

Women and Leadership, Spring 2017

Graduate: WST 5936

1. Basic Information

Instructor: Asia A. Eaton, Ph.D.
Office & Office Hours: DM 208, by appointment
Email: aeaton@fiu.edu
Webpage: <http://faculty.fiu.edu/~aeaton/>

Class: CBC 140 Monday 11:00 PM – 1:45 PM

2. Course Description

Over the last 100 years, women have made tremendous strides in the ability to shape their destinies. Today women are represented in all sectors of society, at all levels of organizations, and they are taking on important leadership roles in these settings. Historically, however, women have had less access to leadership positions than men, first because of iron barriers and later because of the proverbial “glass ceiling.” This history continues to be an important aspect of life in organizations and for women in particular. This class will examine the personal, social, and structural dynamics that differentially affect women and men as leaders, particularly in terms of how they are viewed, how their contributions are evaluated, and what kinds of opportunities are available to them. Topics that will be addressed include how gender and leadership are constructed, the leadership styles of men and women, gender and leadership in the workplace, the political sphere, and the global community, the legal history of women in the workplace, and how women succeed as leaders.

3. Learning Objectives

1) The primary objective of this course is to begin to uncover and understand the unique challenges, constraints, and opportunities that face women today as they ascend to leadership positions in organizations. The issues have to do with the dynamics of power, authority, and influence, being different, managing multiple roles, and social expectations as they pertain to women. We will explore these topics by drawing on the experiences of women leaders from a variety of sectors and by bringing in important concepts and research insights from psychology, sociology, and business.

Methods for Assessing this Learning Objective: *Response Papers, Review Paper, Presentation, Class Participation*

2) A secondary objective of the course is to encourage students to think critically about the kinds of interpersonal, social, and cultural changes that are necessary to support women's advancement in positions of power and authority. From a feminist perspective, what kinds of education, strategies, practices, and policies are necessary to support current and prospective women leaders in the community, in the work domain, in academia, in politics, etc.?

Methods for Assessing this Learning Objective: *Response Papers, Class Participation, Presentation*

3. Course Materials

Required Course Books

- 1) Eagly, A. H., & Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard Business School Press.
- 2) Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed). Thousand Oaks, CA: Sage.

Additional Readings

All additional readings and documents will be found in a dropbox link to be shared with the class. Class updates or changes will be posted in the dropbox link and via email.

4. Assignments and Grades

Grades will be based on your Response Papers (30%), Class Participation (20%), your Review Paper (25%), and your Presentation (25%).

All written assignments (response papers and the review paper) are to be submitted to Turnitin.com using the following information: Class ID: 14282987, Enrollment password: WST5936

Response Papers = 30% of your final grade

1) There are 4 Response Papers assigned throughout the course. Each Response Paper is to be 2-pages, double-spaced, in Time New Roman 12-point font. In-text citations should be in APA format, but a formal references section at the end is not necessary. Response Papers are due at midnight on the Friday before the related class. In Response Papers, students must use class readings (especially relying on the readings assigned for that week) to answer a question posed by the professor for that particular paper. The question associated with each Response Paper can be found in the Detailed Course Outline here in the syllabus. Students may answer the question however they like, so long as they provide ample evidence from readings to build a logical, evidence-based case.

2) Late Response Papers will not be accepted. Luckily, you only need to turn in 3 Response Papers and only 3 will be graded. This policy is in place to allow forgiveness for accidents, emergencies, and other personal or professional issues that may prevent a student from completing a paper or doing his or her best on a paper. Response Papers are to be submitted via Turnitin.com

3) You can receive a maximum of 10 points for each Response Paper. In this paper you will need to efficiently answer the question posed for that paper using class readings, materials, and discussions. You can argue for any logical answer to the question posed so long as your answer is a) supported by course content (e.g., class readings and lectures), which you must cite, and b) considers the multiple potential answers to the question based on evidence from class. Response Papers should not include personal stories or opinions- only evidence-based analysis and logical commentary. You will receive a 0/10 for not turning in a paper on time, but you only need to complete 3 of 4 papers.

Class Participation = 20% of your final grade

Class participation, worth 20 points, includes class attendance and participation in discussion. High quality discussion participation will include all of the following elements:

1. Demonstration of having carefully and critically read all readings for that class session
2. Integration of ideas from previous classes with the content in that class session
3. Attention and responsiveness to other students' comments

4. Respect for others' viewpoints
5. Remarks that further the interrogation being pursued by the class
6. Trying out new ideas related to the materials at hand

Review Paper= 25% of your final grade

In the Review Paper you will take one of the key concepts or themes from class (e.g., the double bind, think manager-think male, tokenism, transformational leadership and gender, media images of women leaders, etc.) and perform a review of the psychological literature on that concept/theme from the last 5 years. This paper is worth 25 points, should be 10-12 pages double-spaced in APA format and is due Monday April 24th at midnight, to be turned into Turnitin.com. Additional details about the review paper will be shared in class.

Presentation= 25% of your final grade

- 1) During Weeks 9-14, grad students will be responsible for presenting the assigned readings for that day and for leading class discussion on those readings. Students will be asked to sign up for a presentation slot the second week of class.
- 2) If there are groups of students presenting (depending on how many students are enrolled in the class) all students in a group will receive the same grade for their presentation. Presentations are worth a total of 25 points.
- 3) In your presentation you will need to engage your fellow classmates with interesting questions, you will need to identify weaknesses and strengths in the readings, and you will need to make conceptual and theoretical links between the assigned readings for that week and class readings and discussions from previous weeks.
- 4) The presentation should last the entire class period. You may present in any format you like –with handouts, with PowerPoint slides, transparencies, by writing on the board, etc. A comprehensive rubric for your presentation grade will be provided.
- 5) In your presentation you are should cover, in the very least, the following points:
 1. What did the readings inquire about (i.e. the main question or theme)?
 2. What evidence is offered as an answer to their questions or in support of their claims?
 3. Is the evidence offered sufficient? What else might be useful to know? Could alternative accounts explain the results?
 4. How does the paper relate to other readings, concepts, and theories from this class?
 5. What do these readings suggest about how best to support women leaders moving forward?

Response Papers = 30 maximum points (for the best 3 paper scores) = 30 % of final grade

Class participation = 20 maximum points = 20% of your final grade

Review Paper = 25 maximum points = 25% of your final grade

Presentation = 25 maximum points = 25 % of your final grade

100 total points possible

- 90 or above = A range
- 80-89 = B range
- 70-79 = C range
- 60-69 = D range
- 59 and below = F

5. Absentee and Late Policy

To allow for minor emergencies and everyday mishaps, each student will be allowed to drop their lowest response paper grade. For those students who miss a class due to illness or a personal emergency, please be certain to get a doctor's note or some form of documentation so that your absence will not be factored into your discussion participation grade.

6. Scholarly Conduct and Academic Integrity

Scholarly Conduct: Students are expected to treat each other with respect and courtesy in order to create an environment that is conducive to learning. It should be noted that arriving in class late or leaving early is disruptive, and therefore strongly discouraged. Additionally, students should refrain from using electronic devices that disrupt class. These include making or receiving phone calls, text messaging, e-mailing, online chatting during class.

Academic Integrity: All University Policies regarding academic honesty will be strictly enforced. Cheating is defined as the "unauthorized use of books, notes, aids, or assistance from another person with respect to examinations, course assignments... examination papers or course materials, whether originally authorized or not" (FIU Student Handbook, p. 103-104). Plagiarism is included in the definition of cheating. Any student found cheating will receive an F on that assignment (and possibly an F for the course) and the incident will be reported to the appropriate Florida International University authorities. Any student who is confused about the definitions of cheating or plagiarism should consult: <http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm>

Specific Accommodations: Students who need accommodations for disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability or need information on eligibility and enrollment with the Disability Resource Center (DRC), refer to <http://drc.fiu.edu>. Please contact DRC before making an appointment with me.

Important note: I am committed to the success of each student in this course! If a problem is hindering your performance in this course, please contact me immediately. Please do not wait for the end of the term to have a conversation with me 😊

7. Short Course Outline

At the professor's discretion, it may be necessary to make changes to the class schedule.

Date	Topic	Reading and Assignment
Week 1: <u>Class 1</u> Monday, Jan 9 th	The Current Status of Women Leaders: Where are the Women?	<i>Book: Chapters 1 & 2 of Eagly & Carli (2007)</i>
Week 2: <u>No Class</u> Monday, Jan 16 th	MLK Jr. Holiday	MLK Jr. Holiday
Week 3: <u>Class 2</u> Monday, Jan 23 rd	The Concepts of Gender and Leadership in U.S. Culture	<i>Book: Chapter 1 in Northouse (2016)</i> <i>Web: Valian, Ch. 1 and 2 (1999)</i> <i>Carothers & Reis (2012)</i> <i>Haslam et al., Ch. 2 (2011)</i>
Week 4: <u>Class 3</u> Monday, Jan 30 th	Gender and Difference: Understanding and Evaluating Different Theoretical Positions	<i>Web: Bussey & Bandura (1999)</i> <i>Eagly & Wood (1999)</i> <i>Hyde (2005)</i> Response Paper 1 Due Friday Jan 27th at midnight
Week 5: <u>Class 4</u> Monday, Feb 6 th	Leadership and Traits	<i>Book: Chapter 3 of Eagly, & Carli (2007)</i> <i>Chapter 2 in Northouse (2016)</i> <i>Web: Judge et al. (2002)</i> <i>Costa et al. (2001)</i>
Week 6: <u>Class 5</u> Monday, Feb 13 th	Leadership and Style/Situation	<i>Book: Chapters 5, 8, & 9 in Northouse (2016)</i> <i>Chapter 8 of Eagly & Carli (2007)</i> <i>Web: Eagly & Johannesen-Schmidt, (2001)</i>
Week 7: <u>Class 6</u> Monday, Feb 20 th	Leadership Effectiveness	<i>Web: Luthans (1988)</i> <i>Kaiser et al. (2008)</i> <i>Eagly et al. (1995)</i> <i>Paustian-Underdahl et al. (2014)</i> Response Paper 2 Due Friday Feb 17th at midnight
Week 8: <u>Class 7</u> Monday, Feb 27 th	Evidence of Discrimination	<i>Book: Chapter 5 of Eagly & Carli (2007)</i> <i>Blau & Kahn (2007)</i> <i>Davison & Burke (2000)</i> <i>Kossek et al., (2017)</i>
Week 9: <u>Class 8</u> Monday, March 6 th	Nature of Discrimination	<i>Book: Chapter 6 & 7 of Eagly & Carli (2007)</i> <i>Web: Eagly & Karau (2002)</i> <i>Heilman (2001)</i> <i>Schein, V. E. (2001)</i>

		Grad presentation 1 Response Paper 3 Due Friday March 3rd at midnight
Week 10: <u>No Class</u> Monday, March 13 th	SPRING BREAK	SPRING BREAK
Week 11: <u>Class 9</u> Monday, March 20 th	Media Representations of Women Leaders	<i>Web: Simon & Hoyt (2013)</i> <i>Wilson (2004)</i> <i>Sherman & Zurbriggen (2014)</i> <i>Dunn-Jensen & Stroh (2007)</i> Grad presentation 2
Week 12: <u>Class 10</u> Monday, March 27 th	Gender and Household Responsibilities	<i>Book: Chapter 4 of Eagly & Carli (2007)</i> <i>Web: Cuddy et al. (2004)</i> <i>Biernat & Wortman (1991)</i> <i>Correll et al. (2007)</i> Grad presentation 3
Week 13: <u>Class 11</u> Monday, April 3 rd	Legal Issues and Gender in the Workplace	<i>Book: Chapter 9 in Eagly & Carli (2007)</i> <i>Web: Williams & Westfall (2006)</i> <i>Fiske et al. (1991)</i> <i>Leskinen & Cortina (2014)</i> Response Paper 4 Due Friday March 31st at midnight Grad presentation 4
Week 14: <u>Class 12</u> Monday, April 10 th	Challenges men face	<i>Web: Judge et al. (2012)</i> <i>Prime et al. (2009)</i> <i>Wayne & Cordeiro (2003)</i> <i>Bosak et al. (2016)</i> Grad presentation 5
Week 15: <u>Class 13</u> Monday, April 17 th	How do Women Find Their Way Through the Labyrinth?	<i>Book: Chapter 10 in Eagly & Carli (2007)</i> <i>Web: Greenhaus, & Powell (2006)</i> <i>Williams & Tiedens (2016)</i> <i>Bowles & Babcock (2013)</i>
Week 16: <u>No Class</u> Monday, April 24 th	FINALS WEEK	Review Paper Due, Monday April 24th at midnight

8. Detailed Course Outline

Week 1 (Jan 9th)

The Current Status of Women Leaders: Where are the Women?

Are we making progress toward gender equity and, if so, in what areas? Is there still a “glass ceiling”?

Book Readings:

Chapter 1 (“Is there still a glass ceiling?”) in Eagly & Carli (2007). *Through the labyrinth*.

Chapter 2 (“Where are the women leaders?”) in Eagly & Carli (2007). *Through the labyrinth*.

Week 2 (Jan 16th)

No Class- MLK Jr. Holiday

Week 3 (Jan 23rd)

The Concepts of Gender and Leadership in American Culture

Where do our ideas about gender come from? What are the cultural messages about gender roles and leader roles?

What is the current perspective on leadership research in psychology?

Book Readings:

1) Chapter 1 in Northouse, P. G. (2016)

Additional Required Readings (see dropdown link):

2) Carothers, B. J., & Reis, H. T. (2013). Men and women are from earth: Examining the latent structure of gender. *Journal of Personality and Social Psychology*, 104(2), 385-407.

3) Haslam, S. A., Reicher, S. D., & Platow, M. J. (2011). The current psychology of leadership. In S. A. Haslam, S. D. Reicher, & M. J. Platow (Eds), *The new psychology of leadership: Identity, influence, and power* (pp. 21-44) New York, NY: Psychology press.

4) Chapter 1 (“Gender schemas at work”) in Valian, V. (1999). *Why So Slow?*

5) Chapter 2 (“Gender begins -and continues- at home”) in Valian, V. (1999). *Why So Slow?*

Week 4 (Jan 30th)

Gender and Difference: Understanding and Evaluating Different Theoretical Positions

What are the major theoretical positions on gender and difference and what data supports each one? Are gender differences innate or socially constructed?

Book Readings:

None

Additional Required Readings (see dropdown link):

1) Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation, *Psychological Review*, 106, 676–713.

2) Eagly, A. H., & Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles, *American Psychologist*, 54, 408-423.

3) Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, 60, 581–592.

Assignment Due: Response Paper 1

Question for Response Paper 1: What are the implications of each of the positions about gender and difference that we read about for this week (social cog, evolution, social structural, and similarities)? What do they mean for men's and women's behaviors and leadership now and in the future?

Week 5 (February 6th)
Leadership and Traits

Are men natural leaders? What are the traits and characteristics required for effective leadership?

Book Readings:

- 1) Chapter 3 ("Are men natural leaders?") in Eagly & Carli (2007)
- 2) Chapter 2 in Northouse, P. G. (2016)

Additional Required Readings (see dropbox link):

- 3) Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology, 87*, 765–780.
- 4) Costa, P. T., Jr., Terracciano, A., & McCrae, R. R. (2001). Gender differences in personality traits across cultures: Robust and surprising findings. *Journal of Personality and Social Psychology, 81*, 322–331.

Week 6 (February 13th)
Leadership and Style/Situation

What situations, organizations, and cultures call for what kinds of leadership? Are good leaders born or can they be developed? How have our ideas about good leadership changed? Do men and women lead differently?

Book Readings:

- 1-3) Chapters 5, 8, and 9 in Northouse, P. G. (2016)
- 4) Chapter 8 ("Do women lead differently from men?") in Eagly & Carli (2007)

Additional Required Readings (see dropbox link):

- 5) Eagly, A. H., Johannesen-Schmidt, M. C. (2001). The leadership styles of women and men, *Journal of Social Issues, 57*(4), 781-797.

Week 7 (February 20th)
Leadership Effectiveness

Who leads well? What does it mean to lead well? How do people rate men and women leaders?

Book Readings:

None

Additional Required Readings (see dropbox link):

- 1) Luthans, F. (1988). Successful vs. effective real managers. *The Academy of Management Executive, 2*(2), 127-132.
- 2) Kaiser, R. B., Hogan, R., & Craig, S. B. (2008). Leadership and the fate of organizations. *American Psychologist, 63*(2), 96-110.
- 3) Eagly, A. H., Karau, S. J., & Makhijani, M. G. (1995). Gender and the effectiveness of leaders: A meta-analysis. *Psychological Bulletin, 117*, 125–145.
- 4) Paustian-Underdahl, S. C., Walker, L. S., & Woehr, D. J. (2014). Gender and perceptions of leadership effectiveness: A meta-analysis of contextual moderators. *Journal of Applied Psychology, 99*(6), 1129-45.

Assignment Due: Response Paper 2

Question for Response Paper 2: Do men and women lead differently? Are men and women differentially effective? Why or why not?

Week 8 (Feb 27th)

Evidence of Discrimination

Are men and women on equal footing in the workplace?

Book Readings:

1) Chapter 5 (“Is discrimination still a problem?”) in Eagly & Carli (2007)

Additional Required Readings (see dropbox link):

2) Blau, F. D., & Kahn, L. M. (2007). The gender pay gap: Have women gone as far as they can? *Academy of Management Perspectives*, 21, 7–23.

3) Davison, H. K., & Burke, M. J. (2000). Sex discrimination in simulated employment contexts: A meta-analytic investigation. *Journal of Vocational Behavior*, 56, 225–248.

4) Kossek, E. E., Su, R., & Wu, L. (2017). “Opting out” or “pushed out”? Integrating perspectives on women’s career equality for gender inclusion and interventions. *Journal of Management*, 43(1), 228–254.

Week 9 (March 6th)

Nature of Discrimination

What is the nature of prejudice towards women leaders?

Book Readings:

1) Chapter 6 (“What is the psychology of prejudice toward women leaders?”) in Eagly & Carli (2007)

2) Chapter 7 (“Do people resist women’s leadership?”) in Eagly and Carli (2007). *Through the Labyrinth*.

Additional Required Readings (see dropbox link):

3) Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109, 573–598.

4) Heilman, M. E. (2001). Description and prescription: How gender stereotypes prevent women’s ascent up the organizational ladder. *Journal of Social Issues*, 57, 657–674.

5) Schein, V. E. (2001). A global look at psychological barriers to women’s progress in management. *Journal of Social Issues*, 57, 675–688.

Assignment Due: Response Paper 3

Question for Response Paper 3: What is the basis for prejudice against women leaders? How does this prejudice manifest in perceptions, evaluations, and performance of women leaders?

Week 10 (March 13th)

No Class- SPRING BREAK

Week 11 (March 20th)

Media and Cultural Representations of Women Leaders

What are the representations of men and women political leaders in the media and popular culture and how do they differ? Does the media merely reflect cultural norms or does it create and sustain its own norms?

Book Readings:

None

Additional Required Readings (see dropbox link):

- 1) Simon, S., & Hoyt, C. L. (2012). Exploring the effect of media images on women's leadership self-perceptions and aspirations. *Group Processes & Intergroup Relations*, 16(2), 232-245.
- 2) Wilson, M. (2004). Authority (Chapter 3). In M. C. Wilson, *Closing the leadership gap: Why women can and must help run the world* (pp. 33-52). New York, NY: Penguin.
- 3) Dunn-Jensen, L. M., & Stroh, L. K. (2007). Myths in the media: How the news media portray women in the workforce (Chapter 1). In D. Bilimoria & S. K. Piderit, *Handbook on women in business and management* (pp. 13-33). Cheltenham, UK: MPG Books.
- 4) Sherman, A. M., & Zurbriggen, E. L. (2014). "Boys can be anything": Effect of barbie play on girls' career cognitions. *Sex Roles*, 70(5-6), 195-208.

Week 12 (March 27th)

Gender and Household Responsibilities

How do powerful women leaders combine work and family? What is the relationship between women's family responsibilities and their ability to take on leadership positions?

Book Readings:

- 1) Chapter 4 ("Do family responsibilities hold women back?") in Eagly and Carli (2007)

Additional Required Readings (see dropbox link):

- 2) Cuddy, A. J. C., Fiske, S. T., & Glick, P. (2004). When professionals become mothers, warmth doesn't cut the ice. *Journal of Social Issues*, 60, 701-18.
- 3) Biernat, M., & Wortman, C. B. (1991). Sharing of home responsibilities between professionally employed women and their husbands. *Journal of Personality and Social Psychology*, 60(6), 844-860.
- 4) Correll, S. J., Benard, S., & Paik, I. (2007). Getting a job: Is there a motherhood penalty? *American Journal of Sociology*, 112, 1297-1338.

Week 13 (April 3rd)

Legal Issues and Gender in the Workplace

Issues such as sexual harassment, discrimination based against mothers, family leave policies, discrimination in hiring and promotion and equal pay all have been addressed through legal channels. How effective are these policies and how broadly and consistently are they applied? What "informal" practices or policies have gender-specific effects?

Book Readings:

- 1) Chapter 9 ("Do organizations compromise women's leadership?") in Eagly and Carli (2007)

Additional Required Readings (see dropbox link):

- 2) Williams, J. C., & Westfall, E. S. (2006). Deconstructing the maternal wall: Strategies for vindicating the civil rights of careers in the workplace. *Duke Journal of Gender Law & Policy*, 13, 31-54.
- 3) Fiske, S. T., Bersoff, D. N., Borgida, E., Deaux, K., & Heilman, M. E. (1991). Social science research on trial: Use of sex stereotyping research in Price Waterhouse v. Hopkins. *American Psychologist*, 46, 1049-1060.

4) Leskinen, E. A., & Cortina, L. M. (2014). Dimensions of disrespect: Mapping and measuring gender harassment in organizations. *Psychology of Women Quarterly*, 38(1), 107-123.

Assignment Due: Response Paper 4

Question for Response Paper 4: In what ways do organizations compromise women's leadership? What can be done to mitigate this within organizations?

Week 14 (April 10th) **Challenges men face**

How do gender stereotypes and related work policies affect men's success at work and home?

Book Readings:

None

Additional Required Readings (see dropbox link):

- 1) Judge, T. A., Livingston, B. A., & Hurst, C. (2012). Do nice guys -- and gals -- really finish last? The joint effects of sex and agreeableness on income. *Journal of Personality and Social Psychology*, 102, 390-407.
- 2) Prime, J. L., Carter, N. M., & Welbourne, T. M. (2009). Women 'take care,' men 'take charge': Managers' stereotypic perceptions of women and men leaders. *The Psychologist-Manager Journal*, 12, 25-49.
- 3) Bosak, J., Kulich, C., Rudman, L., & Kinahan, M. (2016). Be an advocate for others, unless you are a man: Backlash against gender-atypical male job candidates. *Psychology of Men & Masculinity*, doi: 10.1037/men0000085
- 4) Wayne, J. H., & Cordeiro, B. L. (2003). Who is a good organizational citizen? Social perception of male and female employees who use family leave. *Sex Roles*, 49, 233-246.

Week 15 (April 17th)

How do Women Find Their Way Through the Labyrinth?

Despite obstacles that women leaders face, many are making their way to the top and leaving their mark in business, politics, and the community. How do these women navigate the challenges of being a woman and a leader successfully?

Book Readings:

- 1) Chapter 10 ("How Do Some Women Find their Way Through the Labyrinth?") in Eagly and Carli (2007)

Additional Required Readings (see dropbox link):

- 2) Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of Management Review*, 31, 72-92.
- 3) Williams, M. J., & Tiedens, L. Z. (2016). The subtle suspension of backlash: A meta-analysis of penalties for women's implicit and explicit dominance behavior. *Psychological Bulletin*, 142(2), 165-197.
- 4) Bowles, L., & Babcock, H. R. (2013). How can women escape the compensation negotiation dilemma? Relational accounts are one answer. *Psychology of Women Quarterly*, 37(1), 80-96.

Assignment Due: Review Paper Due, Monday April 24th at midnight