Course Description: This interdisciplinary course explores the relationship and dynamic interactions of gender and leadership, exploring multiple influences in the context of various themes like culture, ethnicity, race, socioeconomic status, sexual orientation, and other issues. In response to the question “does gender impact leadership?,” this course examines facets of gender diversity in leadership, strategies for effective leadership in diverse communities, and influences of perceived gender roles.

Learning Objectives
Upon course completion, students will be able to
1. articulate concepts related to gender as a lens to interpret experience
2. describe historical milestones and contemporary social forces that influence concepts related to gender issues in leadership
3. describe theories, concepts, and approaches to leadership and how they relate to gender issues
4. describe strategies to respond to challenges with regard to gender diversity in leadership

Class Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in 2 Weekly Discussion Forums, 2 Replies</td>
<td>ongoing: 3 points each week Possible: 1 per post, .5 per reply</td>
<td>45</td>
<td>22.5%</td>
</tr>
<tr>
<td>Activity Assignments</td>
<td>ongoing: weeks 1, 4, 8, 12, 13 (5 points each)</td>
<td>25</td>
<td>12.5%</td>
</tr>
<tr>
<td>Learning Objectives Statement</td>
<td>week 2 - by Jan 31</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>week 6 - by Feb 28</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>week 10 - by April 3</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Learning Reflection Statement</td>
<td>week 15 May 8</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Gender &amp; Leadership: Final Paper</td>
<td>May 13</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

University Deadlines
• Deadline for dropping a course: January 24, 2016
• Last day to withdraw from a course: April 1, 2016
• Final examination week: May 7 – 13, 2016

Reading and Related Reviewing Assignments
Required readings are available through the Michael Schwartz Library on Electronic Course Reserves (ECR). Required “review” and “view” web sources include required online resources, videos, and related materials. All assigned reading, reviewing, and viewing should be completed prior to engaging in discussion posts, completing quizzes, or assignments. For assigned reviews and views, take notes as you would with readings, consider how they relate to weekly topics, and note questions, interests, and ideas you have in response. Optional Readings are also available on ECR. Instructor will use announcements for any changes to schedule, as well as to recommend additional readings and resources as topics of interest emerge.
Class Policies

Participation: Weekly participation is monitored and recorded. I expect initial posts and reply no later than Thursday. All posts and replies close Sunday night, each week. **Required weekly activity**: One post and one reply (a minimum of once) in each discussion forum. Your role in class is that of an active agent of learning, not passive recipient. Discussion forums are intended to facilitate discovery and stimulate thinking about leadership and gender issues. Participation grades for these forums will reflect preparedness, level, and vigor of your involvement. Respectful communication is central to the class learning environment as described below. Note: instructor will read and monitor all posts and replies, but will not respond /reply to each post individually.

Class Format: Online learning includes videos, activities, readings, and discussion forums to explore different perspectives on theoretical, behavioral, and social components of gender and leadership. Class activities will challenge conceptions about gender and leadership and encourage reflection.

Students with Special Needs: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

Academic Integrity: Learning requires the highest level of integrity. Students should be aware of College policies to address matters that compromise the processes of learning and trust in the learning community. College policies will govern any matters that arise about submissions of original work, citations from published or unpublished works; sharing of information during tests or quizzes; or other incidents that may be interpreted as academic misconduct. Plagiarism on any written work will result in a failing grade for assignment.

Grading: Students will receive a letter grade for all course requirements. Standard 90% scale. See below.

Learning Environment: Expect to encounter views, beliefs, values, and ideas distinct from your own. Our success as a class depends on our individual efforts to contribute, collaborate, participate, and learn from course materials with respectful dialogue that builds an environment of intellectual growth and creativity. Higher education creates space for individuals to learn and maximize their potential, and the classroom is a learning space free of discrimination and harassment based on gender, race, ethnicity age, religion, ability, ancestry, national origin, and sexual orientation consistent with applicable laws and University policy. Use consideration for all communications online as you would in person.

Written Work: Written work includes final, personal objectives statement, discussion posts, activities, and reflection paper, which contribute substantially to your grade. The clarity and cohesiveness of your written work is integral to successful completion of the course. A handout will outline options, details, and additional expectations for final paper.

High order concerns: written work should engage with theoretical issues, provide practical applications, and involve creative engagement with course topics. Written work provides the opportunity to express your reflections on readings, learning activities, and class discussions as you integrate the material with your experiences. Mechanics: all written assignments should be typed, Times New Roman 12 pt font; papers should be double spaced and use APA (American Psychological Association) format for citations and reference pages. All written work should be edited for proper mechanics (grammar, spelling). No late work will be accepted. Plagiarism on any written work will result in a failing grade for assignment. **Writing Assistance**: Students with difficulty writing may contact the Writing Center located in Rhodes Tower 124 for assistance.
### Tentative Class Schedule

**Week One**  **TOPIC: Historical Contexts: Gender, Social Identity, and Leadership**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Review</th>
</tr>
</thead>
</table>

**View 1:** Fannie Lou Hamer  **Review/View 2:** Shirley Chisholm, Unbought and Unbossed  **View 3:** Shirley Chisholm, Presidential Bid  
**DUE: ACTIVITY #1 DUE BY JANUARY 24**

**Week Two**  **TOPIC: Are Leadership Ideals Still Gendered?**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Review</th>
</tr>
</thead>
</table>

**View:** M. Kimmel: Gender Diversity is Good for Everyone  
**DUE: OBJECTIVES STATEMENT BY JANUARY 31**

**Week Three**  **TOPIC: Understanding Gender**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 1</td>
<td>Intersectionality, Essentialism,</td>
<td>J. Clarke, excerpt “Beyond Equality?” sections 1-3</td>
<td>K. Crenshaw: The State of Female Justice  <strong>View 2:</strong> What is Privilege?</td>
</tr>
</tbody>
</table>

**Week Four**  **TOPIC: Gendered Expectations and Effective Leadership- Applying Perspectives**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 8</td>
<td>Defining Leadership and Approaches: Understanding Self and Other, Gender Contexts</td>
<td>E. Barkhorn, “Are Successful Women Really Less Likable?”</td>
<td>S. Sandberg: Why We Have Too Few Women Leaders</td>
</tr>
</tbody>
</table>

**View:** Leadership Theories and Styles  
**DUE: ACTIVITY #2 DUE BY FEBRUARY 14**

**Week Five**  **TOPIC: Gendered Expectations and Effective Leadership-Applying Perspectives**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 15</td>
<td>Getting Beyond Comfort Zones</td>
<td>K. Kay and C. Shipman, “The Confidence Gap”</td>
<td>Quiet Leadership - S. Cain, the Power of Introverts</td>
</tr>
</tbody>
</table>

**Week Six**  **TOPIC: Women and Politics: Applying Perspectives**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 22</td>
<td>Personal and Political: Gender and Political Power</td>
<td>V. Cárdenas, “Why We Need a Political Leadership Pipeline for Women of Color,” CAWP</td>
<td>You Should Run for Office</td>
</tr>
</tbody>
</table>

**DUE: QUIZ 1 - February 28**

**Week Seven**  **TOPIC: Negotiation and Identities: Applying Perspectives**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 29</td>
<td>Navigating Leadership</td>
<td>Carbado et al., “Working Identity” excerpt section I-II</td>
<td>D. Kolb: Tips for Negotiating</td>
</tr>
</tbody>
</table>

**UST 455/ online / spring 2016**
Week Eight  TOPIC: Networking and Mentoring: Applying Perspectives  
March 7   Challenges: Leaders, Norms, and Networks  
Read: L. Guinier, “Of Gentlemen and Role Models”  
View 1: Modern Mentoring, K. Russel  
View 2: How to Get a Mentor, E. Ensher  
DUE: ACTIVITY #3 DUE BY MARCH 13  

SPRING RECESS March 13 - 20  

Week Nine  TOPIC: Getting Real - Applying Perspectives  
March 21   Navigating Authentic Leadership at the Intersections  
Read: S. Azziz, “Coercive Assimilation” sections I- III (pages 1-45)  

Week Ten  TOPIC: Transformational Leadership - Getting Inspired  
March 28    Gender, Leadership, and Narrative: Leveraging Change  
Read: M. Gladwell, “Six Degrees of Lois Weisberg”  
View 2: D. Kolb: Keys to Effective Negotiating for Women  
DUE: QUIZ 2 by April 1  

Week Eleven: TOPIC: Authentic Leadership - Changing the World  
April 4    Be Inspired to Inspire — Leader Vision: Making Connections, Making Sense  
Read: M. Ganz, “Why Stories Matter”  
Read: “How Stories Change the Brain”  
View: Extended Interview with Vandana Shiva and Jane Goodall  

Week Twelve TOPIC: Authentic Leadership - Emotional Intelligence, Leadership, and Inclusion  
April 11  Emotional Intelligence, Values Based Leadership  
Read: Tan, “Compassionate Leaders are Effective Leaders”  
View: Tan, Everyday Compassion at Google  
DUE: ACTIVITY #4 DUE BY APRIL 17  

Week Thirteen TOPIC: Authentic Leadership - Emotional Intelligence, Leadership, and Inclusion  
April 18  Emotional Intelligence, Values Based Leadership  
Read: D. Goleman, “Why Leaders Need a Triple Focus”  
View: EQ Video  
DUE: ACTIVITY #5 DUE BY APRIL 24  

Week Fourteen  TOPIC: Authentic Leadership - Emotional Intelligence, Leadership, and Inclusion  
April 25   Leadership and Inclusion: Everybody’s Business  
Review: Catalyst report, “Calling all White Men”  
Review: PEW social trends, “Women and Leadership”  

Week Fifteen  Reviewing Concepts  
May 2     Closing Reflections  
View: R. Torres, What it Takes to be a Great Leader  
DUE: Learning Reflection Statement by May 8  

May 13 Finals Week  DUE: Final Paper  

UST 455/ online / spring 2016
**Student Grading**

CSU uses the following letter grades with plusses and minuses. In the Levin College the letter grades follow this numeric scale:

- **A** = 94-100%
- **A-** = 90-93
- **B+** = 87-89
- **B** = 83-86
- **B-** = 80-82
- **C+** = 77-79 (there is no C+ grade for graduate students; **C** = 70-79 for grad students)
- **C** = 70-76 for undergraduates, 70-79 for grad students
- **D** = 60-69 (there is no D for graduate students)
- **F** = 59 and below for undergraduates, 69 and below for graduate students

**Grades of “I” and “X”**

- **X** - The grade of "X" can be assigned by the instructor when an attending/participating student has stopped attending/participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period. An "X" automatically becomes an F if not resolved by the last day of instruction of the following semester. An “X” also will be assigned by the University Registrar when no grade is submitted by an instructor.

- **I** - Incomplete. The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

An "I" grade can be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.