Robert F. Wagner Graduate School of Public Service  
New York University  
Summer 2010  
Women and Men in the Workplace

P11.3112.001
Room 210, 194 Mercer  
Wednesdays 6:30 – 9:30 pm  
May 19th - July 7th  
Prerequisite: Managing Public Service Organizations

Instructor: Laura Sabattini, Ph.D.  
Email: ls169@nyu.edu  
Work Phone: 212-514-7600 ext 255  
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

Overview
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. The landscape for business has changed dramatically over the last few decades and understanding the intersection of work dynamics and gender is critical.

In addition, the course will explore the important intersections between gender and other social identities, such as race/ethnicity, sexual orientation, generation, and nationality. Finally, we will examine the relationship between organizational culture and employee experiences and discuss strategies, programs, and initiatives that can help create inclusive work environments.

Course Requirements

Students are expected to attend every class, arrive on time, complete assignments on time, and be prepared to discuss the readings assigned for that week. If you cannot attend one class or turn in an assignment, please contact me in advance.

Grades are based on an average of the following components.

1. Participation & weekly questions (15%)
2. Interest papers (25%)
3. Presentation & preliminary outline (25%)
4. Final paper & prospectus/bibliography (35%)

1. Participation & weekly questions, 15%: Class activities and weekly questions are a valuable opportunity to discuss the readings more in depth during class time. Discussion board posts provide the option of continuing the dialogue started in class and/or addressing new topics.
   • Class Attendance & Participation. Class participation is evaluated based on students' ability to incorporate personal insights, readings, concepts learned in other disciplines (e.g., economics, social policy, psychology, management, etc.), as well as thoughtfulness and active listening skills when other students are speaking or presenting.
   • Weekly Questions. At the beginning of each class (excluding Session 6, 7, and 8), students will be asked to write a brief question or personal reflection about the week's readings. Please be prepared to comment on a topic of interest. "Weekly questions" should be fairly brief (2 paragraphs) and might be
used for class discussion.

- **Blackboard Posts.** Students have the opportunity to participate in a number of discussions on Blackboard throughout the Summer Session. To get full participation credit, students should contribute to **at least three (different)** posts for the class. Contributions can be in the form of comments, responses, questions, and/or reaction to the readings.

2. **Interest Papers, 25%:** Interest papers include **two** brief (2-3 pages maximum) summary/reaction papers about the articles and reading materials covered in class and up to that class meeting. **Paper 1 is due on May 26, Paper 2 on June 2** (see schedule for details). Interest papers:
   - Can be developed in the form of case summaries or a reaction/critique about the readings. More details will be discussed in class.
   - Are due at the beginning of class the week, either in person or by email (if by email, please send **before** class).

3. **Presentation (including preliminary outline), 25%:** Students will choose a journal article OR a “popular” media piece (e.g., newspaper article, a movie, TV news piece) **relevant to the course topic** and present a brief **(no more than 12 minutes)** overview or critique of the materials in class. Presentations should cover key messages and how the piece relates to the course content. An initial outline of the topic and materials to be covered in the presentation is **due on June 9**. We will discuss the assignment in more detail during class.

4. **Final Paper (including prospectus & bibliography), 35%:** Students will have the opportunity to integrate their favorite topics and class materials into a final review paper. It is helpful to start thinking about this final assignment early on in the course and to bring up any topic of interest during class and/or blackboard discussions. A proposal outlining the specific components of the paper is due in mid-June. Additional information about the final paper:
   - 8-10 page paper on relevant topic.
   - Grading will be based on creativity, clarity, thoughtfulness and persuasiveness of argument.
   - **Prospectus & Bibliography due on June 16** (more information to be provided in class).
   - **Final paper** must be received **before 9PM ET on July 7th** by e-mail.

**Academic Honesty:** No form of academic dishonesty will be tolerated. Academic dishonesty includes (but is not limited to): plagiarizing scholarly works, providing your work for someone else to submit as his or her own, copying text from internet sources without proper documentation of the author. The consequences of academic dishonesty can be severe, ranging from failing the class to academic probation. Please review the University policy at [https://wagner.nyu.edu/current/policies/](https://wagner.nyu.edu/current/policies/) and 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/current/policies/incompletes.php](http://wagner.nyu.edu/current/policies/incompletes.php).

**Required Text**

*Available on reserve at the Library and for purchase at NYU Professional Bookstore (530 LaGuardia Place).

**Additional Readings**
See class schedule for more information about any additional readings, articles, and resources for this class.
## SETTING THE STAGE

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<th>Topic</th>
<th>Readings/Assignments</th>
<th>Activities</th>
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| #1 5/19 | **Introduction, Theory, and Background**  
Personal Experiences with Gender in the Workplace | Review Syllabus and Assignments | **Class: “Question of the day”** |
| # 2 5/26 | **Building the Framework: Gender & Diversity in Organizations** | *Ely et al. Reader – by chapter*  
Ch 1: Kolb et al. (p. 10-15)  
Ch 6: West & Zimmerman (p. 62-74)  
*Optional: Ch 4: Kanter (p. 34-48)*  
*Other readings:*  
[full PDF available on Blackboard and at Catalyst.org]  
**Written Assignment: Paper 1**  
2-3 page reaction paper that incorporates 1) personal experience with gender in the workplace, and 2) the week’s readings and themes from our class discussion. | **Class: “Question of the day”**  
**Class & Blackboard:**  
Gender norms & expectations |
| # 3 6/2 | **Intersectionality: Gender and Other Social/Personal Identities**  
Beyond Work-Life Dichotomies | *Ely et al. Reader:*  
Ch 19: Holvino (p. 258-265)  
Ch 23: Blake-Beard (p. 287-294)  
Ch 24: Ehrenreich (p. 295-307)  
*Other readings:*  
Holvino, H. (2010). I think it’s a cultural thing and a woman thing.*  
*full PDFs available on Blackboard*  
**Written Assignment: Paper 2**  
2-3 page reaction paper that incorporates 1) your own experience with intersectionality and work-life, and 2) the week’s readings and themes from class discussion. | **Class: “Question of the day”**  
**Class & Blackboard:**  
Intersectionality & work-life integration |
## HOW GENDER PLAYS OUT IN THE WORKPLACE

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| #4 | Gender, Leadership, & Communication | **Ely et al. Reader:** Ch 12: Putnam & Kolb (p. 135-150) Ch 13: Rhode (p. 159-180) Ch 16: Kram & McCollom Hampton (p. 211-223) *(continued next session)* | Class: “Question of the day”  
Class: Unwritten rules in the workplace: Discussion Guide*  
Class & Blackboard: Gender & communication at work  
Negotiation and gender stereotypes |
| 6/9 | | **Other readings:** Herrick, J. W. (1999). And then she said: Office stories and what they tell us about gender in the workplace.*  
*full PDFs available on Blackboard | |
| #5 | Gender, Leadership, & Stereotypes | **Ely et al. Reader:** Ch 16: Kram & McCollom Hampton (p. 211-223) *(cont’ from last week)* | Class: “Question of the day”  
Class & Blackboard: Gender & leadership: Are stereotypes changing? |
Sabattini, L. (2007). The double-bind dilemma for women in leadership . . *  
*full PDFs available on Blackboard | |
| | | **Written Assignment:** Presentation Outline  
*guidelines provided in class and available on Blackboard* | |
| | | **Written Assignment:** Final Paper Prospectus & Bibliography  
*guidelines provided in class and available on Blackboard* |
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| # 6   | Presentation I & Class Overview | **Ely et al. Reader:**  
Ch 17: Meyerson & Fletcher (p. 230-241)  
Ch 28: Thomas & Ely (362-377).  
**Other readings:**  
Company Practices; work-life programs [to be distributed in class]  
**Written Assignment:**  
Work on final paper, bring questions and/or drafts if needed | Open Discussion/Forum:  
Programs, policies, initiatives |
| 6/23  | Individual & Organizational Approaches to Gender Diversity | | |
| # 7   | Presentation II & Class Overview | | |
| 6/30  | Individual & Organizational Approaches to Gender Diversity | | |
| # 8   | No Class – *Final Paper Due* by Email by 9 PM ET, 7/7 | | |