Robert F. Wagner Graduate School of Public Service  
New York University  
Summer 2013  
Women and Men in the Workplace

Course number PADM-GP 2112  
Bldg 194 Mercer: Room 301  
Wednesdays 6:30–9:30pm  
May 29-July 17, 2013

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

COURSE DESCRIPTION AND GOALS

The landscape for business 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 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 June 5, Paper 2 on June 12 (see class schedule). Interest papers are due before class, either in person or by email.

3. Class Presentations (including preliminary outline): Presentations should provide a brief overview of a chosen topic and engage 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 19. 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 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 26 (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 clarity, thoughtfulness, creativity, and persuasiveness of argument. Note: The final paper is due by 6:30 p.m. EST July 17 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.
## COURSE CALENDAR
(Subject to Change)

### SETTING THE STAGE

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<thead>
<tr>
<th>CLASS</th>
<th>Topic</th>
<th>Readings/Assignments</th>
<th>Activities</th>
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</table>
| #1    | 5/29  | 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    | 6/5   | 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 |  
Class and Blackboard:  
Gender norms and expectations  
Identity at work  
The “gendered” workplace |
| #3    | 6/12  | Intersectionality: Gender and Other Social/Personal Identities  
Beyond Work-Life Dichotomies  
The Transformation of Work |  
**Ely et al. Reader:**  
Ch 19: Holvino (p. 258-265)  
Ch 23: Blake-Beard (p. 287-294)  
**Other readings**  
*Full PDF available on Blackboard |  
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 |

**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 paper that incorporates 1) your experience with intersectionality and work-life, and 2) the week’s readings and themes from class discussion.
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<tr>
<th>CLASS</th>
<th>Topic</th>
<th>Readings/Assignments</th>
<th>Activities</th>
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<tbody>
<tr>
<td>#4</td>
<td>Gender, Leadership, and Communication</td>
<td><strong>Ely et al. Reader:</strong> Ch 12: Putnam &amp; Kolb (p. 135-150) Ch 13: Rhode (p. 159-180) Ch 16: Kram &amp; McCollom Hampton (p. 211-223) (continues next session)</td>
<td>Class: Unwritten rules in the workplace: Discussion Guide*</td>
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<td><em>Full PDF available on Blackboard</em></td>
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<td>#5</td>
<td>Gender, Leadership, and Stereotypes</td>
<td><strong>Ely et al. Reader:</strong> Ch 16: Kram &amp; McCollom Hampton (p. 211-223) (continued from last week)</td>
<td>Class and Blackboard: Double-binds and Stereotype-based barriers Gender and leadership: Are stereotypes changing?</td>
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<td><em>Full PDF available on Blackboard</em></td>
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<td><strong>Written Assignment:</strong> Final Paper Prospectus and Bibliography due (Guidelines provided in class and available on Blackboard)</td>
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<td>Individual and Organizational Approaches to Gender Diversity</td>
<td>Other readings* Gilley, A., et al. (2009). Organizational change &amp; leadership effectiveness.</td>
<td>Open Discussion: Programs, policies, and initiatives</td>
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<td>#7 7/10</td>
<td>Presentation II and Class Overview</td>
<td>*Full PDF available on Blackboard</td>
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<td>Individual and Organizational Approaches to Gender Diversity</td>
<td>Written Assignment: Work on final paper, bring questions and/or drafts if needed</td>
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<tr>
<td>#8 7/17</td>
<td>Final Paper Due by email</td>
<td>by 6:30pm EST, 7/17</td>
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