



global women's leadership development

Fall 2016
Thursdays, 2pm-5pm

Instructor: Dr. Tracy McLoone



Welcome!

This course considers vital women's and gender issues globally, nationally, and regionally, alongside leadership opportunities and practices.

We'll explore assumptions about gender, femininity, race, ethnicity, culture, sexuality, class, generation and other aspects of identity and community that inform ideas about leadership and who we identify as leaders.

We'll rethink leadership strategies and what it means to lead, and identify obstacles that have prevented women from playing equitable global leadership roles.

We'll consider avenues for encouraging diversity for visible policy leaders – and consider benefits and challenges of leadership diversity.

This course draws from sociology, social theory, anthropology, cultural studies, communication, political science, economics, arts, and history. We'll also examine policy papers, advocacy initiatives, news media and other sources of information and culture.

Organization

This course is organized into units. I encourage you to think beyond these topics and categories, draw from your own knowledge, interests and experience, and bring your ideas to our class:

UNIT 1/Foundations & Terms: Explore key texts and contexts to frame the terms of gender, leadership, power and authority for this course.

UNIT 2/Visibility & Difference: Analyze assumptions about gender, race, culture and the body that define individuals, communities, and institutions.

UNIT 3/Rights & Needs: Examine social and political determinations of what counts as a right, a need, or a privilege - and how these inform opportunity and policy.

UNIT 4/Learning & Earning: Identify global challenges and opportunities in education, work, and compensation that matter for paths to leadership.

UNIT 5/Opportunity & Action: Assess leadership methods, alternatives and practices; evaluate and develop practical strategies for social change.

Expectations

This course is conducted as seminar: expect to fully participate in discussions and assignments in each class meeting. Keep in mind that active, focused listening is as valuable a skill as informed commentary.

Texts listed for each class meeting are to be read/viewed before that day.

Site visits, guest speakers, and events will be announced in class and by email.

During class we will travel by Metro and walking, meeting practitioners in professional environments. Dress accordingly.

Our schedule is subject to change at the discretion of the instructor and considering speaker/site schedules.

Outcomes

Successful completion of this course anticipates the following outcomes:

- Articulating in writing and speech how politics, social and cultural norms, and institutions and rules affect individuals striving for and maintaining leadership positions.
- Increased awareness, through research and critical thinking, of how assumptions about gender and identity inform policy.
- Understanding values and challenges of diverse leadership through engagement with practitioners and discussion.
- Familiarity with key historical and theoretical perspectives in global women's and gender studies through reading, writing, and analysis.
- Practice in policy research and evaluation.
- Practice in professional writing and speaking.
- Knowledge of resources for leadership development and advocacy in DC & beyond.

SYLLABUS GUIDE

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schedule

Any changes will be announced by email and/or in class with as much forewarning as possible.

Key

[r] = an article or report that you will need to read.

[v] = a video or online media resource that you will need to view/watch or explore

All texts listed for each date should be read/viewed carefully in preparation for that day's class meeting. Bring texts to class (if a video/visual/Web, bring your notes).

If you have trouble with a link or a text, let the instructor know at least 48 hours before the class meeting for which you'll need to have read/viewed it.

See Bibliography (p. 4) for citations.

Unit 1 / Foundations & Terms

September 8

View: Adichie [r]
Read: Nochlin [r]
Site Visit/Guest Speaker: TBA

September 15

Read: Ortner [r]
Read: Rubin [r]
Read: Zeilinger [r]
Site Visit/Guest Speaker: TBA

September 22

Read: Mohanty [r]
View: Laura Liswood [r]
Site Visit/Guest Speaker: TBA

Unit 4 / Learning & Earning

October 27

View: *Girl Rising* [v]
Read: *Global Gender Gap Report 2015* [r]
Site Visit/Guest Speaker: TBA

November 3

Read: AAUW-*The Simple Truth* [r]
View: Sandberg [v]
Site Visit/Guest Speaker: TBA

November 10

Read: Ibarra, Ely & Kolb[r]
Read: Pew-Women & Leadership [r & v]
Site Visit/Guest Speaker: TBA

Unit 2 / Visibility & Difference

September 29

View: *Miss Representation* [v]
View: Presidential Debate 9/26 [v]
Read: Alcott [r]
Site Visit/Guest Speaker: TBA

October 6

View: *Good Hair* [v]
Read: Piper [r]
Site Visit: *Field Observation*

We'll need to rely on Metro for transportation to/from some sites and events. Metro is undergoing repair and frequently delayed or broken. Keep this in mind in planning your days to be on time for class and class outings. Sign up for MetroAlerts and always check for updates. Come to class with money already loaded on your SmartTrip card.

Some dates to keep in mind as you plan your semester (note that most assignments are due on Mondays):

Monday, Sept. 26: News Analysis due
Monday, Oct. 17: Observation Assignment due
Monday, Oct. 24: Topic Memo due
Monday, Nov. 14: Draft due
Thursday, Dec. 8: Class Presentations
Monday, Dec. 12: Final Written Proposal due

Unit 3 / Rights & Needs

October 13

Read: Fraser [r]
View: "Women & Girls Caught in Refugee Crisis" [v]
Site Visit/Guest Speaker: TBA

October 20

Read: CEDAW [r]
Read: Jain [r]
Site Visit/Guest Speaker: TBA

Unit 5 / Opportunity & Action

November 17

Read: Cantalupo [r]
Explore: *Vital Voices Women website* [v/r]

November 24

Thanksgiving - no class

December 1

View: *Half the Sky* - parts 1 & 2 [v]
Site Visit/Guest Speaker: TBA

December 8

Presentations

December 15

Texts & site visit/speakers TBD

assignments

Detailed instructions and guidelines for each assignment will be discussed during the semester.

Participation & Contribution (30 points)	Field Observation Assignment (15 points)
<ul style="list-style-type: none"> Arrive on time and ready to contribute to our course environment of scholarship and professionalism. Participate meaningfully in discussions, presentations, events & activities. Read/view texts for each class and be prepared to discuss and/or write about specific examples, ideas, and passages; ask informed questions; bring texts and notes to class. Listen carefully to peers and others; comment thoughtfully. Be informed about current events. Show respect for the ideas, beliefs, questions, efforts and time of your colleagues, guests, instructors, text authors, and others - regardless of whether you agree with them, like them, or not. <p>This assignment is ongoing through the semester</p>	<p>Students work in assigned teams for this assignment, which has 3 parts:</p> <ol style="list-style-type: none"> With your team spend time in a public place observing and taking <u>detailed field notes</u> on the individuals, interactions, situations, and surroundings, focusing on work performed <u>and</u> gender; race, class, age, and other aspects of identity you observe. This field observation will take place during class time. Create a Team Log that catalogs and codes all team data. Write a summary and analysis of the team's findings. <p>Field Notes due immediately following the observation. Team Log & Written Summary/Analysis due Monday, October 17</p>
News Analysis (10 points)	Policy Proposal Assignment (45 points)
<p>In a formal, written paper of 1,100 - 1,500 words, identify the connections you find between two texts, which must include one each of:</p> <ol style="list-style-type: none"> A relevant, original written-form news article first published after Sept. 1, 2016 <p>and</p> <ol style="list-style-type: none"> <u>One</u> of these class readings: Ortner, Rubin, or Mohanty. <p>Explain these connections using specific examples from both texts.</p> <p>Due Monday, September 26</p>	<p>Research, develop, write, and present an original, formal proposal for an initiative, program, or policy focused on women's leadership or gender diversity in global leadership. Students may work individually or in partnerships of 2 or 3 people. This is a multi-stage assignment. Major due dates include:</p> <p>Topic Memo-Monday, October 24 Draft-Monday, November 14; Status Update-Monday, November 28 Presentations-Thursday, December 8 in class Final Written Proposal-Monday, December 12</p>

course policies & standards

Grading and Evaluation

This course is graded on a standard scale, with 100 possible points (100-90=A; 89-80=B; 79-70=C; 69-60=D; 59 and below=F). Grades are determined by the instructor and awarded at the discretion of the instructor. The midterm evaluation is an estimate of your grade at that point in the semester.

Opportunities for extra credit may be announced in class or by email; extra credit is added to final points earned only upon completion of all regular course work.

Your work in this course is evaluated and graded according to the specific instructions and guidelines you'll receive for each assignment, as well as the standards in this syllabus. In general, points are awarded by these standards for each grade range:

- A. Goes beyond what is asked and meets or exceeds all requirements; demonstrates superior understanding of concepts and texts, and sophisticated, imaginative articulation of your own ideas; no obvious faults of organization, grammar, or mechanics.
- B. Demonstrates above average mastery of texts and concepts; clearly stated ideas, theses, and arguments; minimal errors of organization, grammar, and mechanics; meets requirements.
- C. Demonstrates merely adequate fulfillment of requirements, and/or problems in one or more of: statement of thesis or ideas, clarity, organization, grammar; mechanics, or attention to detail.
- D. Indicates: inadequate preparation, planning, or development; minimum effort and/or substantial problems in writing, organization of ideas, grammar/mechanics; failure to meet requirements.
- F. Unacceptable for college course; doesn't meet requirements; work is not your own/lacks attribution.

Assignments

Assignments are due as indicated on this syllabus and the assignment instructions that will be given to you in writing. If you have questions about an assignment, ask me before the due date!

Written assignments must include in-text citations and a References, Works Cited or Bibliography section in a consistent, standard style (e.g., MLA, APA). Style guide information is available at <http://owl.english.purdue.edu>, among other places.

Attendance

Attend class: our class is a community, and your contribution and participation are valued.

WII Policy: Students incurring more than two unexcused absences will have a drop in course grade by one grade for each additional absence. Excused absences include an internship-related event only if students have made arrangements with the faculty member ahead of time, or illness. Excused absences are at the discretion of the faculty member.

Course Policy: I don't differentiate unexcused and excused absences. Missing more than two class periods will mean a drop in points earned for Participation & Contribution. If you know ahead of time that you'll miss a class, let me know by email as far in advance as possible. If you miss a class due to illness or emergency, contact me as soon as you are able. If you want to make up assignments missed due to absence, contact me by email within one day of the missed class and I'll respond with a plan for you to do that.

Course Communication and Accommodation

Office hours [TBD], and by appointment. The best way to reach the instructor outside of class is email. You may also call and leave a voicemail at the number the instructor will provide.

Use one consistent email address for course communication. Check that address at least once daily for messages.

If you may need accommodations for a disability in order for you to fulfill the requirements of this course, please contact me as soon as possible to arrange a time to discuss this, and notify the appropriate WII staff member.

Required Texts

Read and view all texts listed for a class date in advance of that class meeting. For a complete list of required texts see the Course Bibliography on p. 4 of this syllabus. You'll need internet access and a screen/monitor at least the size of a standard tablet device to view/read many texts for this course. Required texts include:

- Articles (print and/or accessible online) and digital/electronic texts that are freely available online.
- Access to our course Google Drive folder; you don't need to have a Gmail account to view folder documents, but if you prefer to use a Gmail address rather than your school or other email address, let me know.
- Films you'll need to rent on your own via streaming video sources (e.g., Netflix, Amazon Video, iTunes). Some are available as DVDs you can borrow from me if you plan ahead. Watching with your classmates is encouraged!
- Daily reading of an original news source with substantial international coverage (e.g., New York Times, Washington Post, Wall Street Journal, LA Times, BBC News, Canadian Broadcasting Corp., Al Jazeera).

Academic and Professional Integrity

Don't plagiarize. Plagiarism on any assignment is grounds for failure of the assignment and the entire course. Briefly: plagiarism is using the work of others without attribution or citation, including but not limited to words, phrases, concepts and theories, ideas, data, and images. When in doubt, cite the source. For information on avoiding plagiarism: <http://www.academicintegrity.org/icai/assets/avoidingplagiarism.pdf>

All work for this course must be yours alone, completed by you alone, and done for this course alone.

Class Cancellation and Weather Policies

If the WII office is closed due to weather, class will not meet; call the WII office to confirm weather-related cancellation. In the event the instructor must cancel a class for any reason, students will be notified via email and/or text message.

If a class meeting is canceled due to weather or another reason, students are expected to complete a brief assignment based on that day's texts. I'll send this assignment by email by 1pm that day; it will be due by the next day via email.

Course Bibliography

Required texts for this course, in alphabetical order.

See schedule for dates.

If you have trouble accessing a text, contact the instructor at least 48 hours before the class listed for that text:

American Association of University Women (AAUW). *The Simple Truth About the Gender Pay Gap*. American Assn. of University Women, 2016. www.aauw.org/research/the-simple-truth-about-the-gender-pay-gap/

Adichie, Chimimanda Ngozi. "The Danger of a Single Story." TED.com. TED Conferences, Jul. 2009. 3 Jan. 2016.

Alcoff, Linda Martin. Preface & Introduction. *Visible Identities: Race, Gender, and the Self*, by Alcoff. Oxford University, 2006, pp.vii-14.

Cantalupo, Nancy Chi. "Using Law and Education to Make Human Rights Real in Women's Real Lives." *Confronting Global Gender Justice: Women's Lives, Human Rights*, edited by D. Bergoffen, P. Gilbert, T. Harvey & C. McNeely. Routledge, 2011, pp.200-212.

Fraser, Nancy. "Women, Welfare and the Politics of Need Interpretation." *Hypatia*, vol. 2, 1987, pp.103-121.

Girl Rising. Directed by Richard E. Robbins. The Documentary Group, 2013.

Good Hair. Directed by Chris Rock. HBO Films, 2009.

Half the Sky. Directed by Maro Chermayoff. Show of Force, 2012.

Ibarra, Herminia, Ely, Robin J., & Kolb, Deborah M. "Women Rising: The Unseen Barriers." *Harvard Business Review*. September 2013, hbr.org/2013/09/women-rising-the-unseen-barriers

Jain, Devaki. "The Evolution of Ideas." *Women & Girls Rising: Progress & Resistance around the World*, edited by E. Chesler & T. McGovern. Routledge, 2016, pp.89-102.

"Laura Liswood: The Loudest Duck." *YouTube*, uploaded 19 February, 2015, youtu.be/dLavqCWkuA4

Miss Representation. Produced & directed by Jennifer Siebel Newsom. Ro*co, 2011.

Mohanty, Chandra T. "Under Western Eyes: Feminist Scholarship & Colonial Discourses." *Feminist Review*, no. 30, 1988, pp.61-88.

Nochlin, Linda. "Why Have There Been No Great Women Artists?" 1971. *ARTNews*, 30 May, 2015. www.artnews.com/2015/05/30/why-have-there-been-no-great-women-artists/

Ortner, Sherry. "Is Female to Male As Nature Is to Culture?" *Women, Culture & Society*, edited by M. Rosaldo & L. Lamphere. Stanford, 1974, pp.68-87.

Pew Research Center. *Women and Leadership: Public Says Women Are Equally Qualified, But Barriers Persist*. Pew Research Center, 2015, www.pewsocialtrends.org/2015/01/14/women-and-leadership/

Piper, Adrian. "Passing for White, Passing for Black." 1991. *Adrian Piper Research Archive*, 2009. www.adrianpiper.com/docs/Passing.pdf

Rubin, Gayle. "The Traffic in Women: Notes on the 'Political Economy' of Sex." *Toward An Anthropology of Women*, edited by Raina R. Reiter, *Monthly Review*, 1975, pp.157-210.

Sandberg, Sheryl. "Why We Have Too Few Women Leaders." TED.com. TED Conferences, Dec. 2010. 1 Aug. 2016.

United Nations. CEDAW - Convention on the Elimination of All Forms of Discrimination against Women. United Nations, 18 Dec. 1979. [o]

Vital Voices Women. Vital Voices Global Partnership, 2010, www.vitalvoices.org/vital-voices-women

"Women and Girls Caught in Refugee Crisis Lack Protection. PBS NewsHour. PBS, 21 Jan. 2016. www.pbs.org/newshour/bb/women-and-girls-caught-in-refugee-crisis-lack-protection/

World Economic Forum. *Global Gender Gap Report 2015*. World Economic Forum, 2015. 8 Jan. 2016, reports.weforum.org/global-gender-gap-report-2015/

Zelinger, Julie. "Why Millennial Women Do Not Want to Lead." *Forbes*, 16 July, 2012, www.forbes.com/sites/deniserestauri/2012/07/16/why-millennial-women-do-not-want-to-lead/

Additional Resources

Resources for study, research and exploration, and taking advantage of the DC area:

The Library of Congress Reading Room and collections are open to you as a student and scholar. For information on how to get your Reader ID Card, see the LOC Web site.

Your home university library will have many resources available online and through the school's library databases. Contact your home school librarians with questions about finding and using these resources. Some schools may have the required films for this course available to stream using your own institutional access.

Local university libraries (Georgetown U. George Washington U., American U., Howard U., George Mason University's Arlington campus) may allow you to use their libraries with a valid ID. Public libraries might be a good resource for materials and research as well; the city of Washington, DC, and Arlington County (VA) have public library systems with several branches.

There are many places to visit that are relevant to this course. Many are free, or free to students, while some have entry fees. Many sites and buildings have rules about what you can and can't

bring in - sometimes including water bottles. Always check Web sites for hours, fees, and restrictions.

Clara Barton National Historic Site (Glen Echo, MD)
Daughters of the American Revolution (DAR)
George Washington's Mount Vernon
Hillwood Estate & Gardens
Mary McLeod Bethune Council House
National Geographic Museum
National Museum of Women in the Arts
National Portrait Gallery/Museum of American Art
Newseum
Supreme Court of the United States
U.S. Capitol - Visitor's Center
Vietnam Women's Memorial
Women in Military Service for America Memorial @ Arlington Natl. Cemetery

Many organizations advocate for and conduct research on issues relevant to women, international policy, and/or leadership. Below are just a few. Some have a DC presence and hold events you might attend. Most have Web sites with a wealth of information to support your research for this course:

Alliance for International Women's Rights
Alliance for Women in Media
American Association of University Women
Center for Women Policy Studies
Geena Davis Institute on Gender and Media
Girl Scouts
Girl Up!
Girls Incorporated
Global Fund for Women
Guttmacher Institute
Institute for Women's Policy Research
League of Women Voters
Ms. Foundation for Women
National Women's Studies Association
National Congress of Black Women
National Organization for Women
National Women's History Project
National Women's Law Center
No Ceilings: The Full Participation Project
ProMujer
Public Leadership Education Network
Women in Technology
Women Leaders in Global Health
Woodrow Wilson International Center for Scholars
UN Women

This is certainly not an exhaustive list of resources. Add your own ideas!