

Robert F. Wagner Graduate School of Public Service  
New York University  
Summer 2015  
*Women and Men in the Workplace*

Course number PADM-GP 2112  
Bldg: 19W4 Room: 102  
Wednesdays 6:30–9:30pm  
May 27–July 15, 2015

**Instructor:** Laura Sabattini, Ph.D.

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**Office Hours:** After class and by appointment (email is the best way to reach me during the week)

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## 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 forum 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.
  - **Forum Posts:** Forum 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 must 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 3, Paper 2 on June 10** (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 17**. 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 forum 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 24** (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. **The final paper is due by 6:30 p.m. EST July 15 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. **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>.

**Required Text\***

Ely, R. J., Foldy, E.g., Scully, MA. (Eds.) (2003). *Reader in Gender, Work, and Organization*. Boston, MA: Blackwell Publishing.

\*Available on reserve at the Library and for purchase at the NYU Bookstore: 726 Broadway

**Additional Readings and Materials**

See the class schedule for more information about additional readings, articles, and resources for this class.

| COURSE CALENDAR<br>(Subject to Change) |  |  |   |
|--|--|--|---|
| SETTING THE STAGE                      |  |  |   |
| CLASS                                  | Topic  | Readings/Assignments   | Activities  |
| #1<br>5/27                             | Introduction, Theory, and Background<br><br>Personal Experiences with Gender in the Workplace  | Review syllabus and assignments<br><br>Discuss topics of interest  | <b>Class:</b><br><br>Gender norms and expectations<br><br>Identity at work  |
| #2<br>6/3                              | Building the Framework: Gender & Diversity in Organizations  | <p><b><i>Ely et al. Reader – by chapter</i></b><br/>Ch 1: Kolb et al. (p. 10-15)<br/>Chapter 5: Acker (p. 49-61)<br/>Ch 6: West &amp; Zimmerman (p. 62-74)</p> <p><b><i>Other readings*</i></b><br/>Kelly, E. L., et al. (2010). <i>Gendered Challenge, Gendered Response</i> . .<br/>Nentwich, J. C. et al. (2014). <i>Towards a Topology</i> . .<br/>Williams, C. L., et al. (2012). <i>Gendered Organizations in the New Economy</i>.</p> <p><i>*full PDF available on the class website</i></p> <p><b>Written Assignment: Paper 1 due</b><br/>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.</p>     | <p><b>Class and Forum:</b><br/><br/>Gender norms and expectations<br/><br/>Identity at work<br/><br/>The “gendered” workplace</p>   |
| #3<br>6/10                             | GUEST LECTURE<br><a href="#">Anna Beninger</a><br><br>Intersectionality: Gender and Other Social/Personal Identities<br><br>Beyond Work-Life Dichotomies | <p><b><i>Ely et al. Reader:</i></b><br/>Ch 19: Holvino (p. 258-265)<br/>Ch 24: Ehernreich (p. 296-307)</p> <p><b><i>Other readings*</i></b><br/>Beninger, A. &amp; Carter, N. M. (2013). <i>The Great Debate</i> . .<br/>Jordan-Zachery, J. S. (2007). <i>Am I a Black Woman or a Woman Who Is Black?</i><br/>Kossek, E. E, et al. (2010). <i>Work-life</i>. .<br/>Styhre, A. &amp; Eriksson-Zetterquist, U. (2008). <i>Thinking the Multiple</i> . .</p> <p><i>* full PDF available on the class website</i></p> <p><b>Written Assignment: Paper 2 due</b><br/>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.</p> | <p><b>Class and Forum:</b><br/><br/>Intersectionality and work-life integration<br/><br/>Social class<br/><br/>Women’s and men’s experiences with work/family roles<br/><br/>Generational trends<br/><br/>Changing the ways we work<br/><br/>Ashton, D. (2014). <a href="#">Does Race or Gender Matter More to Your Paycheck?</a></p> |

| HOW GENDER PLAYS OUT IN THE WORKPLACE |   |   |  |
|---------------------------------------|---|---|--|
| CLASS                                 | Topic   | Readings/Assignments  | Activities   |
| #4<br><br>6/17                        | Gender, Leadership, and Communication<br><br>Organizational Culture, Communication, and the Unwritten Rules | <p><b>Ely et al. Reader:</b><br/>Ch 12: Putnam &amp; Kolb (p. 135-150)<br/>Ch 13: Rhode (p. 159-180)<br/>Ch 16: Kram &amp; McCollom Hampton (p. 211-223) (<i>continues next session</i>)</p> <p><b>Other readings*</b><br/>Eagly, A. H. &amp; Chin, J. L. (2010). <i>Diversity and Leadership</i> . .<br/>Hanappi-Egger, E., et al. (2010). <i>Gendered Scripts</i> . .<br/>Herrick, J. W. (1999). <i>And Then she Said</i> .<br/>Sabattini, L. &amp; Dinolfo, S. (2008; 2010). <i>Unwritten Rules</i> . .(key findings only)</p> <p><i>* full PDF available on the class website</i></p> <p><b>Written Assignment: Presentation outline due</b> (<i>Guidelines provided in class and available on the class website</i>)</p> | <p><b>Class:</b><br/>Unwritten rules in the workplace: Discussion Guide*</p> <p><b>Class and Forum:</b><br/>Gender and communication at work<br/>Negotiation and gender stereotypes<br/>Inclusive leadership<br/>Catalyst (2015)*<br/><a href="#">Inclusion Matters</a>.</p> |
| #5<br><br>6/24                        | Gender, Leadership, and Stereotypes   | <p><b>Ely et al. Reader:</b><br/>Ch 16: Kram &amp; McCollom Hampton (p. 211-223) (<i>continued from last week</i>)</p> <p><b>Other readings*</b><br/>Catalyst (2007). <i>The Double-Bind</i> . .<br/>Paustian-Underdahl et al. (2014). <i>Gender and Perceptions</i> . .<br/>Phelan, J. E., et al. (2008). <i>Competent yet Out in the Cold</i> . .<br/>Reskin, B. (2008). <i>Unconsciousness Raising</i>.</p> <p><i>* full PDF available on the class website</i></p> <p><b>Written Assignment:</b><br/><b>Final Paper Prospectus and Bibliography due</b> (<i>Guidelines provided in class and available on the class website</i>)</p>  | <p><b>Class and Forum:</b><br/>Double-binds and Stereotype-based barriers<br/>Gender and leadership: Are stereotypes changing?<br/>Catalyst (2014, 2015)*<br/>How to combat unconscious bias <a href="#">as an individual</a> and <a href="#">as a leader</a></p>            |

| APPLICATIONS, PROGRAMS, PRACTICES |   |   |  |
|-----------------------------------|---|---|--|
| CLASS                             | Topic   | Readings/Assignments  | Activities   |
| #6<br>7/1                         | <b>Presentation I and Class Overview</b><br><br>Individual and Organizational Approaches to Gender Diversity  | <b>Ely et al. Reader:</b><br>Ch 17: Meyerson & Fletcher (p. 230-241)<br>Ch 28: Thomas & Ely (362-377)<br><br><b>Other readings*</b><br>Gilley, A., et al. (2009). <i>Organizational Change &amp; Leadership Effectiveness</i> . | <b>Class:</b><br><br>Students' presentations<br><br><b>Class and Forum:</b><br><br>Applications<br>Programs, policies, and initiatives |
| #7<br>7/8                         | <b>Presentation II and Class Overview</b><br><br>Individual and Organizational Approaches to Gender Diversity | <b>* full PDF available on the class website</b><br><br><b>Written Assignment:</b><br>Work on final paper, bring questions and/or drafts if needed  |  |
| #8<br>7/15                        | Final Paper Due by email by 6:30pm EST, 7/15  |   |  |