

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

School of Integrative Studies (SIS), George Mason University  
 Tuesdays & Thursdays 1:30-2:45 pm, Aquia Hall Rm 213

**Course Facilitators**

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**Office Hours**

We are happy to meet with you outside of class and request that you email 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 publically shared curricula and syllabi of Dr. Marsha Guenzler-Stevens & Katie Hershey (University of Maryland), Dr. Crystal Hoyt (University of Richmond), and Dr. Barbara Kellerman (Harvard University). We thank them for their intellectual contribution and generosity in sharing course materials.]*

### **Learning Outcomes**

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

- Explore your core values and identities and how they influence the expression of your gender and leadership;
- Understand how gender and leadership are socially constructed and pervasive;
- Evaluate the ways that 'difference' matters, examining research on how and when sex, gender, and gender expression influence leadership traits, behaviors, and effectiveness;
- Critically examine the social, historical, and organizational contexts within which issues of women and leadership are embedded;
- Analyze the effects of prejudice, discrimination and stereotyping on women's under-representation in leadership;
- Assess gendered and generational patterns related to workplace contributions and their effects on women's choices and opportunities;
- Increase capacities for team learning through peer feedback and use of collaborative technologies.

### **Learning Community Competencies**

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

### **Course Materials**

- Eagly, A. H., & Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard Business School Press. (available at Mason bookstore or online).
- 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 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). One of these three experiences we will attend as a class:

a. Fall for The Book: Janet Mock

October 12, 2017

2:00 p.m.

Harris Theater

Janet Mock, New York Times bestselling author of *Redefining Realness*, TV host, speaker, and trans advocate will speak on navigating her twenties without a roadmap. Her newest memoir *Surpassing Certainty: What My Twenties Taught Me* traces her journey of becoming an adult: moving out, falling in and out of love, and working her way up in the magazine industry. Her work has appeared in publications such as *Marie Claire*, *The New Yorker*, and *Allure*.

b. The other two experiences are 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.

c. 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) Group Integrative Blog (250 points)

At the beginning of the semester you will be assigned to a group of classmates with whom you will work the whole semester. For this assignment, your group will hold discussions on blog using the

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

#### **4) Class Facilitation/ Group Presentation 100 points**

It wouldn't be an SIS class without a group project. Students will self-select and sign up in groups of 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) Final Women and Leadership Project 150 points**

In lieu of a final exam, you will develop a final synthesis project, drawing on the many experiences and reflections that you have had over the course of the semester. This project can take many forms (paper, portfolio, video, website, creative piece). Your project will focus on connecting your course learning to your plan for transformative action, and offer your own personal philosophy of gender and leadership. Additional details will be presented in class.

#### **Grading & Evaluation**

##### **Active Participation**

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

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

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

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

**250 points**

**Group Integrative Blog**

8 blogs minimum x up 25 points/each= 200 points  
+ Up to 50 points for overall group blog quality

**250 points****Class Facilitation/ Group Presentations****100 points****Final Women and Leadership Project****150 points****TOTAL****1000 POINTS**

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

At the end of the semester, your final grade will be determined based on the following scale:

980 - 1000 = A+

830 - 869 = B

670 - 699 = C-

930 - 979 = A

800 - 829 = B-

600 - 669 = D

900 - 929 = A-

770 - 799 = C+

Below 599 = F

870 - 899 = B+

700 - 769 = C

**Learning Community Policies**

- **Attendance and Timeliness:** We expect you to attend all classes and to be on time. Absences will negatively impact your participation grade, as you clearly cannot participate in classes you do not attend. Late arrivals are disruptive to all of us, so please anticipate traffic, parking, and other possible delays in your planning. **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 we will use both email and the Announcement page in Blackboard to communicate with you between classes. We also welcome your emails and usually respond quickly. If you have not received a reply within 48 hours, please be sure to follow up with us.

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

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

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

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

No grade is important enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please let an instructor know and also seek help from University resources. The University provides a range of services to help with test anxiety, writing skills, study skills, personal issues, and related concerns.

Using someone else's words or ideas without giving them credit is *plagiarism*, a serious offense. If you wish to quote directly from any text, you **MUST** use the exact words (including punctuation) just as the words, phrases, and sentences appear in the original text. Additionally, you must follow proper citation rules to indicate that you are quoting directly from a text. If you want to paraphrase ideas from a source, that is, convey the author's ideas in your own words, you must still cite the source, using an established citation format.

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

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

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

*Leadership Education and Development (LEAD)*

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

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

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

*Office of Disability Services*

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

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

*Office of Counseling and Psychological Services (CAPS)*

Counseling and Psychological Services (CAPS) provides a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance.

<http://caps.gmu.edu/>

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

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

*Women and Gender Studies Center*

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

*Writing Center*

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

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

<b>Date</b>	<b>Themes</b>	<b>Texts:</b> <i>Readings, Videos, and Websites to Read and Review <u>Before Class</u></i>	<b>Assignment Due</b>
Aug 29	<b><i>Why women and leadership?</i></b>	<b><i>Watch:</i></b> We Should All Be Feminists - Chimamanda Ngozi Adichie – 30 minutes <a href="https://www.youtube.com/watch?v=hg3umXU_qWc">https://www.youtube.com/watch?v=hg3umXU_qWc</a>	Review Syllabus and Bring Questions
Aug 31	<b><i>Forming a learning community</i></b>	<b><i>Read:</i></b> Arao & Clemens, <i>From Safe Spaces to Brave Spaces</i>  Gay, <i>Bad Feminist</i> , Intro & Part I 'Me' (p. ix – 19; optional for Scabble lovers: pp. 20-43)  <b><i>Review:</i></b> <a href="http://itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3/#sthash.VBQZQcyk.dpbs">http://itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3/#sthash.VBQZQcyk.dpbs</a>	<b>Sign up for GPS presentation on BB</b>

Sep 5	<b>Social and historical contexts for women and leadership</b>	<p><b>Watch:</b> Women in the 19th Century: Crash Course US History -16 min <a href="https://www.youtube.com/watch?v=fM1czS_VYDI">https://www.youtube.com/watch?v=fM1czS_VYDI</a></p> <p>Senator Susan Collins, Maine (Defense Act) – 7 min <a href="https://www.youtube.com/watch?v=kDJRRk65QsU">https://www.youtube.com/watch?v=kDJRRk65QsU</a></p> <p><b>Read:</b> Weiss, What does ‘feminism’ mean? A brief history (pp. 7-11)</p> <p><b>Review:</b> National Women’s History Museum website: <a href="https://www.nwhm.org/">https://www.nwhm.org/</a></p> <p>National Women’s History Project website: <a href="http://www.nwhp.org/">http://www.nwhp.org/</a></p>	GPS presentations (2);  <b>Introduce Blog Groups; post one paragraph introducing yourself to group blog by 9/7</b>
Sep 7	<b>Introduction to women and gender studies; Power</b>	<p><b>Read:</b> hooks, “Feminism: A movement to end sexist oppression” (238-240). In Adams et al. (2000), <i>Readings for diversity and social justice</i>.</p> <p>Lorber, “‘Night to His Day’: The Social Construction of Gender” (203-213). In Adams et al. (2000), <i>Readings for diversity and social justice</i>.</p> <p>Thompson, “Can White Heterosexual Men Understand Oppression?” (477-482). In Adams et al. (2000), <i>Readings for diversity and social justice</i>.</p> <p>K&amp;R C13: Holvino, “Women and Power” (261-282), in Kellerman and Rhode (2007), <i>Women and Leadership</i>.</p>	GPS presentations (2)  <b>Group integrative blog #1 due</b>
Sep 12	<b>Introduction to leadership studies; Power</b>	<p><b>Read:</b> K&amp;R C2: Pittinsky, Bacon, &amp; Welle, “The great women theory of leadership?” (93-116), in Kellerman and Rhode (2007), <i>Women and Leadership</i>.</p> <p>K&amp;R C11: Heifetz, “Leadership, authority, and women: A man’s challenge” (311-327), in Kellerman and Rhode (2007), <i>Women and Leadership</i>.</p> <p>Kezar &amp; Wheaton (2017). The value of connective leadership: Benefitting from Women’s approach to leadership while contending with traditional views (pp.19-26), <i>About Campus</i>.</p>	GPS presentations (2)
Sep 14	<b>Who are your women and leadership predecessors, instigators, and inheritors?</b>	<p><b>Watch:</b> Excerpts from PBS Makers Series, Season 1: Awakenings (5 min): <a href="http://www.pbs.org/video/2331231468/">http://www.pbs.org/video/2331231468/</a></p> <p>Civil Rights&amp; Women’s Movement (3 min, 1 min): <a href="http://www.pbs.org/video/2330962335/">http://www.pbs.org/video/2330962335/</a> <a href="http://www.pbs.org/video/2333328054/">http://www.pbs.org/video/2333328054/</a></p> <p>Equal Rights Amendment (2 min; 10 min): <a href="http://www.pbs.org/video/2331409132/">http://www.pbs.org/video/2331409132/</a> <a href="http://www.pbs.org/video/2333333961/">http://www.pbs.org/video/2333333961/</a></p>	GPS presentations (2)  <b>Group integrative blog #2 due</b>

		<p><b>Read:</b> Gay, <i>Bad Feminist</i>, 47-95</p>	
Sep 19	<p><b>Examining the present: what issues face women today?</b></p>	<p><b>Watch:</b> Emma Watson at the HeForShe Campaign 2014 - Official UN Video (13 min): <a href="https://www.youtube.com/watch?v=gkjW9PZBRfk">https://www.youtube.com/watch?v=gkjW9PZBRfk</a></p> <p><b>Read:</b> Eagly &amp; Carli C2: Where are the Women Leaders? (13-27) Miller, <i>Pay Gap is Because of Gender, Not Jobs</i>, NYT, April 24, 2014</p> <p><b>Skim:</b> The Shriver Report: A Woman's Nation Changes Everything: <a href="http://shriverreport.org/special-report/a-womans-nation-changes-everything/">http://shriverreport.org/special-report/a-womans-nation-changes-everything/</a> <a href="http://shriverreport.org/top-18-issues-challenging-women-today/">http://shriverreport.org/top-18-issues-challenging-women-today/</a> Center for American Women and Politics website: <a href="http://www.cawp.rutgers.edu/">www.cawp.rutgers.edu/</a></p>	GPS presentations (2)
Sep 21	<p><b>Is discrimination still a problem?</b></p>	<p><b>Watch:</b> Why We Have Too Few Women Leaders - Sheryl Sandberg (15 min) <a href="http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders">http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders</a></p> <p><b>Read:</b> Eagly &amp; Carli C 5, <i>Is Discrimination Still a Problem?</i> (67-82) Gay, <i>Bad Feminist</i>, 96-108</p> <p><b>Bonus (referenced in Bad Feminist):</b> Rosin, H. (2010). The End of Men. <i>The Atlantic</i>. <a href="https://www.theatlantic.com/magazine/archive/2010/07/the-end-of-men/308135/">https://www.theatlantic.com/magazine/archive/2010/07/the-end-of-men/308135/</a></p>	GPS presentations (2)  <b>Group integrative blog #3 due</b>
Sep 26	<p><b>Concrete walls, glass ceilings, and the labryrinths: Metaphors for women's leadership</b></p>	<p><b>Read:</b> Eagly &amp; Carli C 1: <i>Is There Still a Glass Ceiling?</i> (1-11) K&amp;R C15: Hewlett, "Off Ramps and On Ramps: Women's Non-Linear Career Paths" (407-428), in Kellerman and Rhode (2007), <i>Women and Leadership</i>. Bolton, E. (Winter, 2017). <i>Is the glass ceiling actually concrete?</i> <i>AAUW Magazine</i></p>	GPS presentations (2)

		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.	
Sep 28	<b>Formative and developmental influences</b>	<b>Watch:</b> Development of Gender Identity (2 min): <a href="https://www.youtube.com/watch?v=-VqsbvG40Ww">https://www.youtube.com/watch?v=-VqsbvG40Ww</a> <b>Read:</b> Eagly & Carli, C3, <i>Are Men Natural Leaders?</i> (29-48)  <i>Gay, Bad Feminist, pp. 109-127</i>	GPS presentations (2)  <b>Group integrative blog #4 due</b>
Oct 3	<b>Formative and developmental influences</b>	<b>Read:</b> Eagly & Carli, C4, <i>Do Family Responsibilities Hold Women Back?</i> (49-66)  <i>Gay, Bad Feminist, pp. 127-159 (note: readings discuss an act of sexual violence...and the futility of trigger warnings)</i>	GPS presentations (2)
Oct 5	<b>Formative and developmental influences</b>	Sandberg (2013). "Don't leave before you leave" (Chapter 7, 92-103), <i>Lean in: Women, work, and the will to lead</i> . Sandberg (2013). "Make your partner a real partner" (Chapter 8, 104-120), <i>Lean in: Women, work, and the will to lead</i> . Sandberg (2013). "The myth of doing it all" (Chapter 9, 121-139), <i>Lean in: Women, work, and the will to lead</i> . Cobble, Gordon, & Henry, "What 'Lean In' Leaves Out" ( <i>Chronicle of Higher Education</i> , 9/26/14, B4)	GPS presentations (2);  Form Class Presentation / Facilitation Groups  <b>EL Reflection paper #1 due</b>
Oct 10	<b>No class → go to your MONDAY classes</b>		

Oct 12	<p align="center"><b>Class meets at HARRIS THEATER for Fall for The Book: Janet Mock (required EL)</b></p> <p align="center">2:00 p.m. Harris Theater</p> <p>Janet Mock, <i>New York Times</i> bestselling author of <i>Redefining Realness</i>, TV host, speaker, and trans advocate will speak on navigating her twenties without a roadmap. Her newest memoir <i>Surpassing Certainty: What My Twenties Taught Me</i> traces her journey of becoming an adult: moving out, falling in and out of love, and working her way up in the magazine industry. Her work has appeared in publications such as <i>Marie Claire</i>, <i>The New Yorker</i>, and <i>Allure</i>.</p>		
Oct 17	<b>Intersectional identities</b>	<p>Hill Collins, <i>Toward a New Vision: Race, Class, &amp; Gender as Categories of Analysis and Connection</i> (457-462, Adams)</p> <p>Sanchez-Hucles &amp; Sanchez, "From Margin to Center: The Voices of Diverse Feminist Leaders" (209-227) in Chin, Lott, Rice, &amp; Sanchez-Hucles, <i>Women and Leadership: Transforming Visions and Diverse Voices</i>.</p> <p><i>What is social capital?</i> <a href="http://www.oecd.org/insights/37966934.pdf">http://www.oecd.org/insights/37966934.pdf</a></p> <p>Nathanson, M. <i>Privilege</i> (18-22) <a href="http://occupywallstreet.net/story/explaining-white-privilege-broke-white-person">http://occupywallstreet.net/story/explaining-white-privilege-broke-white-person</a></p>	<p>GPS presentations (2)</p> <p><b>Predecessor Instigator, Inheritor Paper interview PLAN due to BB</b></p>
Oct 19	<b>Intersectional identities</b>	<p><i>Voices</i> (240-247; 476-477, Adams)</p> <p><i>Gay, Bad Feminist</i>, pp. 160-169</p> <p>Patton, Haynes, &amp; Croom (2017). <i>Centering the Diverse Experiences of Black Women Undergraduates</i>.</p> <p>Miller, E. J. (2017). <i>Black Girls Rock: The Impact of Integration and Involvement on the Success of Black College Women</i></p> <p>Steinmetz, K. (March 27, 2017). <i>Infinite Identities</i>, <i>Time</i>, pp. 49-54.</p> <p>Romano, T. <i>Interview with Laverne Cox</i> (72-75)</p>	<p>GPS presentations (2)</p> <p><b>Group integrative blog #5 due</b></p>
Oct 24	<b>What difference does "difference" make? Do men and women lead differently?</b>	<p>Eagly &amp; Carli C8: "Do women lead differently from men?" (119-136)</p> <p>Meyerson &amp; Ely, "Using difference to make a difference" (Chapter 12, 129-143) in Rhode (2003), <i>The difference "difference" makes: Women and leadership</i>.</p> <p><i>Gay, Bad Feminist</i>, pp 170-204</p>	<p>GPS presentations (2)</p> <p><b>Janet Mock Reflection EL paper #2 due</b></p>
Oct 26	<b>What is the psychology of prejudice toward women leaders?</b>	<p>Eagly &amp; Carli C6, "What is the Psychology of Prejudice Toward Female Leaders?" (83-100), <i>Through the labyrinth: The truth about how women become leaders</i>.</p> <p>Drexler, "The Tyranny of the Queen Bee," <i>Wall Street Journal</i>, March 2, 2013</p>	<p><b>Group integrative blog #6 due</b></p>

		Tolentino, J., How empowerment became something for women to buy. <i>Time Magazine</i> , April 12, 2016	
Oct 31	<b>How do people resist women's leadership?</b>	Eagly & Carli C7, Do People Resist Women's Leadership? (101-118) Van Ogtrop, K. (2015). "Why ambition isn't working for women," 53-56. <i>Time Magazine</i> , Sept 28.  Implicit Association Test: <a href="https://implicit.harvard.edu/implicit/education.html">https://implicit.harvard.edu/implicit/education.html</a>  Bolton, E. (Spring 2016). The Science Behind Implicit Bias, <i>AAUW Magazine</i>	<b>Take Implicit Association Test (IAT) before class and come prepared to discuss results</b>
Nov 2	<b>What is the experience of women in the workplace and what role do organizations play?</b>	<b><u>Group 1: Women in the Workplace Presentation</u></b> <b><u>Read:</u></b> 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, Rice, & Sanchez-Hucles, <i>Women and Leadership: Transforming Visions and Diverse Voices</i> .  <b><u>Watch:</u></b> PBS Makers Season 2: Women in Business. <a href="http://www.makers.com/documentary/womeninpolitics">http://www.makers.com/documentary/womeninpolitics</a>	<b>Group 1: Women in the Workplace Class Facilitation</b>  <b>Group integrative blog #7 due</b>
Nov 7	<b>How is gender represented in the media? How does this representation shape social and cultural norms and attitudes?</b>	<b><u>Group 2: Women in the Media Presentation</u></b> <b><u>Watch:</u></b> <i>Miss Representation</i> (91 minutes)  PBS Makers Season 2: Women in Hollywood. <a href="http://www.makers.com/documentary/womeninhollywood">http://www.makers.com/documentary/womeninhollywood</a>  <b><u>Review:</u></b> <a href="http://bechdeltest.com/">http://bechdeltest.com/</a> <a href="http://www.womensmediacenter.com/">http://www.womensmediacenter.com/</a>  <b><u>Read:</u></b> <i>Gay, Bad Feminist</i> , pp. 207-253	<b>Group 2: Women in the Media Class Facilitation</b>

Nov 9	<b>What are women's experiences like across cultures and contexts?</b>	<p><b><u>Group 3: Women Across the Globe Presentation</u></b></p> <p><b>Read:</b> DePrince, <i>Feminism is as Feminism Does</i> (76-85)</p> <p><b>Review:</b> <a href="http://www.halftheskymovement.org/pages/film">http://www.halftheskymovement.org/pages/film</a></p> <p>U.S. Department of State Office of Global Women's Issues <a href="https://www.state.gov/s/gwi/">https://www.state.gov/s/gwi/</a></p> <p>United Nations UN Women <a href="http://www.unwomen.org/en">http://www.unwomen.org/en</a></p> <p>Oxfam – Gender Justice <a href="http://policy-practice.oxfam.org.uk/our-work/gender-justice">http://policy-practice.oxfam.org.uk/our-work/gender-justice</a></p>	<p><b>Group 3: Women Across the Globe Class Facilitation</b></p> <p><b>Group integrative blog #8 due</b></p>
Nov 14	<b>Strategies and tactics: What can we do to advance women in leadership?</b>	<p><b><u>Group 4: Women in Politics Presentation</u></b></p> <p><b>Skim:</b> Fox, <i>The Future of Women's Political Leadership</i> (K&amp;R C8, 251-270) Wilson, <i>It's Woman Time</i> (K&amp;R C9, 271-282) Mandel, <i>She's the Candidate: A Woman for President</i> (K&amp;R C10, 283-307)</p> <p><b>Watch:</b> PBS Makers Season 2: Women in Politics <a href="http://www.makers.com/documentary/womeninpolitics">http://www.makers.com/documentary/womeninpolitics</a></p> <p>Center for American Women in Politics: <a href="http://www.cawp.rutgers.edu/">http://www.cawp.rutgers.edu/</a></p> <p><b>Read:</b> <i>Gay, Bad Feminist</i>, pp 257-300</p>	<p><b>Group 4: Women in Politics Class Facilitation</b></p>
Nov 16	<b>Strategies and tactics: What can we do to advance women in leadership?</b>	<p><b><u>Group 5: Women and Activism Presentation</u></b></p> <p>Eagly &amp; Carli, C10, <i>How Do Some Women Find Their Way Through the Labyrinth?</i> (161-182)</p> <p><a href="https://www.buzzfeed.com/jinamoore/15-acts-of-womens-activism-that-are-changing-the-world?utm_term=.wxMeLPkVy#.mt1NojBXV">https://www.buzzfeed.com/jinamoore/15-acts-of-womens-activism-that-are-changing-the-world?utm_term=.wxMeLPkVy#.mt1NojBXV</a></p>	<p><b>Group 5: Women and Activism Class Facilitation</b></p> <p><b>Group integrative make-up blog #9 due if needed (up to TWO additional)</b></p>
<b>Nov 21 &amp; 23<sup>rd</sup> INTS 405 will not meet: Thanksgiving Break</b>			
Nov 28	<b>How are social change and women's liberation linked?</b>	<p>Love, <i>Developing a Liberatory Consciousness</i> (470-474, Adams)</p>	<p><b>Predecessor Instigator, Inheritor Paper Due</b></p>

Nov 30	<b>Looking forward – what does the future hold for women in leadership?</b>	Eagly & Carli, C11, How Good Are Women Leaders and What Does Their Future Hold? (183-199)  Steinem, <i>Revving Up for the Next 25 Years</i> (256-260, Adams)	<b>Group integrative make-up blog #10 due, if needed (up to TWO additional)</b>
Dec 5	<b>Looking forward – what does the future hold for women in leadership?</b>	<b>Finish:</b> Gay, <i>Bad Feminist</i> , pp. 303-318  Possible guest speakers – gender activists	
Dec 7	<b>Looking forward – what does the future hold for you?</b>	Course Wrap Up	<b>EL Reflection paper #3 due</b>
Thu Dec 14th			<b>Final Women and Leadership Project Due by 5pm</b>

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

Remember to check out Women & Gender Studies (WGST) [<http://wmst.gmu.edu/events>] or African and African American Studies (AAAS) [<http://aaas.gmu.edu/events>] for more information and ideas for other events. You are also welcome to propose events of your own.

#### **Fear2Freedom**

September 19, 2017

4:30 p.m. - 6:30p.m.

Dewberry Hall

Fear2Freedom is an internationally recognized organization that creates kits for victims of sexual assault and domestic violence. The organization partners with local hospitals and universities to create and pass out the events. This year Women and Gender Studies in collaboration with LEAD and the Student Support and Advocacy Center will be hosting an event for students to create these kits.

#### **Faculty Brownbag: Rachel Jones and Rose Cherubin**

September 27, 2017

12:00 p.m.

JC Room D

Rachel Jones and Rose Cherubin, Associate Professors of Philosophy will speak on their research interests. Come join us for light refreshments and excellent scholarship.

### **Take Back the Night**

October 3, 2017

7:00 p.m. - 10:00 p.m.

North Plaza

Rain Location: Patriot's Lounge

Take Back the Night is a nationally recognized march against domestic violence and sexual assault. It is one of the only events that the center has put on annually since its inception which makes it one of our signature events. This event gives students the opportunity to share their narratives as well as participate in the march. Pizza will be served.

### **Fall for the Book: Susan Bordo**

October 11, 2017

1:30 p.m. – 2:45 p.m.

Johnson Center George's

Susan Bordo, professor of Women and Gender Studies at the University of Kentucky discusses her book *The Destruction of Hillary Clinton*, in which she outlines this destruction in three key areas: gendered stereotypes and double standards, political forces, and media influence. The Forward wrote that her book “offers a clear analysis of how a candidate who received the overwhelming majority of the popular vote, did not win the presidency.”

### **Fall for The Book: Janet Mock [We will attend this event as a class, during class time]**

October 12, 2017

2:00 p.m.

Harris Theater

Janet Mock, *New York Times* bestselling author of *Redefining Realness*, TV host, speaker, and trans advocate will speak on navigating her twenties without a roadmap. Her newest memoir *Surpassing Certainty: What My Twenties Taught Me* traces her journey of becoming an adult: moving out, falling in and out of love, and working her way up in the magazine industry. Her work has appeared in publications such as *Marie Claire*, *The New Yorker*, and *Allure*.

### **Faculty Brown Bag: Earle Reybold and Erin Peters Burton**

October 18, 2017

12:00 p.m.

Thompson Hall Suite 2100, Dean's Boardroom (2004)

Earle Reybold, Professor of Qualitative Methods and Erin Peters Burton, Associate Professor of Science Education and Educational Psychology will speak on their current research projects. Come join us for light refreshments and excellent scholarship.

### **Pride is Classy**

October 25, 2017

2:00 p.m. - 5:00 pm.

Pride is Classy in an event sponsored by LGBTQ Resources and Women & Gender Studies where students can meet professors that teach courses around gender/sexuality and what courses are available to take on those topics in the Spring semester and Summer sessions. This iteration of the event we are expanding the resources category to include those who do not actively teach classes but who may identify as or work closely with LGBTQ+ identities.

**Leadership Mason Conference: Leading Social Change Through Student Activism**

October 21<sup>st</sup>

All day, Fairfax GMU Campus

For registration info (due by 10/13) see: <http://leadershipmason.onmason.com/>

**Fall 2017 Alumni Leadership Speaker Series**

November 14th

7:00pm-8:30pm

The LEAD Office (The Hub, Room 2400)

Join Mason alumni as they reflect upon post-graduation leadership challenges and the world of work.

**Fall 2017 LEAD Office Brown Bag Lunch Series** (bring your lunch and discuss compelling topics – see <http://lead.gmu.edu/leadership-programs/brown-bag-lunches/> for specifics)

Monday, September 25th from 12pm-1pm in the LEAD Office (The Hub, Room 2400)

Monday, October 30th from 12pm-1pm in the LEAD Office (The Hub, Room 2400)

Monday, December 4th from 12pm-1pm in the LEAD Office (The Hub, Room 2400)