Robert F. Wagner Graduate School of Public Service  
New York University  
Summer 2012  
*Women and Men in the Workplace*

Course number PADM-GP 2112  
Waverly Bldg: Room 429  
Wednesdays 6:30–9:30 pm  
May 23–July 11  

**Instructor:** Laura Sabattini, Ph.D.  
**Email:** ls169@nyu.edu  
**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](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, and 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 and 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 posts provide 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 (original) posts for the class and at least three responses to other students’ posts (i.e., comments or reactions to other students’ posts).

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 up to that meeting. Paper 1 is due on May 30, Paper 2 on June 6 (see class schedule). Interest papers are due before class, either in person or by email.

3. Class Presentations (including 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 13. 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 and 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 20 (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, and thoughtfulness and persuasiveness of argument. Note: The final paper is due by 12 p.m. ET July 12 by e-mail.

Statement of Academic Integrity: Please review Wagner’s academic integrity and honesty policy at 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, 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. 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 the NYU Professional Bookstore (530 LaGuardia Place)

Additional Readings and Materials
See the class schedule for more information about additional readings, articles, and resources for this class.
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<th>CLASS</th>
<th>Topic</th>
<th>Readings/Assignments</th>
<th>Activities</th>
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| #1 5/23 | Introduction, Theory, and Background  
Personal Experiences with Gender in the Workplace | Review syllabus and assignments | Class:  
Topics of interest; gender norms and expectations; identity at work |
| #2 5/30 | Building the Framework: Gender and Diversity in Organizations | Alvesson and Billing—by chapter  
Ch 1: Introduction  
Ch 2: Different Perspectives | Class and Blackboard:  
Gender norms and expectations (cont’d); Identity at work (cont’d)  
The “gendered” workplace |
| #3 6/6 | Intersectionality: Gender and Other Social/Personal Identities  
Beyond Work-Life Dichotomies  
The Transformation of Work | Alvesson and Billing  
Ch 3: Division of Labor  
Ch 5: Identity | Class and Blackboard:  
Intersectionality and work-life integration  
Women’s and men’s experiences with work/family roles  
Generational trends  
Changing the ways we work |

*Full PDF available on Blackboard

**Written 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.

**Written Assignment: Paper 2 due**
2-3 page reaction paper that incorporates 1) your own experiences with intersectionality, work-life, and work transformation, and 2) the week’s readings and themes from class discussion.
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<th>CLASS</th>
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<tbody>
<tr>
<td>#4</td>
<td>Gender, Leadership, and Communication</td>
<td><strong>Alvesson and Billing</strong>&lt;br&gt;Ch 6: Organizational Culture&lt;br&gt;Ch 7: Women in Management (<em>continued next week</em>)&lt;br&gt;Ch 8: Four Positions&lt;br&gt;<strong>Other readings</strong>&lt;br&gt;Herrick, J. W. (1999). <em>And then she said</em> .&lt;br&gt;Eagly, A. H. and Johannesen-Schmidt, M. C. (2001). <em>The leadership styles of women and men</em>.&lt;br&gt;Sabattini, L. (2008 &amp; 2010). <em>Unwritten Rules</em>.&lt;br&gt;<em>Full PDF available on Blackboard</em>*&lt;br&gt;&lt;br&gt;<strong>Written Assignment:</strong> Presentation outline due (<em>Guidelines provided in class and available on Blackboard</em>)</td>
<td>Class:&lt;br&gt;Unwritten rules in the workplace: Discussion Guide*&lt;br&gt;&lt;br&gt;Class and Blackboard:&lt;br&gt;Gender and communication at work&lt;br&gt;Negotiation and gender stereotypes</td>
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<td>#5</td>
<td>Gender, Leadership, and Stereotypes</td>
<td><strong>Alvesson and Billing</strong>&lt;br&gt;Ch 4: Masculinities and Femininities&lt;br&gt;Ch 7: Women in Management (<em>continued from last week</em>)&lt;br&gt;<strong>Other readings</strong>&lt;br&gt;Catalyst (2004). <em>Women and Men in U.S. Corporate Leadership</em>. (Chapters 3 and 4 only)&lt;br&gt;Phelan, J. E., et al. (2008). <em>Competent yet out in the cold</em>.&lt;br&gt;Reskin, B. (2008). <em>Unconsciousness raising</em>.&lt;br&gt;Catalyst (2007). <em>The Double-Bind Dilemma for Women in Leadership</em>.&lt;br&gt;<em>Full PDF available on Blackboard</em>*&lt;br&gt;&lt;br&gt;<strong>Written Assignment:</strong>&lt;br&gt;Final Paper Prospectus and Bibliography due (<em>Guidelines provided in class and available on Blackboard</em>)</td>
<td>Class and Blackboard:&lt;br&gt;Double-binds and Stereotype-based barriers&lt;br&gt;&lt;br&gt;Gender and leadership:&lt;br&gt;Are stereotypes changing?</td>
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<td>#6</td>
<td><strong>Presentation I and Class Overview</strong>&lt;br&gt;Individual and Organizational Approaches to Gender Diversity</td>
<td>Alvesson and Billing&lt;br&gt;Ch 10: Reconstructing Gender&lt;br&gt;&lt;br&gt;<strong>Other readings</strong>*&lt;br&gt;Gilley, A., et al. (2009). <em>Organizational change &amp; leadership effectiveness.</em>&lt;br&gt;*Full PDF available on Blackboard</td>
<td>Presentations&lt;br&gt;Open Discussion: Programs, policies, and initiatives</td>
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<td>#7</td>
<td><strong>Presentation II and Class Overview</strong>&lt;br&gt;Individual and Organizational Approaches to Gender Diversity</td>
<td><strong>Written Assignment:</strong>&lt;br&gt;Work on final paper, bring questions and/or drafts if needed</td>
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<td>#8</td>
<td><strong>Short Class</strong>&lt;br&gt;Wrap Up&lt;br&gt;Individual and Organizational Approaches to Gender Diversity</td>
<td>Company Practices*&lt;br&gt;&lt;br&gt;*To be distributed in class and on Blackboard</td>
<td>Open Discussion: Programs, policies, and initiatives</td>
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**Final Paper Due by email by 12 PM ET, 7/12**