Syllabus for UST 455 Undergraduate: 3 credits
Instructor: E. Hogan, Ph.D., Lecturer

Maxine Goodman Levin College of Urban Affairs
online, office hours by appt.
Email: e.f.hogan@csuohio.edu

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.

This course may fill a General Education Social Diversity Requirement.

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 how gender issues relate to theories, concepts, and approaches to leadership
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>
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</thead>
<tbody>
<tr>
<td>Participation in Weekly Discussion Forum, (1 post, 1 Reply)</td>
<td>ongoing: 3 points each week Possible Points: Post -2, Reply -1</td>
<td>45</td>
<td>22.5%</td>
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<tr>
<td>Activity Assignments</td>
<td>ongoing: weeks 1, 4, 8, 12, 13 (5 points each)</td>
<td>25</td>
<td>12.5%</td>
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<tr>
<td>Learning Objectives Statement</td>
<td>week 2 - by Jan 27</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>week 6 - by Feb 24</td>
<td>20</td>
<td>10%</td>
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<tr>
<td>Quiz 2</td>
<td>week 10 - by March 31</td>
<td>20</td>
<td>10%</td>
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<tr>
<td>Learning Reflection Statement</td>
<td>week 15 - by May 5</td>
<td>20</td>
<td>10%</td>
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<tr>
<td>Gender &amp; Leadership: Final Paper</td>
<td>May 10</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>200</td>
<td>100%</td>
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University Deadlines
• Deadline for dropping a course: January 27, 2017
• Last day to withdraw from a course: March 31, 2017
• Final examination week: May 6 – 12, 2017

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 submitting assignments. For assigned website reviews and viewings, take notes as you would with readings, consider how they relate to weekly topics, and note questions, interests, and ideas you have in response to use in your discussions. 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. All forums close Friday night at 5pm, each week. **Required weekly activity:** One post and one reply (minimum) in discussion forum. Responses to discussion questions are expected to reflect attention to details of assigned readings and related personal insights, reflections, and comments. Participation grades reflect preparedness, level, and vigor of your involvement. Respectful communication is central to the class learning environment as described below. Discussion forums are intended to facilitate discovery and stimulate thinking about leadership and gender issues. **Note:** instructor will read and monitor all posts and replies, but will not reply to each post individually.

Class Format: This class is online; learning will include 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.

Plagiarism: Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one’s own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment. The penalties for plagiarism are found in full in the Student Handbook (Office of Student Life) under Academic Regulations (Policy on Academic Misconduct) at the following link: [https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf](https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf)

Grading: Students will receive a letter grade for all course requirements. 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 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, reflective engagement with course topics. Written work provides the opportunity to express your ideas on readings, learning activities, and class discussions as you integrate the material with your experiences. Mechanics: all written assignments should be typed and double spaced; use Times New Roman 12 pt font. Students should use the American Psychological Association (APA) format for citations and reference pages. Points will be deducted for mistakes in mechanics (grammar, spelling). No late work will be accepted. **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

Jan 14  Why Gender and Leadership? Introduction to Historical Contexts & Theories  
**Read:** “Living the Legacy: The Women’s Rights Movement 1848 - 1998”  
**Review:** National Women’s History Project, Detailed Timeline  
**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 20**

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

Jan 21  Where are the Leaders? Is there Still a Glass Ceiling?  
**Read:** Eagly & Carli, “Women and the Labyrinth of Leadership”  
**Review:** Catalyst, “Quick Take: Women in the United States”  
**Review:** CAWP- Center for American Women and Politics  
**View:** M. Kimmel: Gender Diversity is Good for Everyone  
**DUE: OBJECTIVES STATEMENT BY JANUARY 27**

### Week Three  TOPIC: Understanding Gender

Jan 28  Intersectionality, Essentialism,  
**Read:** J. Clarke, excerpt “Beyond Equality?” sections 1-3  
**View 1:** K. Crenshaw: The State of Female Justice  
**View 2:** What is Privilege?  

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

Feb 4  Defining Leadership and Approaches: Understanding Self and Other, Gender Contexts  
**Read:** E. Barkhorn, “Are Successful Women Really Less Likable?”  
**View:** S. Sandberg: Why We Have Too Few Women Leaders  
**Review:** Leadership Theories and Styles  
**DUE: ACTIVITY #2 DUE BY FEBRUARY 10**

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

Feb 11  Getting Beyond Comfort Zones  
**Read:** K. Kay and C. Shipman, “The Confidence Gap”  
**View:** Quiet Leadership - S. Cain, the Power of Introverts  

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

Feb 18  Personal and Political: Gender and Political Power  
**Read:** V. Cárdenas, “Why We Need a Political Leadership Pipeline for Women of Color,” CAWP  
**View 1:** V. Demings: Women and Leadership  
**View 2:** You Should Run for Office  
**DUE: QUIZ 1 - FEBRUARY 24**

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

Feb 25  Navigating Leadership  
**Read:** Carbado et al., “Working Identity” excerpt section I-II  
**View:** D. Kolb: Tips for Negotiating
Week Eight  TOPIC: Networking and Mentoring: Applying Perspectives
March 4  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 10

Week Nine  TOPIC: Getting Real - Applying Perspectives
March 11  Navigating Authentic Leadership at the Intersections
Read: S. Azziz, “Coercive Assimilation” sections I- III (pages 1-45)

SPRING RECESS March 12 - 18

Week Ten  TOPIC: Transformational Leadership - Getting Inspired
March 25  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 March 31

Week Eleven: TOPIC: Authentic Leadership - Changing the World
April 1  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 8  Emotional Intelligence, Values Based Leadership
Read: Tan, “Compassionate Leaders are Effective Leaders”
View: Tan, Everyday Compassion at Google
DUE: ACTIVITY #4 DUE BY APRIL 14

Week Thirteen TOPIC: Authentic Leadership - Emotional Intelligence, Leadership, and Inclusion
April 15  Emotional Intelligence, Values Based Leadership
Read: D. Goleman, “Why Leaders Need a Triple Focus”  View: EQ Video
DUE: ACTIVITY #5 DUE BY APRIL 21

Week Fourteen TOPIC: Authentic Leadership - Emotional Intelligence, Leadership, and Inclusion
April 22  Leadership and Inclusion: Everybody’s Business
Review: Catalyst report, “Calling all White Men”
Review: PEW social trends, “Women and Leadership”

Week Fifteen  Reviewing Concepts
April 29  Closing Reflections
View: R. Torres, What it Takes to be a Great Leader
DUE: Learning Reflection Statement by May 5

May 6 Finals Week  DUE: Final Paper
**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.