

WOMEN AND LEADERSHIP: SPECIAL TOPIC LOE

HODL 3890 ~ Section 001 ~ Spring 2017

Dr. Brenda L. McKenzie

COURSE DESCRIPTION

Using research, popular readings, and voices from women leaders, this course will examine the historical and theoretical perspectives of leadership, women and leadership, and women as leaders. Exploration of one's view of self-as-leader, including gender identity will be incorporated. Students will come to understand power dynamics, examine scholarship on male versus female leaders, and learn how to use their own voices to be an advocate for self and others.

COURSE OBJECTIVES:

Upon successful completion of this course, students will be able to:

- Understand the historical, foundational, and theoretical underpinnings related to women and leadership, and developing women as leaders;
- Think critically about barriers and opportunities that affect women's leadership development;
- Review the formative and developmental influences that shape women's approaches to leadership;
- Hear and learn from the voices of diverse women leaders;
- Reflect on one's own experience to consider one's own assumptions in the development of a personal leadership philosophy;
- Assess needs, enact a response, and formulate recommendation for practice/potential for change;
- Serve as an active group member who contributes to the accomplishment of group's objectives; and
- Clearly communicate thoughts, views and analysis verbally and in writing.

REQUIRED BOOKS FOR THIS CLASS:

- Brown, B. (2015). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead*. New York: Gotham Books.
- Sandberg, S. (2014). *Lean in for graduates*. New York: Alfred A. Knopf.
- Additional readings will be posted on our Blackboard course site.

CLASS POLICIES

Attendance and Participation: Because the class relies on everyone's perspectives, each class session depends upon everyone being in class. I am aware that life happens and that it is

possible that upon occasion you may be forced to miss a class. Please contact me *in advance* if at all possible, and please also contact any of your classmates who may be affected by your absence. *You* are responsible for finding out what happened in class.

Participation is expected and highly valued in this class. Participation does **not** equal talking a lot. The following are examples of factors considered with evaluating participation:

- Contributing interesting, insightful comments
- Presenting good examples of concepts being discussed
- Building on the comments of others
- Raising good questions
- Being sensitive to the emotional impact of your statements
- Listening and responding appropriately to others' comments
- Attending all class meetings
- Being on time
- Using others' names and encouraging others to participate in the discussion

Assignments: Assignments are **due by the start of class** as indicated per the weekly calendar. Assignments must be submitted via Blackboard as **Microsoft Word documents**. Feedback on assignments will be provided through Blackboard as well. Please contact me if for some *unavoidable* reason you wish to hand in an assignment late. Lateness *will* affect your grade (i.e. points off for every day an assignment is late). If you have difficulty accessing Blackboard, either uploading assignments or accessing course content, please blackboard@vanderbilt.edu as soon as possible.

Format and Citations: Papers, including citations and references, must be written according to APA format (6th edition) unless otherwise specified. In addition to utilizing the *Publication Manual of the American Psychological Association*, 6th edition, students can also consult resources on the class Blackboard site as well.

You *must* cite the sources you have used otherwise you are misrepresenting others works as your own, which equates to academic dishonesty. See chapter 6 of the *APA Manual* for additional information on what you must provide citations for – basically anything that is not “common knowledge.” Your in-text citation must provide enough information for the reader to find the full reference in your reference list (usually the author and publication date). Your reference list must provide enough information for the reader to find a copy of your source. If you cite an author's general line of argument, put the author's name and the publication date of the work in parentheses. If you quote an author's words, you must add the page number, or, if you are using electronic material that does not have page

numbers, you should use paragraph numbers or other identifying marks, so your reader can find that exact quote.

Sources for research: You should use scholarly journals and other scholarly sources for your research in this class, although articles from other reliable sources will be appropriate for certain assignments. Wikipedia is *never* an acceptable source, since anyone, with any degree of knowledge or lack of knowledge, can add material to an entry.

Electronics/Technology: Out of courtesy to classmates, please remember to turn to vibrate/off cell phones prior to class. Laptops/tablets are welcome for note-taking and doing research related to class, but not for non-course-related work.

This course is supported by Blackboard. Selected readings and other materials will be posted on Blackboard. You and your classmates may use Blackboard to e-mail each other. In particular, if you plan to send an email to the class, please remember to click “all users” so that I receive a copy, too!

Holidays: If you will be observing any religious holidays that fall on a class date, and will be unable to participate in class on those days, please let me know in advance.

Spring 2017 university holidays that impact our class:

- Spring Break – March 4 – 12, 2017

ASSIGNMENTS

Action Group Project – NOTE: This is a semester-long project

The intent of this assignment is for you to commit to addressing an issue you see facing women on Vanderbilt’s campus. Project options will vary depending on the identified problem/issue. The aim is for your group to identify real needs and work to produce change, whether through programming, consciousness raising, policy efforts, rallies, etc. Ultimately, this assignment allows you to:

- Enhance your knowledge of “women’s issues” on campus,
- Link theory and practice through analysis of topic/issue of choice,
- Apply your knowledge and skills to needs and problems,
- Increase your skill and confidence about working with students, faculty, and staff regarding issues related to the status of women in higher education,
- Make a difference in the status of women in one context.

This multi-phased project, which will be the major focus for your group for the semester, involves the following:

- **Problem/Issue Identification – due February 2:** In four- to five-pages, your group should describe the campus problem/issue that will serve as the focus for your project. Consider addressing the following questions:
 - a. What is the problem/issue and how do you know this is a problem? Provide some evidence to back your claim, not just your opinion.
 - b. How or why is this a women’s issue?
 - c. How do you know it is a problem that would benefit from action?
 - d. How does this problem effect different women (and men) differently?

In addition to addressing the above questions, outline how your group plans to address this problem. I realize that at this early stage you may not have a clear plan, but this will help you to begin thinking about how to address your problem/issue. The final piece of this submission should include your group agreement which outlines expectations, who will be responsible for what aspects of the project, and how you will hold each other accountable. An example agreement will be provided on Blackboard.

- **Group Progress Report and Meeting with Dr. McKenzie – Progress reports are due March 16; meetings will be held the week of March 21:** To ensure groups are making satisfactory progress, groups will submit a three- to five-page progress update. This update should address the problem/issue being addressed, steps that have been completed, steps to still be taken, roadblocks your group may have encountered, and any additional questions your group has regarding your action project. Groups will then meet with Dr. McKenzie to discuss progress.
- **Presentation – due April 13, 18, or 20:** Each group will present their action project to the class, including time for Q&A; more details will be provided. Presentation dates will be assigned at a later time. Appropriate guests may be invited to attend your presentation. While more details on presentation expectations will be provided, at a minimum your presentations should include: identification of your specific problem/issues and why you chose this topic; actions taken; and successes/challenges your group faced in addressing your problem/issue.
- **Final Paper – due April 20:** All groups will submit a final eight- to ten-page paper describing the problem/issue, what action was taken, how this action worked to address the issue, whether the action was successful or not (and how you know), and what was learned. This final project paper should also connect with aspects addressed in class throughout the semester.

TIPs – due throughout the semester; specific dates listed on the weekly calendar

Thinking in Progress (TIPs) are designed to provide an opportunity for you to reflect on your weekly course readings. You will submit six out of the ten possible TIPs responses (5 pts for each); specific dates for submission are listed in the weekly calendar below. Submissions

should be brief (~200 words), and submitted on the night before class (by midnight) via the space provided in Blackboard. While typically unstructured, occasional prompts may be provided. When unstructured, the following can guide your responses:

- Thinking: What were you left thinking about after you read? What jarred, surprised, unsettled you? What particular quote(s) stand out? Students must indicate on their submission what reading they are reflecting upon.
- Inquiry: What question(s) do you have for discussion or about what you were left wanting to know more? How does this content connect with anything else in the course?
- Point: So what? Why do you think we read this? What might you do with what you read; meaning, what application does this have to your work/life?

Your TIPs will give me insight into what you read/thought and may guide what we do in class (i.e. use of your questions for class discussion). Students will be evaluated on quality and thoughtfulness of TIPs, and whether submitted on time.

Gendered Perspective Story (GPS) – due January 24

The purpose of this paper is for you to share a story about a personal experience that made you think or feel deeply about your gender. Your story will illustrate how your life experiences have shaped your own socially-constructed beliefs about how gender shapes opportunities and challenges. These stories will also help students practice the art of being vulnerable and contribute to the development of 'brave space' in our learning community. These stories should be authentic and reflect your own individual learning. Your paper should be a minimum of three and no longer than five double-spaced pages. This assignment is reflective so does not need to follow APA but does need to be well-constructed and written. Students will be invited to share their stories, in small groups, in class.

Children's Literature Review – due February 23/28

To better understand the messages children receive regarding gender and leadership, you will read and critique several children's literature selections. The aim of this assignment is for you to analyze your chosen selections in relation to the message potentially received regarding gender, leadership, and the interplay between the two. In addition, to gain an understanding of how messages may have changed over time, you will select readings from at least two time periods: prior to 1920; 1921-1950; 1951-1980; 1980 to current. You also have a choice of selectin from early children (picture books to grade 3) or young adult (grade 4 and above). If you choose early childhood, you will need to read and analyze 12 books. If you choose young adult, you will need to read and analyze three books. Titles should be submitted to me for **approval by no later than February 2**. If you struggle to identify options, a list of suggestions is

available. Each student will present their review as part of a poster presentation round robin on either February 23 or 28. More details on this assignment will be provided.

Leadership Philosophy – due April 4

The purpose of this assignment is for you to construct your philosophy of leadership. Your philosophy should be shaped by your experiences, course readings, and other courses you have taken. It is important to articulate a personal philosophy that guides your decision making, irrespective of the specifics of the issue at hand. Your philosophy paper should address:

- What does leadership mean to you?
- How does knowledge of self impact your philosophy?
- Does gender and/or ethnicity impact your leadership style?
- Are there special attributes that are essential to effective leadership?
- How do/will you know when you are being effective? (from FIU syllabus; one possibility for structure)

Your leadership philosophy paper should be no longer than five double-spaced pages.

GRADES

TIPs (6 at 5 points each)	30
Children’s Literature Review	40
Gendered Perspective Story	20
Leadership Philosophy	10
Action Project	
Problem/Issue Identification	10
Group Progress Report	10
Presentation	30
Final Paper	<u>50</u>
TOTAL	200

HODL 3890: WOMEN AND LEADERSHIP
SPRING 2017
WEEKLY CALENDAR

DATE	TOPIC	READINGS/ASSIGNMENT DUE
Tues, Jan. 10	Course Introduction	
Thurs, Jan. 12	Historical perspective of women leaders	<p>Braswell, S. (2016, October 22). When (Only) Women Ruled this Frontier Town</p> <p>Drake, N. (2016, December 23). Historic Pictures Show the Hidden Women of the Space Race</p> <p>Nidifer, J. (2002, January/February). The First Deans of Women: What We Can Learn from Them</p> <p>Select a reading of your choice from either: The National Women’s History Museum, www.nwhm.org The National Women’s History Project, www.nwhp.org or Women’s Suffrage: Tennessee and the Passage of the 19th Amendment, www.bit.ly/TNwomensuffrage</p> <p>TIP</p>
Tues, Jan. 17	Current status of women leaders - U.S. - International Introduction of Action Project	<p>Weldon, M. (2016, October 25). Dr. No: Working to Change the Image of Women Leaders and Professionals</p> <p>Cadman, E. (2016, October 31). Women Still Struggle to Join Boards Where Targets Are Absent</p> <p>Hewlett, S. A., & Luce, C. B. (2005, March). Off-Ramps and On-Ramps: Keeping Talented Women on the Road to Success</p> <p>Eagly, A.H., & Carli, L.L. (2007). Is There Still a Glass Ceiling?</p> <p>TIP</p>

Thurs., Jan. 19	Current status of women leaders - U.S. - International Introduction of Children's Literature Review	Brown (2012), ch. 1, Scarcity Sandberg (2013), ch. 1, The Leadership Ambition Gap TIP
Tues., Jan. 24	Understanding the role of gender	Lorber, J. (1994). "Night to His Day": The Social Construction of Gender Eagly, A.H., & Carli, L.L. (2007). Do People Resist Women's Leadership? Brown (2012), ch. 2, Debunking the Vulnerability Myths Gendered Perspective Story due
Thurs., Jan. 26	Theoretical perspectives of leadership and women	Hoyt, C.L., & Simon, S. (2016). Gender and Leadership Sanchez-Hucles, J.V., & Davis, D.D. (2010). Women and Women of Color in Leadership Eagly, A.H., & Carli, L.L. (2007). Do Women Lead Differently Than Men? TIP
Tues., Jan. 31	Your leadership identity	Sandberg (2013), ch 2, Sit at the Table Sandberg (2013), ch 4, It's a Jungle Gym Boatwright, K. J., & Egidio, R. K. (2003, September/October) – Psychological Predictors of College Women's Leadership Aspirations Kay, K., & Shipman, C. (2014, May). The Confidence Gap TIP
Thurs., Feb. 2	Speaker/guest – Stephanie White, head women's basketball coach, Vanderbilt	Reading TBD Outline and Group Agreement due Children's Literature Review selections due

Tues., Feb. 7	Women and Power	<p>Sandberg (2013), ch. 3, Success and Likability Beckwith, J.B. (1999). Power Between Women Konnikova, M. (2014, June 10). Lean Out: The Dangers for Women Who Negotiate Kivel, P. (2000). The Culture of Power</p> <p>TIP</p>
Thurs., Feb. 9	Speaker/guest	Reading TBD
Tues., Feb. 14	Access/Under-representation Wage Gap	<p>Sandberg (2013), ch. 13, Man Up & Lean In Brown (2012), ch. 3, Understanding and Combatting Shame Flores, A. (2016, September 13). The Big Differences Between Women & Men's Earnings After College 2015 African American Women and Wage Gap, The National Partnership for Women & Families 2015 Latinas and Wage Gap, The National Partnership for Women & Families</p> <p>http://www.ted.com/talks/reshma_saujani_teach_girls_bravery_not_perfection</p> <p>TIP</p>
Thurs., Feb. 16	Speaker/guest	Reading TBD
Tues., Feb. 21	Workplace Issues	<p>Sandberg (2013), ch 7, Don't Leave Before You Leave Sandberg (2013), ch 9, The Myth of Doing it All Weldon, M. (2016, September 26). Reframing the Convo: From Having it all to Valuing Care for Working Women</p> <p>TIP</p>

Thurs., Feb. 23	Children's literature review presentations	<i>Children's Literature Review due</i>
Tues., Feb. 28	Children's literature review presentations	<i>Children's Literature Review due</i>
Thurs., Mar. 2	Speaker/Guest – Mayor Barry at her office, 1 Public Square, Suite 100, Nashville, 37201	Guide to the Office of Mayor Megan Barry, pp. 3-5
March 5-12	Spring break	
Tues., Mar. 14 NASPA	Messages in the media	Brown (2012), ch. 4 – The Vulnerability Armory The Bechdel Test – bechdeltest.com Choose one reading from the Women's Media Center's WMC research and reports section, www.womensmediacenter.com
Thurs., Mar. 16	Speaker/guest	Reading TBD <i>Action Project Progress Report due</i>
Tues., Mar. 21	Mentoring	Sandberg (2013), ch. 5, are you my mentor? Groysberg, B., & Abrahams, R. (2014, March). Manage Your Work, Manage Your Life <i>TIP</i> <i>Action Project Group Meetings with Dr. McKenzie</i>

Thurs., Mar. 23	Speaker/guest	Reading TBD Action Project Group Meetings with Dr. McKenzie
Tues., Mar. 28 ACPA	Transformative Power of Women's Voices	Sandberg (2013), ch 6, Seek & Speak Your Truth Brown (2012), ch. 5, Mind the Gap Video – What American Women Who Wear the Hijab Want You to Know Video – Activating Women's Leadership TIP
Thurs., Mar. 30	Speaker/guest	Reading TBD
Tues., Ap. 4	Revisiting your own leadership identity	Sandberg (2013), ch. 14, Listen to Your Inner Voice Ibarra, H., Ely, R. J., & Kolb, D. M. (2013, September). Women Rising: The Unseen Barriers Leadership Philosophy due
Thurs., Ap. 6	Speaker/guest	Reading TBD
Tues., Ap. 11	The Future for Women Leaders	Sandberg (2013), ch. 10, Let's Start Talking About It Sandberg (2013), ch. 11, Working Together Toward Equality Brown (2012), ch. 6, Disruptive Engagement Video – What Tomorrow Brings
Thurs., Ap. 13	Project Presentations	

Tues., Ap. 18	Project Presentations	
Thurs., Ap. 20 Last day of class	Project Presentations Course evaluations	<i>Action Project Papers due</i>

Portions of this syllabus are adapted from ideas shared by Dr. Susan Iverson, Manhattanville College; Dr. Julie Owen, George Mason University; and Dr. Asia Eaton, Florida International University.

