

Robert F. Wagner Graduate School of Public Service
New York University
Summer 2018
Women and Men in the Workplace

Course number PADM-GP 2112

Meeting days/time: Saturday July 14, July 28 and August 11, 9am–5pm

Location (*please check the NYU website for any last minute room changes*)

July 14: Bldg.: 25 W4, room C-8

July 28 & August 11: 25 W4, room C-13

Instructor: Laura Sabattini, Ph.D.

Email: laura.sabattini@nyu.edu

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 business landscape 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 explores the important intersections between gender and other social identities, such as race/ethnicity, sexual orientation, generation, and nationality. Additional topics include the relationship between organizational culture and employee experiences as well as strategies, programs, and initiatives that can help create inclusive work environments.

Course Requirements

Due to the concentrated format of this course, students are expected to attend **all 3 classes**, arrive on time, complete assignments on time, and be prepared to discuss the readings assigned for that week. Any absences, late arrival/early departure, and late submission will negatively impact the final score.

Grades are calculated based on the following components:

1. Participation, activities, and board posts **(30%)**
 2. Two interest papers **(30%)**
 3. Poster presentations and summary **(30%)**
 4. Outlines, bibliographies/citations, and peer evaluations **(10%)**
1. **Participation** is a key element of this course. Students can engage in a variety of ways, including group activities, “homework” observations, in-class discussions, and forum posts. 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.), 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, you must contribute **at least 4** (original) posts **AND at least 4** responses to other students’ posts (i.e., comments or reactions to other board

posts). I recommend distributing the posts throughout the course so as to write about different topics and to continue the discussion during the weeks in between classes

2. **Interest Papers:** Students submit **two** brief (2-3 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 by the second class, **July 28** and Paper 2 is due on the last day, **August 11** (see class schedule). Interest papers are due *before class*. Given the tight schedule, the first paper can be submitted as early as day one (July 14) and cover the readings due that day.
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/s or focus area/s 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 go over the assignment in class. An initial outline of the poster topic and bibliography are due on **July 28**. The day of the poster presentations – **August 11**– students fill out peer evaluations and submit a summary of their topic as a final assignment.

Statement of Academic Integrity: Please review Wagner’s academic integrity and honesty policy at <https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html>. 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>

Readings and Materials: Please review the class schedule below for a list of readings, articles, and resources assigned each week. **Full PDFs of all the readings are available on the class website.**

COURSE CALENDAR
(Subject to Change)

SETTING THE STAGE

BEFORE THE FIRST CLASS

1. Review syllabus and assignments.
2. Complete readings for the first class (7/14)
3. Outline your “topics of Interest” and “gender-norm observations” (see separate handout)

CLASS	Topics	Readings/Assignments (to be completed before class)	Activities
<p>DAY 1</p> <p>7/14 AM</p>	<p>Introductions</p> <p>Theory & Background</p> <p>Gender in the Workplace in Context Building the Framework: Gender & Diversity in Organizations</p>	<p>Davies & Frick (2014). <i>The origins of the ideal worker</i> ..</p> <p>C. G. O. Insights (1998). <i>Making Change</i>.</p> <p>Kelly, E. L., et al. (2010). <i>Gendered Challenge, Gendered Response</i> . .</p> <p>Nentwich, J. C. et al. (2014). Towards a Topology of ‘doing gender’ ..</p> <p>Williams, C. L., et al. (2012). <i>Gendered Organizations in the New Economy</i></p> <p>Optional Readings</p> <p>Acker (1990 & 2012). <i>Gendered Org</i>.</p> <p>Ely et al. (2011). <i>Taking Gender into Account</i> . .</p> <p>West & Zimmerman (1987). <i>Doing Gender</i>.</p>	<p>Discussion:</p> <p>Gender norms and expectations</p> <p>Identity at work</p> <p>The “gendered” workplace</p>
<p>7/14 PM</p>	<p>Intersectionality</p> <p>Beyond Work-Life Dichotomies</p>	<p>Castro, M. R., & Holvino, H. (2016). <i>Applying intersectionality</i>.</p> <p>Jordan-Zachery, J. S. (2007). <i>Am I a Black Woman or a Woman Who Is Black?</i></p> <p>Kossek, E. E, et al. (2010). <i>Work-life</i> . .</p> <p>Styhre, A. & Eriksson-Zetterquist, U. (2008). <i>Thinking the Multiple</i> . .</p> <p>Roberts et al. (2018). Beating the Odds.</p> <p>Optional Readings</p> <p>Dominus, S. (2016). Rethinking the work-life equation.</p> <p>C. G. O. Insights (2010). <i>Cultural Scripts in Latinas’ Careers</i>.</p>	<p>Discussion:</p> <p>Intersectionality and work-life integration</p> <p>Ideal worker norms</p> <p>Career paths</p>

Written Assignment: “Topics of Interest” (see pre-course assignments)

APPLICATIONS, PROGRAMS, PRACTICES I			
CLASS	Topic	Readings/Assignments	Activities
DAY 2 7/28 AM	Gender, Leadership, and Communication Organizational Culture, Communication, and the Unwritten Rules	Davis et al. (2010). <i>Gender Differences in Responding to Conflict</i> . . 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> . Kray, L.J. & Thompson, L. (2004). <i>Gender stereotypes and negotiation</i> Optional Readings Amanatullah, E.T., & Morris, M.W. (2010). <i>Negotiating gender roles</i> . . Deborah Cameron (2007), What Language Barrier? Carolyn O'Hara (2014), How to negotiate with someone more powerful than you.	Class: Unwritten rules in the workplace: Discussion Guide Class and Forum: Gender and communication at work Negotiation and gender stereotypes
7/28 PM	Gender, Leadership, and Stereotypes	Catalyst (2007). The Double-Bind . Catalyst (2014, 2015). How to combat unconscious bias as an individual and as a leader . Elsesser, K. M. (2016). <i>Gender Bias against Female Leaders</i> . . Martin, A.E., & Phillips, K.W. (2017). <i>What "blindness" to gender differences</i> . . Paustian-Underdahl et al. (2014). <i>Gender and Perceptions</i> . . Reskin, B. (2008). <i>Unconsciousness Rising</i> .	Class and Forum: Double-binds and stereotype-based barriers Gender and leadership: Are stereotypes changing? Inclusive leadership
<p>Written Assignments (DUE BEFORE CLASS):</p> <p>Interest paper 1 due: Two page reaction paper that incorporates 1) Personal experiences with gender in the workplace and 2) Day-1 readings, Day-2 readings, and themes from our class discussion.</p> <p>Poster topic and outline due: Guidelines provided in class and available on the class website.</p>			

APPLICATIONS, PROGRAMS, PRACTICES II

CLASS	Topic	Readings/Assignments	Activities
DAY 3 8/11 AM	Individual and Organizational Approaches to Gender Diversity POSTER PRESENTATIONS 1	Gilley, A., et al. (2009). <i>Organizational Change & Leadership Effectiveness</i> . Kossek et al. (2017). "Opting out" or "pushed out"? Soares, R. et al (2015). Companies Behaving Responsibly . Catalyst (2015). Inclusion Matters .	Class and Forum: Students' presentations Applications Programs, policies, and initiatives
8/11 PM	Individual and Organizational Approaches to Gender Diversity POSTER PRESENTATIONS 2		

Written Assignments (DUE BEFORE CLASS):

Interest paper 2 due: Two-page reaction paper that incorporates 1) Personal experiences with gender in the workplace and 2) Day 2 and Day 3 course readings and themes from our class discussion.

Poster topic summary (*guidelines provided in class and available on the class website*)