Your feedback is making this book better for all future readers!

6) Final Women and Leadership Project (100 pts) and Reflection (50 points) 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. You will also offer an end of the semester reflection on your learning from the project and class. Additional details will be presented in class.

Grading & Evaluation

Active Participation

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

Experiential Learning (EL)

<i>Event Reflection Papers</i>	(6 pages) =	125 points
<i>Predecessor/Instigator/Inheritor Interview Paper</i>	(6 pages) =	<u>125 points</u>
		250 points

Critical Reading Reflections

Five 500-word critical reading reflections x up to 50 points/each **250 points**

Class Facilitation/ Group Presentations **50 points**

***We Are the Leaders We've Been Waiting For* Survey and Focus Group** **50 points**

Final Women and Leadership Project and Reflection **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 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>

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/>

TENTATIVE COURSE SCHEULE (subject to revision)

Date	Themes	Texts: Readings, Videos, and Websites to Read and Review Before Class	Assignment Due
Aug 27	Why women and leadership?	Watch: We Should All Be Feminists - Chimamanda Ngozi Adichie – 30 minutes https://www.youtube.com/watch?v=hg3umXU_qWc	Review Syllabus and Bring Questions
Aug 29	Forming a learning community	Read: Arao & Clemens, <i>From Safe Spaces to Brave Spaces</i> Gay, <i>Bad Feminist</i> , Intro & Part I 'Me' (pp. ix – 43)	Sign up for GPS presentation on BB
Sept 3	The Social Construction of Leadership and Gender Terms quiz	Read: Chapter 1: We are the Leaders We've Been Waiting For Watch: Development of Gender Identity (2 min): https://www.youtube.com/watch?v=-VqsbvG40Ww Review: http://itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3/#sthash.VBQZQcyk.dpbs	GPS presentations (2):
Sept 5	A Critical Moment for Women and Leadership	Read: Chapter 2: A Critical Moment for Women and Leadership Watch (approx. 35 minutes total): Women in the 19th Century: Crash Course US History -16 min https://www.youtube.com/watch?v=fM1czS_VYDI Excerpts from PBS Makers Series, Season 1: Awakenings (5 min):	GPS presentations (2): CRR1 due to BB SAT 9/7 at 9am

		http://www.pbs.org/video/2331231468/ Civil Rights& Women's Movement (3 min, 1 min): http://www.pbs.org/video/2330962335/ http://www.pbs.org/video/2333328054/ Equal Rights Amendment (2 min; 10 min): http://www.pbs.org/video/2331409132/ http://www.pbs.org/video/2333333961/	
Sept 10	<i>Who am I to Lead? The Role of Identity, Intersectionality, and Efficacy in Leadership Development</i>	<u>Read:</u> Chapter 3: Who am I to Lead? The Role of Identity, Intersectionality, and Efficacy in Leadership Development <u>Watch:</u> Emma Watson at the HeForShe Campaign 2014 - Official UN Video (13 min): https://www.youtube.com/watch?v=gkjW9PZBRfk	GPS presentations (2):
Sept 12	<i>Identity and Intersectionality</i>	<u>Read:</u> hooks, "Feminism: A movement to end sexist oppression" (238-240). In Adams et al. (2000), <i>Readings for diversity and social justice</i> . Sanchez-Hucles, Janis V., & Donald D. Davis. "Women and Women of Color in Leadership: Complexity, Identity, and Intersectionality." <i>American Psychologist</i> . 2010. 65 (3), p. 171 - 181. http://occupywallstreet.net/story/explaining-white-privilege-broke-white-person	GPS presentations (2): CRR2 due to BB SAT 9/14 at 9am
Sept 17	<i>How Did We Get Here? How Gender Socialization Shapes Women in Leadership</i> <i>Harro's Cycle of Socialization</i>	<u>Read:</u> Chapter 4: How Did We Get Here? How Gender Socialization Shapes Women in Leadership	GPS presentations (2):

Sept 19	<p>Discuss Themes from Bad Feminist</p> <p>Reading quiz</p>	<p><u>Read:</u> Gay, <i>Bad Feminist</i>, Gender & Sexuality, pp. 47-192</p> <p>Trigger warning: <i>Please note that these readings discuss an act of sexual violence...and the futility of trigger warnings.</i></p> <p><u>(referenced in Bad Feminist p.96):</u> Rosin, H. (2010). The End of Men. <i>The Atlantic</i>. https://www.theatlantic.com/magazine/archive/2010/07/the-end-of-men/308135/</p>	<p>GPS presentations (2):</p> <p>CRR3 due to BB SAT 9/21 at 9am</p>
Sept 24	<p>Feminine or Feminist Approaches? Leading Across Campus and Communities</p> <p>Title IX</p>	<p><u>Read:</u> Chapter 5: Feminine or Feminist Approaches? Leading Across Campus and Communities</p> <p><u>Skim/ Review:</u> K. M. Soria, L. Werner, N. Chandiramani, M. Day & A. Asmundson (2019). Cocurricular Engagement as Catalysts Toward Students' Leadership Development and Multicultural Competence. <i>Journal of Student Affairs Research and Practice</i>, 56:2, 207-220, DOI: 10.1080/19496591.2018.1519439</p>	<p>GPS presentations (2):</p>
Sept 26	<p>Who are your women and leadership predecessors, instigators, and inheritors?</p>	<p><u>Read:</u> Gay, <i>Bad Feminist</i>, Race & Entertainment, pp. 207-250</p>	<p>GPS presentations (2):</p> <p>CRR 4 due to BB SAT 9/28 at 9am</p>
Oct 1	<p>What Difference Does Difference Make? The Effects of Stereotypes, Prejudice, and Discrimination on Gender Representation and Leadership</p> <p>Pay Gap Debate</p>	<p><u>Read:</u> Chapter 6: What Difference Does Difference Make? The Effects of Stereotypes, Prejudice, and Discrimination on Gender Representation and Leadership</p>	<p>GPS presentations (2):</p>

Oct 3	<p>What issues face women today? What is implicit bias and how can we address it?</p> <p>Form Groups</p>	<p>Read: Gay, <i>Bad Feminist</i>, Politics Gender & Race, pp. 257-294</p> <p>Implicit Association Test: https://implicit.harvard.edu/implicit/education.html</p> <p>Bolton, E. (Spring 2016). The Science Behind Implicit Bias, <i>AAUW Magazine</i></p>	<p>GPS presentations (2):</p> <p>Take Implicit Association Test (IAT) before class and come prepared to discuss results</p> <p>CRR 5 due to BB SAT 10/5 at 9am</p>
Oct 8	<p>Navigating Organizations and Systems: Metaphors for Women in Leadership</p>	<p>Read: Chapter 7: Navigating Organizations and Systems: Metaphors for Women in Leadership</p> <p>Watch: Why We Have Too Few Women Leaders -Sheryl Sandberg (15 min) http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders</p>	<p>GPS presentations (2):</p>
Oct 10	<p>Labyrinths Exercise</p> <p>Group Time</p>	<p>Read: Gay, <i>Bad Feminist</i>, Back to Me, pp. 303-319</p>	<p>GPS presentations (2):</p> <p>PII Paper Prospectus due to BB SAT 10/12 at 9am</p>
FRI OCT 11 th		<p>Chimamanda Ngozi Adichie – “Why We Should All Be Feminists” Friday, October 11th at 12:30pm –Center for the Arts</p> <p>In her book-length essay, <i>We Should All Be Feminists</i>, Chimamanda Ngozi Adichie offers readers a unique definition of feminism, one rooted in inclusion and awareness. Drawing extensively on her own experiences and her deep understanding of the often masked realities of sexual politics, she explores what it means to be a woman now. All incoming freshmen received the book as part of the MasonReads program and Adichie will be in conversation with Dr. Anne Holton, Mason’s interim president, as part of the Freedom and Learning Forums.</p>	

		From alluring fiction that tackles the struggle for identity and purpose like <i>Americanah</i> and promises of freedom in <i>Purple Hibiscus</i> , to <i>Half a Yellow Sun's</i> engrossing perspectives on the Biafran War, Adichie's writing never fails to move readers. Sponsored by the Mason Orientation, University Libraries, and African and African American Studies.	
Oct 15		<i>No class - → Go to your Monday classes!!!</i>	
Oct 17	<i>Intersectional identities (cont.): Voices</i>	<u>Read:</u> Voices (240-247; 476-477, Adams) Steinmetz, K. (March 27, 2017). <i>Infinite Identities, Time</i> , pp. 49-54. Hill Collins, <i>Toward a New Vision: Race, Class, & Gender as Categories of Analysis and Connection</i> (457-462, Adams)	GPS presentations (2):
Oct 22	<i>Beware of Precarious Pedestals: De-Gendering Leadership</i>	<u>Read:</u> Chapter 8: Beware of Precarious Pedestals: De-Gendering Leadership <u>Skim/ Review:</u> AAUW Barriers & Bias: The Status of Women and Leadership (2016)	GPS presentations (2):
Oct 24	<i>Culturally Relevant Leadership Learning</i> <i>In-class Group Time</i>	<u>Read:</u> <i>What is social capital?</i> http://www.oecd.org/insights/37966934.pdf <u>Watch:</u> https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality/transcript?language=en	EL Paper due to BB SAT 10/26 at 9am
Oct 29	<i>Group 1 Presentation</i>	<u>Group 1: Women in the Workplace Presentation</u> <u>Read:</u> Eagly & Carli C9, "Do organizations compromise women's leadership?" (137-160), <i>Through the labyrinth: The truth about how women become leaders</i> . Sanchez, Hucles, Sanchez-Hucles & Mehta, "Increasing diverse women leadership in corporate America: Climbing concrete walls and shattering glass ceilings!" (228-244) in Chin, Lott,	Group 1: Women in the Workplace Class Facilitation

		<p>Rice, & Sanchez-Hucles, <i>Women and Leadership: Transforming Visions and Diverse Voices</i>.</p> <p>Watch: PBS Makers Season 2: Women in Business. http://www.makers.com/documentary/womeninpolitics</p>	
Oct 31	Group 2 Presentation	<p>Group 2: Women and Health Presentation</p> <p>Read: How Doctors Take Women's Pain Less Seriously https://www.theatlantic.com/health/archive/2015/10/emergency-room-wait-times-sexism/410515/</p> <p>9 biggest health issues facing women today https://www.bustle.com/articles/68053-the-9-biggest-health-issues-facing-women-today-and-how-you-can-help</p> <p>Microaggressions Women Face Everyday https://www.bustle.com/articles/119429-15-microaggressions-women-face-on-a-daily-basis-because-they-all-add-up-to-an-unequal</p> <p>WHO-Women's Mental Health http://www.who.int/mental_health/prevention/genderwomen/en/</p>	Group 2: Women and Health Class Facilitation
Nov 5	Group 3 Presentation	<p>Group 3: Women in the Media Presentation</p> <p>Watch: <i>Miss Representation</i> (91 minutes) http://freedocumentaries.org/documentary/miss-representation</p> <p>Review: http://bechdeltest.com/ http://www.womensmediacenter.com/</p>	Group 3: Women in the Media Class Facilitation
Nov 7	Group 4 Presentation	<p>Group 4: Women Across the Globe Presentation</p> <p>Read: DePrince, <i>Feminism is as Feminism Does</i> (76-85)</p> <p>Review/Skim: http://www.halftheskymovement.org/pages/film</p> <p>U.S. Department of State Office of Global Women's Issues https://www.state.gov/s/gwi/</p> <p>United Nations UN Women http://www.unwomen.org/en</p>	<p>Group 4: Women Across the Globe Class Facilitation</p> <p>PII Paper due to BB SAT 11/9 at 9am</p>

		Oxfam – Gender Justice http://policy-practice.oxfam.org.uk/our-work/gender-justice	
Nov 12	Group 5 Presentation	<u>Group 5: Women in Politics Presentation</u> <u>Skim:</u> Fox, The Future of Women’s Political Leadership (K&R C8, 251-270) Wilson, It’s Woman Time (K&R C9, 271-282) Mandel, She’s the Candidate: A Woman for President (K&R C10, 283-307) <u>Watch:</u> PBS Makers Season 2: Women in Politics http://www.makers.com/documentary/womeninpolitics Center for American Women in Politics: http://www.cawp.rutgers.edu/	Group 5: Women in Politics Class Facilitation
Nov 14	Focus Group with Gilly	<i>We Are the Leaders We’ve Been Waiting For Survey and Focus Group Discussion</i>	
Nov 19 & 21	Independent Project Work	<i>No class- Prepare Final Women and Leadership Projects</i>	Book Eval Form Due to BB SAT 11/23 at 9am
Nov 26 & 28		<i>No class – Thanksgiving Week</i>	
Dec 3	<i>Reimagining Women and Leadership: Strategies, Allies, and Critical Hope</i> <i>Harro’s Cycle of Liberation</i>	<u>Read:</u> Chapter 9: Reimagining Women and Leadership: Strategies, Allies, and Critical Hope	
Dec 5	<i>Wrap up and Evaluations</i> <i>Gallery Walk</i>	https://www.buzzfeed.com/jinamoore/15-acts-of-womens-activism-that-are-changing-the-world?utm_term=.wxMeLPkVy#.mt1NojBXV	<i>Bring to Class: Final Projects Due at noon</i>

Dec 12		<i>Final Reflection Due to BB – No in class meeting or exam.</i>	Final Reflection Due to BB by 5pm
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