SYLLABUS AND SCHEDULE OF CLASSES

Overview

This course addresses the macro and micro effects of gender in the workplace, from the complicated reasons for the lack of representation of women in senior leadership across sectors to the interpersonal dynamics of women and men working together. The landscape for business has changed dramatically over the last few decades, and with a shift towards a more global workforce, understanding the intersection of work dynamics and gender is critical.

In addition, this course will explore the important intersections between gender and other demographic characteristics, such as race/ethnicity, sexual orientation, and age. Finally, the course will examine the relationship between organizational culture and employee experiences in order to uncover strategies and examples of how to create more diverse and inclusive work environments.
Course Expectations

Students are expected to:
- Attend every class and arrive on-time
- Come to class prepared to discuss readings and engage in a dialogue
- Hand in assignments on-time
- Participate actively in class discussions and respect classmates’ contributions
- Respect the confidentiality of class discussions in order to foster a free and open exchange

Grading

Grades are determined by the following breakdown:
- Class participation 10%
- Presentation 25%
- Class assignments 25%
- Final written paper 40%

Class participation is evaluated by:
- Attendance at every class
- Posting on class Blackboard site – “Discussion Board” – at least three posts and/or forum responses for the semester
- Sharing personal insights and experiences
- Incorporating learning from readings and concepts addressed in earlier classes
- Thoughtfulness and persuasiveness of arguments
- Active listening and engagement in student presentation activities
- Ability to incorporate concepts learned in other disciplines (e.g., leverage cross-discipline works in areas such as economics, social policy, psychology, management, etc.)

Presentation:
- Students will choose an interdisciplinary article relevant to the course topic and present a brief (no more than 12 minutes) presentation on article content, key messages, and how it relates to the overall course content.
- Sample articles will be shared.

Class assignments:
- Brief summaries (2 pages, maximum) of articles and reading materials; case summaries; reaction papers; or reading critiques.
- These assignments must be handed in at the beginning of class; if you are unable to attend a class, in order to receive credit assignments must be submitted before class time via email.
Final Written Paper:
- 8-10 page paper on relevant topic of choosing
- Grading will be based on creativity, clarity, thoughtfulness and persuasiveness of argument; also see Wagner grading guidelines
- One paragraph on paper topic due on June 17th;
- Final paper must be received before 9PM ET on July 8th by e-mail

Note: please review attached Wagner Grading Guidelines and Wagner Memo on Academic Integrity (also found online). From the Memo on Academic Integrity: "Plagiarism is only one form of academic dishonesty, but it is also one of the most vexing. As with other acts of academic fraud, it is a violation based on fact rather than intent, and it is therefore critical that you are clear about the nature of plagiarism." Review this memo closely; please contact me with any questions about citation guidelines or criteria.
COURSE MATERIALS

Required Text


Required text is available for purchase at NYU Professional Bookstore (at 530 LaGuardia Place.) This text is also available on Amazon.com among other online websites. While the text is available on reserve at Bobst Library, it is recommended that you purchase the *Reader in Gender, Work, and Organization*, because we will be drawing on this text heavily throughout the course.

Optional Texts


Optional texts are available for purchase at NYU Professional Bookstore (at 530 LaGuardia Place.) These books are also available on Amazon.com among other online websites.

Additional Readings

There are additional readings, case summaries, and articles located in the syllabus below. Please check our class Blackboard site for PDF copies of Catalyst reading materials. Other articles are on reserve at Bobst Library.
COURSE OUTLINE

Session 1  Introduction, Theory, and Background (May 20)
Sharing Personal Experiences with Gender in the Workplace

Session 2  Framework and Impact of Gender in Organizations (May 27)

Written Assignment: Two-page summary describing personal experience with gender dynamics in the workplace utilizing themes from at least one of the below readings

Ely Reader -
- “Doing Gender” by Candace West and Don Zimmerman, Chapter 6
- “The Female Advantage” by Sally Helgesen, Chapter 3
- “Making Change: A Framework for Promoting Gender Equity in Organizations” by Deborah Kolb et al, Chapter 1

Other Readings -
- “Women and Men in U.S. Corporate Leadership” by Catalyst (2004), focus on Chapters 1-4 (www.catalyst.org)
  Full-text PDF available on Blackboard

Session 3  Gendered Leadership & Communication Styles (June 3)

Written Assignment: Two-page position paper on whether women’s and men’s leadership styles differ

Ely Reader -
- “The Difference ‘Difference’ Makes” by Deborah Rhode, Chapter 13
- “When Women Lead: The Visibility-Vulnerability Spiral” by Kathy Kram and Marion McCollom Hampton, Chapter 16

Other Readings -
- HBR Case Study
  To be distributed as part of in-class exercise

Session 4  Stereotypes in the Workplace (June 10)

Written Assignments: Two-page reaction paper on stereotypes readings AND two-page application of what you’ve learned to date on a personal experience in the classroom or workplace
Ely Reader –
- “Our Separate Ways: Barriers to Advancement” by Ella Edmondson Bell and Stella Nkomo, Chapter 27

Other Readings –
- “What’s So Special about Sex? Gender Stereotyping and Discrimination” by Susan Fiske and Laura Stevens
  
  On Reserve at Bobst
  
  Full-text PDF available on Blackboard

Session 5  Intersection of Gender & Other Important Aspects of Self
(June 17)

Written Assignments: Two-page reaction paper on personal experience with diversity issues in the workplace other than gender (race/ethnicity, age, sexual orientation, parental status, nationality, disability, socioeconomic status, etc.) AND one paragraph on proposed paper topic

Ely Reader –
- “Complicating Gender: The Simultaneity of Race, Gender, and Class in Organization Change(ing)” by Evangelina Holvino, Chapter 19

Other Readings -

Race/Ethnicity:
- “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh
  
  On Reserve at Bobst

Sexual Orientation:
  
  On Reserve at Bobst
  
  Full-text PDF available on Blackboard
Session 6  Presentations I  (June 24)

Written Assignment: Work on final paper

Session 7  Presentations II  (July 1)

Wrap-Up: Connecting Gender Diversity & Organizations  
(July 1)

Written Assignment: Work on final paper

Ely Reader –
- “A Modest Manifesto for Shattering the Glass Ceiling” by Debra E. Meyerson and Joyce K. Fletcher, Chapter 17
- “Making Differences Matter: A New Paradigm for Managing Diversity” by David A. Thomas and Robin J. Ely, Chapter 28

Other Readings –
- Case studies of Catalyst Award-winning organizations
  Full-text PDF available on Blackboard

Session 8  No Class - Final Papers Due by Email by 9PM ET  (July 8)
FACULTY PROFILE

Julie S. Nugent

Director, Research, and Chair, Catalyst Award Evaluation Committee
Catalyst

Adjunct Assistant Professor of Public Administration, NYU’s Robert F. Wagner School of Public Service

As a Director in the Research department at Catalyst, Julie Nugent examines organizational diversity efforts, change models, and career experiences and perceptions of women and men professionals across levels and industries. As Chair of the Catalyst Award Evaluation Committee, Ms. Nugent investigates organization-specific diversity programs and workplace environments. In this role, she heads an interdepartmental team through a year-long process of evaluating corporate and professional strategies nominated for the Catalyst Award, which honors innovative approaches with proven results taken by organizations to address the recruitment, development, and advancement of all managerial women, including women of color.

Ms. Nugent frequently speaks to corporate and public audiences and the media on topics including women’s leadership and advancement, mentoring, diversity and inclusion strategies, and the Catalyst Award. She has been quoted in the Wall Street Journal, New York Times, Financial Times, Working Mother, and related publications.

Ms. Nugent received her B.A. in Psychology and English from Ohio University. She received her M.A. in Industrial/Organizational Psychology from New York University. She is currently an Adjunct Assistant Professor at NYU’s Robert F. Wagner School of Public Service.