

# Women and Leadership

Graduate: WST 5936

## 1. Basic Information

---

Instructor: Asia A. Eaton, Ph.D.  
Office & Office Hours: DM 445A, 3:30-5:00 Mondays  
Email: aeaton@fiu.edu  
Webpage: <http://fiu.edu/~aeaton>

---

Class: GC 280      Wednesdays      5:00pm – 7:40pm

---

## 2. Course Description

Over the last 60 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. In this class, students will also explore their own leadership attributes and develop an understanding of who they are as leaders in the context of these theories

## 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:** *Grad Response Papers, Case Study Paper, Grad 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:** *Grad Response Papers, Class Participation, Grad 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) Hartman, M. S. (1999). *Talking leadership: Conversations with powerful women*. New Brunswick, NJ: Rutgers.
- 3) Valian, V. (1999). *Why So Slow?* Boston, MA: MIT Press.
- 4) Wilson, M. C. (2005). *Closing the leadership gap: Why women can and must help run the world*. NY, NY: Penguin Books.

#### Additional Readings

All additional readings and class documents can be found on the blackboard website for this class at: <http://online.fiu.edu/login>. Class updates or changes will be posted on blackboard, but lecture notes will not be made public.

### 4. Assignments and Grades

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

#### Grad Response Papers = 30% of your final grade

- 1) There are 4 Grad Response Papers assigned throughout the course. Each Response Paper is to be 2-pages, double-spaced, in Time New Roman 12-point font. Response Papers are due at the beginning of the Wednesday class for which they are assigned. In Response Papers, students must use class readings (especially relying on the readings assigned for that day) 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 (p. 7-11) and will be reiterated in class. Students may answer the question however they like, so long as they provide ample evidence from class readings to build a logical, evidence-based case.
- 2) Late Response Papers will not be accepted. Your worst Response Paper grade will be dropped, so only the best 3 of 4 possible paper scores will count towards your final grade. You may choose not to turn in one of the papers, or you may choose to turn in all 4 and have just your highest 3 grades count towards your final grade. 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 at Turnitin.com by 5:00pm on the due date and will be returned to you the following Wednesday.
- 3) You can receive a maximum of 10 points for each Response Paper. To score a 10/10 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 evidence from the class readings, 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 critical analysis and logical commentary. You will receive a 0/10 for not turning in a paper on time, but your worst paper grade will be dropped.

Class Participation = 20% of your final grade

Class participation 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

Case Study Paper = 25% of your final grade

The Case Study Paper is to be 6-pages, double-spaced, in Time New Roman 12-point font. In the Case Study Paper, students will choose one woman from the Talking Leadership book (Hartman, 1999) and discuss/analyze how that woman's characteristics and style relate to a leadership theory/approach. Please consider the following questions in your paper:

- What is her predominant style of leadership? Does she appear to have more than one style?
- How does her gender, race/ethnicity, or class appear to impact her leadership?
- Would you consider her a feminist? Why or why not?
- What was/is her vision and what was she able to accomplish through her and other's leadership?
- What does her story suggest about the kinds of practical solutions that need to be implemented to facilitate women's entry into and success in leadership positions?

Grad Presentation = 25% of your final grade

1) Week 11, Week 12, and Week 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) All students in a group will receive the same grade for their group presentation.

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 about 1 hour. Your group may present in any format you like –with handouts, with PowerPoint slides, transparencies, by writing on the board, etc.

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 and class lectures?
5. What do these readings suggest about how best to support women leaders moving forward?
6. Is this reading congruent with feminist philosophy, incongruent, or neither?

Grad 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  
Case Study Paper = 25 maximum points = 25% of your final grade  
Grad 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. For students who must miss a class due to a sporting event, your coach will need to write a note verifying the absence.

## 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 their 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 prior to making an appointment to see me. Students should contact me as soon as possible (and absolutely before the first exam).

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. Students will be notified via Blackboard and in class about any changes.*

Date	Topic	Reading and Assignment
Week 1: <u>Class 1</u> Wednesday, Jan 12 <sup>th</sup>	Introduction	
Week 2: <u>Class 2</u> Wednesday, Jan 19 <sup>th</sup>	The Concepts of "Gender" and "Leadership" in American Culture	<i>Book: Chapter 2 in Valian</i> <i>Web: Chapter 1 in Archer &amp; Lloyd; Chapter 1 in Northouse</i>
Week 3: <u>Class 3</u> Wednesday, Jan 26 <sup>th</sup>	The Current Status of Women Leaders	<i>Book: Chapter 1 in Valian; Chapters 1 &amp; 2 of Eagly, &amp; Carli</i> <i>Web: Hite (2007)</i> <b>Response Paper 1 Due</b>
Week 4: <u>Class 4</u> Wednesday, February 2 <sup>nd</sup>	Gender and Difference: Understanding and Evaluating Different Theoretical Positions	<i>Book: Chapters 3 and 4 in Valian;</i> <i>Web: Eagly &amp; Wood (1999); West &amp; Zimmerman (1991)</i>
Week 5: <u>Class 5</u> Wednesday, February 9 <sup>th</sup>	Leadership Theory	<i>Web: Chapters 2, 5, and 9 in Northouse</i> <b>Response Paper 2 Due</b>
Week 6: <u>Class 6</u> Wednesday, February 16 <sup>th</sup>	Gender and Leadership in the Workplace	<i>Book: Chapter 2 in Wilson; Chapter 7 in Valian</i> <i>Web: Ridgeway (2001)</i>
Week 7: <u>Class 7</u> Wednesday, February 23 <sup>rd</sup>	Gender and Leadership Styles	<i>Book: Chapter 1 in Wilson; Chapter 3 in Eagly &amp; Carli</i> <i>Web: Eagly &amp; Johannesen-Schmidt, (2001); Nelton (1991)</i> <b>Response Paper 3 Due</b>
Week 8: <u>Class 8</u> Wednesday, March 2 <sup>nd</sup>	Gender and Leadership in the Political Arena	<i>Book: Chapters 3 and 4 in Wilson</i> <i>Web: Chapter 9 &amp; 10 in Kellerman &amp; Rhode</i>
Week 9: <u>Class 9</u> Wednesday, March 9 <sup>th</sup>	Media Representations of Women Leaders	<i>Book: Chapter 7 in Wilson; Chapter 7 in Eagly &amp; Carli</i> <i>Web: Chapter 8 in Norris</i> <b>Case Study Paper Due</b>

Week 10: <u>BREAK</u> Wednesday, March 16 <sup>th</sup>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
Week 11: <u>Class 10</u> Wednesday, March 23 <sup>rd</sup>	Legal History of Gender Issues in the Workplace	<i>Book: Chapter 13 in Valian; Chapter 9 in Eagly &amp; Carli</i> <i>Web: Williams &amp; Westfall (2006); Fiske et al. (1991)</i> <b>Grad Presentation #1</b>
Week 12: <u>Class 11</u> Wednesday, March 30 <sup>th</sup>	Gender and Household Responsibilities	<i>Book: Chapter 5 in Wilson; Chapter 4 in Eagly &amp; Carli</i> <i>Web: Chapter 4 in Halpern &amp; Cheung; "The Opt-Out Myth" by Graff.</i> <b>Response Paper 4 Due</b> <b>Grad Presentation #2</b>
Week 13: <u>Class 12</u> Wednesday, April 6 <sup>th</sup>	Gender and Leadership in the Global Arena and Cross-Cultures	<i>Web: Chapter 7 in Halpern &amp; Cheung; Chin, (2009); Reading from Dr. Nafisa Halim</i>
Week 14: <u>Class 13</u> Wednesday, April 13 <sup>th</sup>	How do Women Find Their Way Through the Labyrinth?	<i>Book: Chapter 9 in Wilson; Chapter 10 in Eagly &amp; Carli</i> <i>Web: Chapter 15 in Kellerman &amp; Rhode</i> <b>Grad Presentation #3</b>
Week 15: <u>Class 14</u> Wednesday, April 20 <sup>th</sup>	Strategies to Facilitate Equity	<i>Book: Chapter 8 in Wilson; Chapter 14 in Valian</i> <i>Web: Myerson &amp; Fletcher (2000)</i>

## 8. Detailed Course Outline

### Week 1 (Wednesday, Jan 12th) Introduction

### Week 2 (Wednesday, Jan 19th)

#### **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? What are the cultural messages about Leadership? How have gendered messages, gender roles and gender-related issues affected the lives of each of us? How do messages about gender reflect issues related to power?*

#### Book Readings:

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

#### Additional Required Readings (see course website):

- 2) Chapter 1 (“Common sense beliefs and psychological research strategies”) from Archer, J. & Lloyd, B. (2002). *Sex and Gender*, 2<sup>nd</sup> Ed.
- 3) Chapter 1 in Northouse, P. G. (2007). *Leadership theory and practice*.

### Week 3 (Wednesday, Jan 26th)

#### **The Current Status of Women Leaders: How much progress have we made?**

*What is the current situation for women leaders? Are we making progress toward gender equity and, if so, in what areas? As a starting point, what are our own assumptions about and experiences with gender in the workplace? What are the various explanations for the current situation?*

#### Book Readings:

- 1) Chapter 1 (“Gender Schemas at Work”) in Valian, V. (1999). *Why So Slow?*
- 2) Chapters 1 & 2 (“Is there still a glass ceiling” and “Where are the women leaders”) in Eagly & Carli (2007). *Through the labyrinth: The truth about how women become leaders*.

#### Additional Required Readings (see course website):

3) Hite, L. M. (2007). Hispanic Women Managers and Professionals: Reflections on Life and Work. *Gender, Work & Organization*, 14, 20–36

#### **Assignment Due Today:** Response Paper 1

Question for Response Paper 1: What are the social and psychological barriers women in the U.S. face when it comes to acquiring positions of power and authority? How might these barriers differ among women of different backgrounds (race, age, sexuality, class, etc.)?

### Week 4 (Wednesday, February 2nd)

#### **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? What are the implications of various positions about gender and difference?*

Book Readings:

1) Chapters 3 and 4 (“Learning about gender” and “Biology and Behavior”) in Valian, V. (1999). *Why So Slow?*

Additional Required Readings (see course website):

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) Chapter 1 (“Doing gender”) by West, C. & Zimmerman, D. H. (1991). *The Social Construction of Gender*.

**Week 5 (Wednesday, February 9th)**

**Leadership Theory**

*Are there different types of effective leadership? What situations, organizations, and cultures call for what kinds of leadership? Are good leaders born or can they be developed?*

Additional Required Readings (see course website):

1) Chapters 2, 5, and 9 in Northouse, P. G. (2007). *Leadership theory and practice*.

**Assignment Due Today:** Response Paper 2

Question for Response Paper 2: Which of the styles and theories of leadership that you read about today seems most appropriate for the practice and development of leadership in the modern world and why?

**Week 6 (Wednesday, February 16th)**

**Gender and Leadership in the Workplace**

*Are women making progress in the workplace? What are the barriers to progress for women in the workplace?*

Book Readings:

1) Chapter 2 (“Barriers to leadership”) in Wilson, M. C. (2005). *Closing the leadership gap: Why women can and must help run the world*.

2) Chapter 7 (“Evaluating men and women”) in Valian, V. (1999). *Why So Slow?*

Additional Required Readings (see course website):

3) Ridgeway, C. (2001). Gender, Status, and Leadership. *Journal of Social Issues*, 57 (4), 63 –655.

**Week 7 (Wednesday, February 23rd)**

**Gender and Leadership Styles**

*Do men and women lead differently? Are men natural leaders? Why is it important to have women leaders?*

Book Readings:

1) Chapter 1 (“Why women matter”) in Wilson, M. C. (2005). *Closing the leadership gap: Why women can and must help run the world*.

2) Chapter 3 (“Are men natural leaders?”) in Eagly & Carli (2007). *Through the labyrinth: The truth about how women become leaders*.

Additional Required Readings (see course website):

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

4) Nelton, S. (1991). Men, Women & Leadership. *Nation's Business*. 79(5), 16-23.

**Assignment Due Today:** Response Paper 3

Question for Response Paper 3: Are there situations in which leadership by females is more appropriate or effective than leadership by males and vice versa? Should feminists support the idea of "female leadership" versus "male leadership" or not? What would be most conducive to women's advancement and why?

**Week 8 (Wednesday, March 2nd)**

**Gender and Leadership in the Political Arena**

*This week we will focus on the ways in which gender has played out in political elections. We will also examine how women have gained ground in the political arena and what barriers to political leadership women continue to face.*

Book Readings:

1) Chapter 3 and 4 ("Authority" and "Ambition") in Wilson, M. C. (2005). *Closing the leadership gap: Why women can and must help run the world.*

Additional Required Readings (see course website):

2) Chapter 9 & 10 ("Its woman time" and "She's the Candidate! A Woman for President") in Kellerman & Rhode (2007). *Women and Leadership: The state of play and strategies for change.*

**Week 9 (Wednesday, March 9th)**

**Media Representations of Women Leaders**

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

Book Readings:

1) Chapter 7 ("Culture") in Wilson, M. C. (2005). *Closing the leadership gap: Why women can and must help run the world.*

2) Chapter 7 ("Do people resist women's leadership") in Eagly & Carli (2007). *Through the labyrinth: The truth about how women become leaders.*

Additional Required Readings (see course website):

3) Norris, P. (1997) Women leaders worldwide: a splash of color in the photo op. In Norris, P. (ed.) *Women, Media, and Politics.*

**Assignment Due Today:** Case Study Paper

**Week 10 (Wednesday, March 16th)**

**SPRING BREAK**

### **Week 11 (Wednesday, March 23<sup>rd</sup>)**

#### **Legal History of Gender Issues in the Workplace**

*Legal policy and action has been critical to progress toward gender equity in the American 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. But is our work complete? How effective are these policies and how broadly and consistently are they applied? What are the "informal" practices or policies that have gender-specific effects?*

#### **Book Readings:**

- 1) Chapter 13 ("Affirmative action and the law") in Valian, V. (1999). *Why So Slow?*
- 2) Chapter 9 ("Do organizations compromise women's leadership?") in Eagly and Carli (2007). *Through the Labyrinth*.

#### **Additional Required Readings (see course website):**

- 3) 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.
- 4) 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

**Assignment Due Today:** Grad Presentation #1

### **Week 12 (Wednesday, March 30<sup>th</sup>)**

#### **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). *Through the Labyrinth*.
- 2) Chapter 5 ("Ability") in Wilson, M. C. (2005). *Closing the leadership gap: Why women can and must help run the world*.

#### **Additional Required Readings (see course website):**

- 3) Chapter 4 ("Happy homemaker, happy marriage") in Halpern & Cheung (2008). *Women at the Top*
- 4) "The Opt-Out Myth," in *Columbia Journalism Review*, by Graff.

**Assignments Due Today:** Response Paper 4; Grad Presentation #2

**Question for Response Paper 4:** How do family responsibilities limit women's ability or opportunity to lead? What can be done at the interpersonal, social, and cultural levels to help women with the challenge of balancing work and family?

### **Week 13 (Wednesday, April 6th)**

#### **Gender and Leadership in the Global Arena and Cross-Cultures**

*How are women leading outside the US and as global leaders? How should leaders evolve to meet the new standards and challenges of a changing world?*

Additional Required Readings (see course website):

- 1) Chapter 7 (“Culture counts: Leading as the world changes”) in Halpern & Cheung (2008). *Women at the Top*.
- 2) Chin, J. (2009). The dynamics of gender, race, and leadership. In Klein, R. H., Rice, C., & Schermer, V. L (Eds.). *Leadership in a Changing World: Dynamic perspectives on groups and their leaders*.
- 3) Reading from Dr. Nafisa Halim

### **Week 14 (Wednesday, April 13th)**

#### **How do Women Find Their Way Through the Labyrinth?**

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

Book Readings:

- 1) Chapters 9 (“Parting words: The voice of experience”) in Wilson, M. C. (2005). *Closing the leadership gap: Why women can and must help run the world*.
- 2) Chapter 10 (“How Do Some Women Find their Way Through the Labyrinth?”) in Eagly and Carli (2007). *Through the Labyrinth*.

Additional Required Readings (see course website):

- 3) Chapter 15 (“Off-Ramps and On-Ramps: Women’s Non-Linear Career Paths”) in Kellerman & Rhode (2007). *Women and Leadership: The state of play and strategies for change*.

**Assignment Due Today:** Grad Presentation #3

### **Week 15 (Wednesday, April 20th)**

#### **Strategies to Facilitate Equity**

*What would organizations look like if they didn’t reinforce gender inequalities; how do we get there; what role can/ should you play in changing your organization – from wherever you sit? What can we learn from change processes that have been tried? What are the potential far-reaching consequences of these changes, both good and bad?*

Book Readings:

- 1) Chapter 14 (“Remedies”) in Valian, V. (1999). *Why So Slow?*
- 2) Chapter 8 (“The Business of Transformation”) in Wilson, M. C. (2005). *Closing the leadership gap: Why women can and must help run the world*.

Additional Required Readings (see course website):

- 3) Myerson, D. E. & Fletcher, J. K. (2000). A Modest Manifesto for Shattering the Glass Ceiling from *Harvard Business Review*, (Jan/Feb), (pp. 127-136).