



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

**PADM-GP 2112.001**  
**Women and Men in the Workplace**  
**Spring 2019**

**Instructor Information**

- **Instructor:** Laura Sabattini, Ph.D (<http://wagner.nyu.edu/sabattini>)
- **Email:** [laura.sabattini@nyu.edu](mailto:laura.sabattini@nyu.edu)
- **Office Hours:** After class and by appointment at 295 Lafayette St (email is the best way to reach me during the week).

**Course Information**

- **Class Meeting Days/Times:** Saturdays, March 16, April 20, and May 4, 2019, 9am to 5pm.
- **Class Location** (please check the NYU website for any last-minute room changes): 194 Mercer, Room 202.

**COURSE PREREQUISITES**

None

**COURSE DESCRIPTION**

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, ASSIGNMENTS, AND GRADING POLICY

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.

Course grades are calculated based on the components listed below. For consistency, **all written assignments** should be single spaced, 1-inch margins, and 12-point Time New Roman font.

1. Attendance, participation, activities, and board posts **(30%)**
  2. Two interest papers **(30%)**
  3. Final poster presentations and summary **(30%)**
  4. Outlines, bibliographies/citations, and peer evaluations **(10%)**
1. **Attendance, participation, activities, and board posts (30%):** Participation is a key element of this course. 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. Students have the opportunity to engage in a variety of ways, including in-class group activities, "homework" observations, in-class discussions, and forum posts.
    - **Forum Posts** are an excellent way participate between class meetings. Students can share thoughts about class topics and readings, continue conversations started in class, and post links to relevant news articles or materials. To get full participation credit, everyone must contribute **at least 5 (original) posts AND at least 5 responses** to other students' posts (i.e., comments or reactions to other board posts). I recommend distributing the posts throughout the course –i.e. one or two posts per week is ideal – to cover different topics and remain engaged with the content during the weeks when the class doesn't meet in person.
  2. **Interest papers (30%):** Students submit **two 3-5 pages** 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 **April 20**, and Paper 2 is due on the last day, **May 4** (see class schedule). Interest papers must be submitted before class in person or through the class website. Given the tight schedule, papers can be submitted early.
  3. **Poster presentations and summary (30%):** On the last day of class (**May 4**), students present a research-based poster on a topic of her/his choosing, which includes a 3 min "elevator pitch" to introduce their topic and findings 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](https://guides.nyu.edu/posters) (<https://guides.nyu.edu/posters>); we will also go over the assignment in class. In addition to the presentation, students submit a final summary and bibliography of their research topic (see below).
  4. **Outlines, bibliographies/citations, and peer evaluations (10%):** In preparation for final assignment, students submit a brief outline and bibliography to receive feedback about their topic's

scope and feasibility. The outline is due on **April 20** and can be submitted any time after the first class, should students want to start working on their poster presentation before then. A final summary and bibliography are due by the day of the presentation, **May 4**. Peer evaluations will be distributed in class on **May 4**.

## READINGS AND MATERIALS

Please review the class schedule below for a list of readings, articles, and resources organized by week. Most articles are available in PDF on the class website. **Harvard Business Review (HBR)** articles need to be obtained through the library for free (instructions below) or can be purchased [here](https://hbsp.harvard.edu/import/579699) (<https://hbsp.harvard.edu/import/579699>) as a course-pack (cost \$29.75).

Please note: Some class materials will also be distributed via e-mail. Thus, it is important that you actively use your NYU e-mail account, or have appropriate forwarding set up on [NYU Home](https://home.nyu.edu/) (<https://home.nyu.edu/>).

### To find HBR articles on the library's website:

- Go to <https://library.nyu.edu>, click the "Journals" tab, and search for "Harvard Business Review".
- Click the first result in BobCat, then on the next page select "EBSCOhost Business Source Complete".
- Click "Search within this publication", then add the title of the article in the **second** search box and change the search-box option on the right to search the "Title" (TI) of documents.
- The first result should have the full text and PDF of the desired article.
- This short click-through video illustrates the process: <https://www.screencast.com/t/wu0ZXheUb0s>

## Learning Objectives

At the end of the course, students who complete all the readings and assignments will be able to:

1. Demonstrate in-depth understanding of key issues related to gender in workplace as well as knowledge of specific theories, research findings, and organizational practices. Articulate major diversity, equity, and inclusion (DEI) challenges and solutions in organizations.
2. Critically assess gender-related and DEI content and readings, including research articles, news, and other media coverage. Identify and examine academic and peer-reviewed research on women and men in the workplace.
3. Articulate well-structured arguments on specific topics and areas of interest, such as gender norms, stereotypes, inclusive leadership, and communication at work.
4. Examine strategies, programs, and practices that benefit diversity and inclusion in organizations. Assess their applicability and utility in applied settings (teams processes, leadership development, and DEI initiatives).

Assignment	Course Objective Covered
Participation	#1 #2, #3 #4
Interest papers	#1 #2 #3
Outlines	#1 #2
Presentation	#3 #4

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner's Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU's Calendar Policy on Religious Holidays

NYU's Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## Incomplete Policy

Please refer to the Wagner website for information about incomplete grades (<http://wagner.nyu.edu/students/policies/incompletes>).

## Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	%
A	93-100
A-	90-92
B+	88-89
B	84-87
B-	80-83
C+	78-79
C	70-77
C-	60-69
F	Below 59

Course grades will be assigned according to the following New York University grading criteria:

- (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
- (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
- (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
- (B) Adequate: Competent work for a graduate student. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate, but student has not been thorough or has shown other weaknesses or limitations.
- (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
- (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
- (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

## CLASS SCHEDULE (subject to change)

### BEFORE THE FIRST CLASS

1. Review syllabus, schedule, and assignments (attendance is mandatory for this class).
2. Complete introductory readings.
3. Outline your “topics of Interest” (see “pre-course” handout on the class website).

### WEEK 1: SETTING THE STAGE – March 16

Topics, in-class activities, & discussions	Readings/Assignments (to be completed before class)
<p><b>MORNING</b></p> <p>Introductions</p> <p>Theory &amp; Background Context Building</p> <p><b>Discussion:</b></p> <p>Gender norms and expectations</p> <p>The “gendered” workplace</p>	<p><b>NYU CLASSES</b></p> <p>Davies &amp; Frick (2014). The origins of the ideal worker ..</p> <p>C. G. O. Insights (1998). Making Change.</p> <p>Kelly, E. L., et al. (2010). Gendered Challenge, Gendered Response</p> <p>Nentwich, J. C. et al. (2014). Towards a Topology of ‘doing gender’ . .</p> <p>Williams, C. L., et al. (2012). Gendered Organizations in the New Economy.</p> <p><b>Optional Readings (Posted in NYU Classes)</b></p> <p>Acker (1990 &amp; 2012). Gendered Org.</p> <p>Ely et al. (2011). Taking Gender into Account . .</p> <p>West &amp; Zimmerman (1987). Doing Gender</p>
<p><b>AFTERNOON</b></p> <p>Intersectionality</p> <p>Beyond Work-Life Dichotomies</p> <p><b>Discussion:</b></p> <p>Identity at work</p> <p>Intersectionality and work-life integration</p>	<p><b>NYU CLASSES</b></p> <p>Castro, M. R., &amp; Holvino, H. (2016). Applying intersectionality.</p> <p>Jordan-Zachery, J. S. (2007). Am I a Black Woman or a Woman Who Is Black?</p> <p>Kossek, E. E, et al. (2010). Work-life. .</p> <p>Styhre, A. &amp; Eriksson-Zetterquist, U. (2008). Thinking the Multiple . .</p> <p><b>Harvard Business Review (at the library or for purchase)</b></p> <p>Mayer, D. M. (2018, October). <u><a href="https://hbr.org/2018/10/how-men-get-penalized-for-straying-from-masculine-norms">How Men Get Penalized for Straying from Masculine Norms</a></u> (<a href="https://hbr.org/2018/10/how-men-get-penalized-for-straying-from-masculine-norms">https://hbr.org/2018/10/how-men-get-penalized-for-straying-from-masculine-norms</a>). HBR</p> <p>Wittenberg-Cox, A. (2016, June). <u><a href="https://hbr.org/2016/06/rethinking-what-masculinity-means-at-the-office">Rethinking what Masculinity Means at the Office</a></u>. (<a href="https://hbr.org/2016/06/rethinking-what-masculinity-means-at-the-office">https://hbr.org/2016/06/rethinking-what-masculinity-means-at-the-office</a>). HBR.</p> <p><b>Written Assignments (DUE BEFORE CLASS):</b></p> <p>“Topics of Interest” (see pre-course assignment on the class website)</p>

## Week 2: Applications, Programs, and Practices – April 20

<b>Topics, in-class activities, &amp; discussions</b>	<b>Readings/Assignments</b> (to be completed before class)
<p><b>MORNING</b></p> <p>Gender, Leadership, and Communication</p> <p>Organizational Culture, Communication, and the Unwritten Rules</p> <p><b>Class discussion:</b></p> <p>Unwritten Rules Communication</p>	<p><b>NYU CLASSES</b></p> <p>Amanatullah, E.T., &amp; Morris, M.W. (2010). Negotiating gender roles .</p> <p>Davis et al. (2010). Gender Differences in Responding to Conflict . .</p> <p>Eagly, A. H. &amp; Chin, J. L. (2010). Diversity and Leadership . .</p> <p>Hanappi-Egger, E., et al. (2010). Gendered Scripts . .</p> <p>Herrick, J. W. (1999). And Then she Said .</p> <p>Deborah Cameron (2007), <u>What Language Barrier?</u>                      (<a href="http://www.theguardian.com/world/2007/oct/01/gender.books">http://www.theguardian.com/world/2007/oct/01/gender.books</a>)</p> <p><b>HBR (library or purchase)</b></p> <p>Carolyn O'Hara (2014, June). "How to negotiate with someone more powerful than you." HBR</p>
<p><b>AFTERNOON</b></p> <p>Gender, Leadership, and Stereotypes</p> <p><b>Discussion</b></p> <p>Double-binds</p> <p>Are stereotypes changing?</p> <p>Inclusive leadership</p>	<p><b>NYU CLASSES</b></p> <p>Catalyst (2007). <u>The Double-Bind Dilemma</u>.                      (<a href="http://www.catalyst.org/knowledge/double-bind">http://www.catalyst.org/knowledge/double-bind</a>)</p> <p>Elsesser, K. M. (2016). Gender Bias against Female Leaders . .</p> <p>Martin, A.E., &amp; Phillips, K.W. (2017). What "blindness" to gender differences . .</p> <p>Reskin, B. (2008). Unconsciousness Rising.</p> <p><b>HBR (library or purchase)</b></p> <p>Tinsley, C. H., &amp; Ely, R. H. (2018, May-June). "What Most People Get Wrong About Men and Women." HBR.</p> <p>Smith, D.G., Rosenstein, J.E., Nikolov, M.C. et al. (2018, May). "The Different Words We Use to Describe Male and Female Leaders." HBR</p> <p>Ibarra, H., Ely, R. J., &amp; Kobb, D. M. (2013, September). "Women Rising: The Unseen Barriers." HBR</p>
	<p><b>Written Assignments (DUE BEFORE CLASS):</b></p> <p><b>Interest paper 1:</b> 3-5-page reaction paper that incorporates 1) Personal experience with gender in the workplace and 2) Readings and theories discussed in class (week 1 and 2).</p> <p><b>Poster Outline, and Preliminary Bibliography:</b> Guidelines provided in class and available on the class website.</p>

## Week 3: Applications and Leading Change – May 4

<b>Topics, in-class activities, &amp; discussions</b>	<b>Readings/Assignments</b> (to be completed before class)
<p><b>MORNING</b></p> <p>Individual and Organizational Approaches to Gender Diversity &amp; Inclusion</p> <p><b>Class discussion:</b> Students' Presentations</p> <p><b>AFTERNOON</b></p> <p>Wrap up</p> <p><b>Class discussion:</b> Students' Presentations</p>	<p><b>NYU CLASSES</b></p> <p>BCG (2019, January). <u>Women Dominate Health Care—Just Not in the Executive Suite</u>. (<a href="https://www.bcg.com/publications/2019/women-dominate-health-care-not-in-executive-suite.aspx">https://www.bcg.com/publications/2019/women-dominate-health-care-not-in-executive-suite.aspx</a>)</p> <p>Gilley, A., et al. (2009). Organizational Change &amp; Leadership Effectiveness.</p> <p>Kossek et al. (2017). "Opting out" or "pushed out"?</p> <p>Soares, R. et al (2015). <u>Companies Behaving Responsibly</u>.</p> <p>Catalyst (2015). <u>Inclusion Matters</u>.</p> <p>Catalyst (2014, 2015). <u>How to combat unconscious bias as an individual and as a leader</u>. (<a href="http://www.catalyst.org/knowledge/infographic-how-combat-unconscious-bias-individual">http://www.catalyst.org/knowledge/infographic-how-combat-unconscious-bias-individual</a>) (<a href="http://www.catalyst.org/knowledge/infographic-how-combat-unconscious-bias-leader-your-organization">http://www.catalyst.org/knowledge/infographic-how-combat-unconscious-bias-leader-your-organization</a>)</p> <p>Catalyst (2016). <u>Conversation ground-rules</u> (<a href="http://www.catalyst.org/system/files/conversation_ground_rules.pdf">http://www.catalyst.org/system/files/conversation_ground_rules.pdf</a>)</p> <p><b>HBR (library or purchase)</b></p> <p>Roberts, L. M., Mayo, A., Ely, R. &amp; Thomas, D. (2018, March). "Beating the Odds: Leadership Lessons from Senior African-American Women." HBR</p>
	<p><b>Written Assignments (DUE BEFORE CLASS):</b></p> <p><b>Interest paper 2 due:</b> 3-5-page reaction paper that incorporates insights from the readings, lectures, and class discussions (week 2 and 3).</p> <p><b>Poster summary and final bibliography</b> (guidelines provided in class and available on the class website)</p>