

Robert F. Wagner Graduate School of Public Service
New York University
Summer 2016
Women and Men in the Workplace

Course number PADM-GP 2112
Bldg: 25 W4 Room: C-20
Wednesdays 6:30–9:30pm
May 25–July 13, 2016

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 calculated based on the following components:

1. Participation, activities, and board posts (15%)
 2. Interest papers (25%)
 3. Poster presentations (including preliminary outline and evaluations) (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 mention relevant 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 an additional 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 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 board posts).

2. **Interest Papers:** Students submit **two** brief (2 pages maximum) essays in the form of a personal reaction or critique of the reading materials covered in class up to that meeting. Paper 1 is due on **June 1**, Paper 2 on **June 8** (see class schedule). Interest papers are due before class, either in person or by email.
3. **Poster Presentations:** Students prepare a research poster on a topic of her/his choosing and a 2-3 min "elevator speech" to introduce their work to others. Posters should clearly identify the research question or focus area and include a mixture of text, tables, and/or figures. Some general guidelines on how to create research posters can be found on the [NYU library website](#); we will also be going over the assignment in class. An initial outline of the poster topic and bibliography are due on **June 15**. The days of the poster presentations -**July 6** and **July 13**- students who are not presenting will be asked to fill out peer evaluations. **Note: Peer evaluations are part of the presentation grade; missing a presentation day will negatively affect your score.**
4. **Final Paper:** The final assignment is an integration and further development of the poster topic and/or other class materials into a final review essay. A proposal (prospectus) outlining the specific components of the paper as well as a preliminary bibliography are due on **June 22** (more information will be provided in class). The paper should be approximately 8-10 pages in length and reflect the topic and argument outlined in the prospectus. Any changes in topic should be discussed with the instructor. Grading of the final paper is based on clarity, thoughtfulness, creativity, and persuasiveness of argument. ***The final paper is due July 14 by 6:30 p.m. EST (or sooner).***

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/students/policies/incompletes> .

Required Text*

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

*Available 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 (Subject to Change)			
SETTING THE STAGE			
CLASS	Topic	Readings/Assignments	Activities
#1 5/25	Introduction, Theory, and Background Gender in the Workplace in Context	Review syllabus and assignments Topics of interest	Class: Gender norms and expectations Identity at work
#2 6/1	Building the Framework: Gender & Diversity in Organizations	<i>Ely et al. Reader – by chapter</i> Ch 1: Kolb et al. (p. 10-15) Chapter 5: Acker (p. 49-61) Ch 6: West & Zimmerman (p. 62-74), also available online <i>Other readings*</i> Kelly, E. L., et al. (2010). <i>Gendered Challenge, Gendered Response</i> . . Nentwich, J. C. et al. (2014). <i>Towards a Topology</i> . . Williams, C. L., et al. (2012). <i>Gendered Organizations in the New Economy</i> . <i>*full PDF available on the class website</i> <i>Written Assignment: Paper 1 due</i> 2 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 and Forum: Gender norms and expectations Identity at work The “gendered” workplace
#3 6/8	Intersectionality: Gender and Other Social/Personal Identities Beyond Work-Life Dichotomies	<i>Ely et al. Reader:</i> Ch 19: Holvino (p. 258-265) Ch 24: Ehernreich (p. 296-307) <i>Other readings*</i> Holvino, H. (2010). <i>I think it’s a cultural thing and a woman thing</i> . Jordan-Zachery, J. S. (2007). <i>Am I a Black Woman or a Woman Who Is Black?</i> Kossek, E. E, et al. (2010). <i>Work-life</i> . . Styhre, A. & Eriksson-Zetterquist, U. (2008). <i>Thinking the Multiple</i> . . <i>* full PDF available on the class website</i> <i>Written Assignment: Paper 2 due</i> 2 page paper that incorporates 1) your experience with intersectionality and work-life and 2) the week’s readings and themes from class discussion.	Class and Forum: Intersectionality and work-life integration Social class Women’s and men’s experiences with work/family roles Generational trends Changing the ways we work Dominus, S. (2016). Rethinking the work-life equation .

APPLICATIONS			
CLASS	Topic	Readings/Assignments	Activities
#4 6/15	Gender, Leadership, and Communication Organizational Culture, Communication, and the Unwritten Rules	<p>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) (<i>continues next session</i>)</p> <p>Other readings* Eagly, A. H. & Chin, J. L. (2010). <i>Diversity and Leadership</i> . . Hanappi-Egger, E., et al. (2010). <i>Gendered Scripts</i> . . Herrick, J. W. (1999). <i>And Then she Said</i> . Sabattini, L. & Dinolfo, S. (2010). <i>Unwritten Rules</i> . .(key findings only) * full PDF available on the class website</p> <p>Deborah Cameron (2007) What Language Barrier? Catalyst Infographic: Talk Leads to Action.</p> <p>Written Assignment: Poster topic outline due (<i>Guidelines provided in class and available on the class website</i>)</p>	<p>Class: Unwritten rules in the workplace: Discussion Guide*</p> <p>Class and Forum: Gender and communication at work Negotiation and gender stereotypes Inclusive leadership</p>
#5 6/22	Gender, Leadership, and Stereotypes	<p>Ely et al. Reader: Ch 16: Kram & McCollom Hampton (p. 211-223) (<i>continued from last week</i>)</p> <p>Other readings* Catalyst (2007). <i>The Double-Bind</i>. . Elsesser, K. M. (2016). <i>Gender Bias against Female Leaders</i> . . Paustian-Underdahl et al. (2014). <i>Gender and Perceptions</i> . . Reskin, B. (2008). <i>Unconsciousness Raising</i>. * full PDF available on the class website</p> <p>Written Assignment: Final Paper Prospectus due (<i>Guidelines provided in class and available on the class website</i>)</p>	<p>Class and Forum: Double-binds and stereotype-based barriers Gender and leadership: Are stereotypes changing? Catalyst (2014, 2015)* How to combat unconscious bias as an individual and as a leader.</p>

APPLICATIONS, PROGRAMS, PRACTICES			
CLASS	Topic	Readings/Assignments	Activities
#6 6/29	NO CLASS. More time to work on your poster presentation and final paper!		
#7 7/6	Poster Presentations I and Class Overview Individual and Organizational Approaches to Gender Diversity	Ely et al. Reader: Ch 17: Meyerson & Fletcher (p. 230-241) Ch 28: Thomas & Ely (362-377) Other readings Gilley, A., et al. (2009). <i>Organizational Change & Leadership Effectiveness</i> . Soares, R. et al (2015). Companies Behaving Responsibly . Catalyst (2015). Inclusion Matters . <i>* full PDF available on the class website</i>	Class: Students' presentations Class and Forum: Applications Programs, policies, and initiatives
#8 7/13	Poster Presentations II and Class Overview Individual and Organizational Approaches to Gender Diversity	Written Assignment: Work on final paper, bring questions	
Final Paper Due by email July 14 by 6:30pm EST (or sooner)			