Course number: PADM-GP 2112
Meeting days/time: Saturday July 14, July 28 and August 11, 9am–5pm
Location (please check the NYU website for any last minute room changes)
   July 14: Bldg.: 25 W4, room C-8
   July 28 & August 11: 25 W4, room C-13
Instructor: Laura Sabattini, Ph.D.
Email: laura.sabattini@nyu.edu
Office Hours: After class and by appointment (email is the best way to reach me during the week)
Profile Link: http://wagner.nyu.edu/sabattini

COURSE DESCRIPTION AND GOALS
The business landscape has changed dramatically over the last few decades and understanding the intersection of work dynamics and gender is critical. This course addresses the macro and micro effects of gender in the workplace, including the complex reasons for the lack of representation of women in senior leadership positions—within the United States and in the larger global context—“gendered” communication at work, and work-life effectiveness for both women and men.
In addition, the course explores the important intersections between gender and other social identities, such as race/ethnicity, sexual orientation, generation, and nationality. Additional topics include the relationship between organizational culture and employee experiences as well as strategies, programs, and initiatives that can help create inclusive work environments.

Course Requirements
Due to the concentrated format of this course, students are expected to attend all 3 classes, arrive on time, complete assignments on time, and be prepared to discuss the readings assigned for that week. Any absences, late arrival/early departure, and late submission will negatively impact the final score.

Grades are calculated based on the following components:
  1. Participation, activities, and board posts (30%)
  2. Two interest papers (30%)
  3. Poster presentations and summary (30%)
  4. Outlines, bibliographies/citations, and peer evaluations (10%)

1. Participation is a key element of this course. Students can engage in a variety of ways, including group activities, “homework” observations, in-class discussions, and forum posts. Class participation is evaluated based on students’ ability to integrate readings, concepts learned in other classes and disciplines (e.g., economics, social policy, psychology, management, etc.), personal insights, as well as on thoughtfulness and active listening skills when other students are speaking or presenting.
   • Forum Posts: Forum posts provide an additional opportunity to share thoughts, continue conversations started in class, and post any relevant articles that you might come across throughout the week. To get full credit, you must contribute at least 4 (original) posts AND at least 4 responses to other students’ posts (i.e., comments or reactions to other board
posts). I recommend distributing the posts throughout the course so as to write about different topics and to continue the discussion during the weeks in between classes.

2. **Interest Papers**: Students submit two brief (2-3 pages maximum) essays in the form of a personal reaction or critique of the reading materials covered in class up to that meeting. Paper 1 is due by the second class, **July 28** and Paper 2 is due on the last day, **August 11** (see class schedule). Interest papers are due before class. Given the tight schedule, the first paper can be submitted as early as day one (July 14) and cover the readings due that day.

3. **Poster Presentations**: Students prepare a research poster on a topic of her/his choosing and a 2-3 min “elevator speech” to introduce their work to others. Posters should clearly identify the research question/s or focus area/s and include a mixture of text, tables, and/or figures. Some general guidelines on how to create research posters can be found on the [NYU library website](https://www.library.nyu.edu/); we will also go over the assignment in class. An initial outline of the poster topic and bibliography are due on **July 28**. The day of the poster presentations – **August 11**– students fill out peer evaluations and submit a summary of their topic as a final assignment.

**Statement of Academic Integrity**: Please review Wagner’s academic integrity and honesty policy at [https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html). Violations of the policy in this class, including plagiarizing scholarly works, providing your work for someone else to submit as his or her own, and/or copying text from Internet sources without proper documentation of the author, will automatically result in failing the course and being remanded to the discipline committee. **Feel free to contact me with any questions about citation guidelines or if you have any concerns about completing the assignments.**

**Incomplete Policy**: Please refer to the Wagner website for information about incomplete grades [http://wagner.nyu.edu/students/policies/incompletes](http://wagner.nyu.edu/students/policies/incompletes)

**Readings and Materials**: Please review the class schedule below for a list of readings, articles, and resources assigned each week. **Full PDFs of all the readings are available on the class website.**
## COURSE CALENDAR

*(Subject to Change)*

### SETTING THE STAGE

#### BEFORE THE FIRST CLASS

1. Review syllabus and assignments.
2. Complete readings for the first class (7/14)
3. Outline your “topics of Interest” and “gender-norm observations” (see separate handout)

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Topics</th>
<th>Readings/Assignments (to be completed before class)</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **DAY 1** | Introductions | Davies & Frick (2014). *The origins of the ideal worker* ..  
Nentwich, J. C. et al. (2014). Towards a Topology of ‘doing gender’ ..  
Williams, C. L., et al. (2012). *Gendered Organizations in the New Economy*  
Optional Readings  
Ely et al. (2011). *Taking Gender into Account* ..  
**Discussion:**  
Gender norms and expectations  
Identity at work  
The “gendered” workplace |
| 7/14 AM | Theory & Background  
Gender in the Workplace in Context Building the Framework: Gender & Diversity in Organizations | | |
| 7/14 PM | Intersectionality  
Roberts et al. (2018). *Beating the Odds*.  
Optional Readings  
Dominus, S. (2016). *Rethinking the work-life equation*.  
**Discussion:**  
Intersectionality and work-life integration  
Ideal worker norms  
Career paths |

**Written Assignment:** ”Topics of Interest” (see pre-course assignments)
### APPLICATIONS, PROGRAMS, PRACTICES I

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Topic</th>
<th>Readings/Assignments</th>
<th>Activities</th>
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<tbody>
<tr>
<td><strong>DAY 2</strong></td>
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</table>
| 7/28 AM | Gender, Leadership, and Communication | Davis et al. (2010). *Gender Differences in Responding to Conflict*. | **Class:**  
Unwritten rules in the workplace: Discussion Guide |
Kray, L.J. & Thompson, L. (2004). *Gender stereotypes and negotiation* | **Class and Forum:**  
Gender and communication at work  
Negotiation and gender stereotypes |
| | | Optional Readings | |
Deborah Cameron (2007), *What Language Barrier?*  
Carolyn O’Hara (2014), *How to negotiate with someone more powerful than you.* | |
Catalyst (2014, 2015). How to combat unconscious bias as an individual and as a leader.  
Paustian-Underdahl et al. (2014). *Gender and Perceptions*.  
Reskin, B. (2008). *Unconsciousness Rising*. | **Class and Forum:**  
Double-binds and stereotype-based barriers  
Gender and leadership: Are stereotypes changing?  
Inclusive leadership |

**Written Assignments (DUE BEFORE CLASS):**

**Interest paper 1 due:** Two page reaction paper that incorporates 1) Personal experiences with gender in the workplace and 2) Day-1 readings, Day-2 readings, and themes from our class discussion.

**Poster topic and outline due:** Guidelines provided in class and available on the class website.
## APPLICATIONS, PROGRAMS, PRACTICES II

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Topic</th>
<th>Readings/Assignments</th>
<th>Activities</th>
</tr>
</thead>
</table>
Kossek et al. (2017). “Opting out” or “pushed out”?  
Catalyst (2015). *Inclusion Matters.* | **Class and Forum:**  
Students’ presentations  
Applications  
Programs, policies, and initiatives |
| **POSTER PRESENTATIONS 1** | | | |
| **8/11 PM** | Individual and Organizational Approaches to Gender Diversity | | |
| **POSTER PRESENTATIONS 2** | | | |

**Written Assignments (DUE BEFORE CLASS):**

**Interest paper 2 due:** Two-page reaction paper that incorporates 1) Personal experiences with gender in the workplace and 2) Day 2 and Day 3 course readings and themes from our class discussion.

**Poster topic summary** (*guidelines provided in class and available on the class website*)