New course number PADM-GP2112
Waverly Bldg: Room 429
Wednesdays 6:30 – 9:30 pm
May 25th - July 13th

Instructor: Laura Sabattini, Ph.D.
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Work Phone: 212-514-7600 ext 355
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, activities, & board posts (15%)
2. Interest papers (25%)
3. Presentation [including preliminary outline] (25%)
4. Final paper [including prospectus/bibliography] (35%)

1. Participation: Class activities, discussions, and blackboard posts constitute valuable opportunities to discuss
the readings more in depth, ask questions, and/or bring up new topics.
   • Class Attendance & Participation. 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.), and personal insights, as well as on thoughtfulness and active listening
skills when other students are speaking or presenting.
   • Blackboard Posts. Blackboard provides the 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 participation credit, students should contribute at least three (different) posts for the class AND at least 3 responses to other students’ posts [i.e., comments or reactions to their post].

2. **Interest Papers**: Interest papers include two brief (2-3 pages maximum) papers in the form of a case study/summary, personal reaction, or critique of the articles and reading materials covered in class and up to that meeting. **Paper 1** is due on June 1, **Paper 2 on June 8** (see class schedule). Interest papers are due at the beginning of class, either in person or by email (if by email, please send before class).

3. **Class Presentations** (and preliminary outline): Students are asked to provide a brief overview of a topic of their choice and engage the other students in an activity or discussion (approximately 12-15 minutes per student). Regardless of the specific focus or activity, each presentation should clearly outline the key messages and how the piece relates to the course content. An initial outline of the topic, materials, and presentation format is due on June 15. We will discuss the assignment in more detail in class.

   *Note: Students are required to attend all presentations as part of the presentation grade; missing other students’ presentations will negatively affect the score.*

4. **Final Paper (including prospectus & bibliography)**: 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. The final paper can also be developed based on previous assignments, such as the short papers or presentation materials. A proposal (prospectus) outlining the specific components of the paper as well as an initial bibliography are due on June 22 (more information to be provided in class). The paper should be approximately 8-10 pages in length and reflect the topic and argument outlined in the prospectus. Grading of the final paper is based on creativity, clarity, thoughtfulness and persuasiveness of argument. *The final paper must be received before 9PM ET on July 13th by e-mail.*

**Statement of Academic Integrity**: Please review Wagner’s academic integrity and honesty policy at [https://wagner.nyu.edu/current/policies/](https://wagner.nyu.edu/current/policies/). Violations of the policy in this class – including 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 – will automatically result in failing the course and being remanded to the discipline committee. Please feel free to contact me with any questions about citation guidelines or if you have any concerns about completing the assignments.


**Required Text**


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

**Additional Readings and Materials**

See class schedule for more information about any additional readings, articles, and resources for this class.
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<th>Readings/Assignments</th>
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| #1 5/25 | Introduction, Theory, and Background  
Personal Experiences with Gender in the Workplace | Review Syllabus and Assignments | Class: Topics of interest; gender norms & expectations |
| #2 6/1 | 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  
**Assignment:** Paper 1 DUE  
2-3 page reaction paper that incorporates 1) personal experiences with gender in the workplace, and 2) the week’s readings and themes from our class discussion. | Class & Blackboard: Gender norms & expectations (cont’)
The “gendered” workplace |
| #3 6/8 | 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)  
Optional: Ch 24: Ehrenreich (p. 295-307)  
**Other readings:**  
Kelly et al. (2010). Gendered Challenge, Gendered Response* (continued from last week)  
Holvino, H. (2010). I think it’s a cultural thing and a woman thing.*  
*full PDFs available on Blackboard | Class & Blackboard: Intersectionality & work-life integration  
Women’s and men’s experiences with work/family roles  
Generational trends |
**Assignment:** Paper 2 DUE  
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.

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### HOW GENDER PLAYS OUT IN THE WORKPLACE

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| #4 6/15 | 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:**  
Unwritten rules in the workplace: Discussion Guide*  
**Class & Blackboard:**  
Gender & communication at work  
Negotiation and gender stereotypes |
| # 5 6/22 | Gender, Leadership, & Stereotypes | **Ely et al. Reader:**  
Ch 16: Kram & McCollom Hampton (p. 211-223) *(continued from last week)* | **Class & Blackboard:**  
Double-binds  
Gender & leadership: Are stereotypes changing?  
Sabattini, L. (2007). The double-bind dilemma for women in leadership.* |

**Other readings:**  
*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]*
## Applications & next steps . .

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<td>Individual &amp; Organizational Approaches to Gender Diversity</td>
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<tr>
<td># 7</td>
<td>Presentation II &amp; Class Overview</td>
<td>Company Practices; work-life programs [to be distributed in class &amp; on Blackboard] *full PDFs available on Blackboard</td>
<td>Written Assignment: Work on final paper, bring questions and/or drafts if needed</td>
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<tr>
<td>7/6</td>
<td>Individual &amp; Organizational Approaches to Gender Diversity</td>
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<td># 8</td>
<td>No Class – *Final Paper Due by Email by 9 PM ET, 7/13</td>
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