Course Description
This course explores key issues facing women around the world and in the U.S. as we move through the 21st century. This course considers the ways that gender and leadership are informed by policies and by practices. Whether considering critical issues such as women’s health, universal legal and human rights, or economic entrepreneurship, you will have the chance to critically assess case studies in this intensive core course. Through professional and academic experience, you will consider: how to develop more opportunities for women around the world to lead in politics, the nonprofit world, and the business world; and the value of gender diversity in local, national and global contexts.

Course Objectives
These are broad areas of learning we are striving toward this semester:
- Understanding political dynamics, social and cultural norms, and institutions and rules that affect women striving for and maintaining leadership positions
- Understanding benefits and challenges of leadership development and diversity
- Awareness of the functions of gender and identity across professional, personal, and political spheres
- Familiarity with historical and theoretical perspectives in global women’s and gender studies
- Knowledge of resources for leadership and advocacy in DC and beyond

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

Unit 1 – Foundations: Establish a framework for discussing gender and leadership.
Unit 2 - Identities: Consider how we define and categorize individuals, communities, and institutions.

Unit 3 - Opportunities: Explore rights, needs and privileges – and how these inform policy and practice and the choices, challenges and opportunities along paths to leadership.

Unit 4 - Action: Evaluate and practice leadership methods and strategies; envision and plan a solution to a problem of global women's leadership and/or gender diversity in leadership.

What to Expect – A Few Guidelines
This course is conducted as seminar; expect to fully participate in discussions and assignments. Keep in mind that active listening is as valuable a skill to practice as informed comment.

Site visits, speakers and events will be announced as far in advance as possible. The schedule is subject to change depending on site and speaker availability. To be up to date, check email daily and always before leaving for class on Thursdays.

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

The course website is limited to the students in this course. You'll receive login information after the first class meeting. It has a regularly updated calendar, some texts, assignment instructions and other resources.

Learning Outcomes
Successful completion of this course anticipates your achievement of these outcomes:

1. Recognize how assumptions about gender and identity inform policy using examples from history, current affairs, and everyday life.
2. Articulate, in writing and speech, how politics, social and cultural norms, and institutions and rules affect individuals striving for and maintaining leadership positions.
3. Describe key historical and theoretical perspectives in global women's and gender studies.
4. Compare and assess leadership methods and practices.
5. Conduct qualitative research.
6. Shepherd a project from idea stage to viable plan of action.
7. Recognize and apply standards of professional writing and communication.
8. Identify, evaluate, and responsibly use sources for scholarship and professional development.
Course Requirements

Participation and Engagement (35% of grade)
Includes: attendance and participation in class meetings and class activities, assignments and events; engagement with texts and topics; contribution to environment of scholarship and professionalism; timeliness and preparedness; and respect for the time, effort and views of others. Value: 70 points

Goals and Interests Narrative (10% of grade)
Confirmation that you understand the terms of the syllabus and the course, and a written narrative about your interests and your goals for this course. Value: 20 points.

Field Observation Assignment (10% of grade)
As part of a research team, conduct a brief field observation taking field notes on factors of identity and work, create a data set, and summarize findings. Value: 20 points.

Proposal Assignment (45% of grade)
In partnerships of 2 or 3 people you will research, develop, write and present a proposal for an original program, initiative or technology to benefit women’s leadership development or gender diversity in global leadership. This is a multi-stage assignment with 3 graded components: planning and development; oral presentation and feedback; and the written proposal. Value: 90 points.

Required Texts & Resources
This course draws on a variety of texts. By “text” I mean any type of source or medium we examine in the service of learning – so, a text could be a movie, a scholarly article, a policy paper, a data portal, and so on. The Course Schedule has the texts to read/view for each class meeting; all texts are required.

For this course you will need:

- For outside of class time, regular Internet access and a screen at least the size of a standard tablet (a smartphone screen is too small to adequately engage with some texts)
- Access to the course website.
- 2 feature films you'll need to find and view on your own and for which you may need to pay a fee to stream/view (no more than $15 total): The Fits (2015) and Pussy Riot: A Punk Prayer (2013)
- Print articles provided as handouts at the beginning of the semester
- Daily reading of an original news periodical with substantial international coverage (e.g., New York Times, Washington Post, Canadian Broadcasting Corp., BBC, The Guardian, etc.).
- Pen or pencil and paper to use in class
Course Policies

Disability Accommodation and Inclusion
This course should be accessible to all who want to participate. If you may need accommodations to fulfill requirements or meet expectations for this course, including transportation to site visits, please let me know in advance.

Academic & Professional Integrity
Be honest and take care with your work. Don’t plagiarize. Plagiarism in any assignment is grounds for failure of the assignment and the course. Briefly: plagiarism is using the work of others without attribution or citation, including but not limited to words, phrases, concepts, theories, ideas, data and images. When in doubt, cite the source. For help see: writingcommons.org/chapters/evidence-documentation/avoiding-plagiarism/1314-avoiding-plagiarism-a-checklist-for-student-writers. The work you submit for this course as an individual or as your part of a group effort must be yours alone, completed by you, and done for this course alone. If there is a dispute regarding an act of academic dishonesty, the Washington Internship Institute will convene a meeting, chaired by the President, to hear all sides of the matter and then make the final decision about action to be taken.

Assignment Policies
Due to this course’s experiential and collaborative nature, all students should complete all assignments. Assignments will be discussed in class and you’ll receive detailed written instructions that will include:
- Overview: the assignment’s nature, purpose and objectives.
- Requirements: what is required for your work to be complete, including due dates.
- Guidelines: recommended practices and resources for making the best of the assignment.
- Evaluation Criteria: what is considered in evaluating and grading work for the assignment.

Written assignments should be in a standard 10-12 point font, follow a style guide (MLA, APA, etc.), have in-text citations, and have a Works Cited or References section at the end with full bibliographic information for each source. The Purdue OWL is a good resource: http://owl.english.purdue.edu/.

Extra Credit: opportunities to earn extra credit will be announced in class or by email; extra credit points are added to your final grade only if you have completed all required course work.

Grading and Evaluation
Washington Internship Institute Grade Scale

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>65-66</td>
<td>1.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>below 65</td>
<td>0.0</td>
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Course Grading Standards: Grades are determined by the instructor and awarded at the discretion of the instructor. General standards for each grade range are:

A: goes beyond what is asked and meets or exceeds all requirements; shows superior understanding of concepts and texts, attention to guidelines, and sophisticated, imaginative articulation of your own ideas; and no obvious faults of organization, grammar or mechanics.

B: shows above average mastery of texts and concepts; has a clearly stated thesis, logical organization, and minimal errors of organization, grammar, mechanics; meets requirements and follows guidelines.

C: merely adequately fulfills requirements; problems with statement of thesis, clarity, organization or grammar/mechanics; substantial careless errors indicating lack of attention to detail or guidelines.

D: demonstrates inadequate preparation, planning or development; minimum effort; substantial problems in writing, organization, grammar or mechanics; or fails to meet requirements.

F: unacceptable for a college course; does not meet requirements; is not your own or lacks attribution.

Midterm Evaluation: The Midterm Evaluation is an estimate of your grade at that point in the semester. Students receiving an evaluation of C or below should meet with the instructor within one week.

Attendance
Washington Internship Institute policy: The courses offered through WII are integral to the academic internship program. Further, these courses often feature site visits or guest speakers--one-of-a-kind opportunities that benefit students enormously. Since course meetings are only once a week, missing a course meeting has deleterious effects on the student’s progress and access to these opportunities. Therefore, attendance in class is mandatory. However, to accommodate the unexpected as well as the student’s internship experience, two excused absences are allowed. Excused absences include absence due to illness, emergency, or a mandatory event connected to their internship. Absences are only considered excused if the faculty member is notified by the student in advance or by the end of the scheduled class meeting time. Faculty determine the penalty to the student’s grade if there are more than two excused absences or any unexcused absences.

Course policy: In addition to the WII policy, the policy for this course defines absence as missing an entire class or a significant portion (30% or more) of a class meeting or activity. Any absence, excused or unexcused, results in a loss of Participation & Engagement points (see assignment instructions for details). Three or more absences is grounds for failing the course. If you miss a class, arrive late or leave early, it is your responsibility to find out what happened and make up any work. If you are facing a serious illness or circumstances beyond your control making it impossible for you to attend, contact the WII staff and let me know.

Class Cancellation
If the WII office is closed due to weather - or class canceled for any other reason - you are required to complete an out-of-class assignment as Participation & Engagement for that week. I’ll send instructions by email by 10am that day; it is
your responsibility to submit work on time. The WII office generally follows the policy of the federal government for weather-related closure; in case of inclement weather, call (202) 833-8580 after 6:45am and listen to the voice mail recording to find out if the office is open.

**Use of Computers & Other Devices**
The use of computers (and tablets, smartphones, etc.) is permitted during regular class discussions for note-taking and some activities; these are not permitted when we host speakers or visit organizations. Audio or video recording of course meetings is not permitted without explicit consent of all present.

**Course Schedule**
This schedule has course meeting dates and texts, major due dates, and class activities as far as they are known. Full information on texts is on the course website Bibliography page. Let me know at least 2 days before class if you’re having trouble finding a text. This schedule is subject to change; you’ll be informed of any changes by email and in class with as much notice as possible.

**Key to texts:** o=freely available online  h=handout  cw=course website  f=film to find on your own

<table>
<thead>
<tr>
<th>Unit 1: Foundations</th>
<th>Topics/Texts/Assignments</th>
<th>Class Activities &amp; Events</th>
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</table>
| **Thursday, September 6** | Introductions  
  • Read: Nochlin, “Why Are There No Great Women Artists?” (o)  
  • Listen: Henn, “When Women Stopped Coding” (o) | Site visit: Natl. Gallery of Art |
| **Sunday, September 9** | DUE: Goals & Interests Assignment | |
| **Thursday, September 13** | Sex/Gender Systems  
  • Read: Rubin, “The Traffic in Women” (h)  
  • Watch: Where does the Nuclear Family Come From? (o) | Class activities to be announced (TBA) |
| **Thursday, September 20** | Reading Words & Numbers  
  • Watch: Rosling, How Not to be Ignorant about the World (o)  
  • Explore: Understanding Race – Lived Experience (o)  
  • Read: Rothman, “What is Leadership Anyway?” (cw) | Practice in field research |
<p>| <strong>Sunday, September 23</strong> | DUE: Field Assignment | |</p>
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<tr>
<th><strong>Unit 2: Identities</strong></th>
<th><strong>Topics/Texts/Assignments</strong></th>
<th><strong>Class Activities &amp; Events</strong></th>
</tr>
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</table>
| **Thursday, September 27** | Assumptions & Norms  
- Read: Oyewumi, “Visualizing the Body” (h)  
- Watch: The Fits (f) | Class activities TBA |
| **Sunday, September 30** | DUE: Proposal Team Contract | |
| **Thursday, October 4** | Sex/Gender Systems  
- Read: Carbado & Gulati, “The Fifth Black Woman” (h)  
- Watch: Crenshaw, *The Urgency of Intersectionality* (o) | Class activities TBA |
| **Thursday, October 11** | Representations  
- Watch: Media Coverage and Women Athletes (o)  
- Explore: Marketing Campaigns (cw) | Class activities TBA |
| **Sunday, October 14** | DUE: Proposal Team Work Plan | |

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<tr>
<th><strong>Unit 3: Opportunities</strong></th>
<th><strong>Topics/Texts/Assignments</strong></th>
<th><strong>Class Activities &amp; Events</strong></th>
</tr>
</thead>
</table>
| **Thursday, October 18** | Rights & Needs  
- Read: CEDAW (o)  
- Read: de Silva de Alwis, “Why Women’s Leadership Is the Cause of Our Time” (h) | Class activities TBA |
| **Thursday, October 25** | Learning & Earning  
- Explore: Stay or Go – Migration Should Be a Choice (o) | Class activities TBA |
| **Thursday, November 1** | Parity/Equality  
- Read: Global Gender Gap Report 2017, explore features (o)  
- Watch: *When Women Rule* (o) | Practice in field research |
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<thead>
<tr>
<th>Unit 4: Action</th>
<th>Topics/Texts/Assignments</th>
<th>Class Activities &amp; Events</th>
</tr>
</thead>
</table>
| Thursday, November 8 | Art as Social Action  
  • Read: Camhi, “Some of the Most Provocative Political Art is Made with Fibers” (o)  
  • Watch: *Fierce Women Of Art* (o) | Class activities TBA |
| Sunday, November 11 | **DUE:** Proposal First Draft | |
| Thursday, November 15 | Impact  
  • Read: From Global Goals to Local Impact (cw)  
  • Read: Cornwall, “Women’s Empowerment: What Works?” (cw) | Class activities TBA |
| Sunday, November 18 | **DUE:** Presentation Outline | |
| Thursday, November 22 | *Thanksgiving holiday. Class does not meet.* | Work on your proposals & presentations this week! |
| Thursday, November 29 | Presentations | Practice in communication & constructive critique. |
| Thursday, December 6 | Radical Acts  
  • Watch: *Pussy Riot: A Punk Prayer* (f)  
  • Read: Coker, “Saudi Women Can Drive, But Here’s the Real Roadblock” (o) | Class activities TBA |
| Sunday, December 13 | **DUE:** Written Proposal  
  *(may be due earlier if your home school needs your final grade before Wil's grade deadline).* | |
| Thursday, December 15 | Synthesis & Next Steps: last day of class. No texts. | Site visit TBA |

As the instructor I reserve the right to make changes to this syllabus at any time in the interests of teaching and learning. Any changes will be announced in class and by email and noted in a revised syllabus.