



**NYU**

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

# **EXEC-GP/PADM-GP 4151**

## **Gender, Politics, and Leadership**

### **Fall 2022**

#### **Instructor Information**

- Amy Auton-Smith
- Email: autonsmith@nyu.edu
- Office Hours: Online, by prior appointment.

#### **Class Meeting Times/Locations**

All classes are held alternate Saturdays, 10:50 to 12:30. See Brightspace or Albert for class times, dates and locations.

#### **Course Prerequisites**

- None

#### **Course Description**

Together we will look at gendered constructions of leadership in the context of organizations and politics and consider how to take a practical stance in identifying both problems and solutions on the path to greater gender equality in those spheres.

We will consider key concepts and start to consider gender, power and leadership in organizational and political settings; examining the extent to which difference is rewarded or not and how this affects talent pipelines. We will study behaviors, stereotypes, structures and cultures that support or inhibit gender equality at the top of organizations and political hierarchies, including starting to consider the implications when more than one social characteristics (such as race/ethnicity, class/socioeconomic background or disability) intersect with gender.

Using readings and real-life examples, we will:

- consider gender concepts, norms and expectations, including drawing upon examples from US and non-US sources;

- look at gender bias, efforts to de-bias organizations and learn how our automatic thought-process can be disrupted or reinforced;
- examine reactions to difference (outgroups);
- spend some time looking through a gender lens at leadership with a comparative look at examples from around the world; and
- analyze gender and political leadership in the US and elsewhere.

## Course and Learning Objectives

After completing this course, students will:

- Understand how gender perceptions and stereotype can affect participation in organizational and political leadership.
- Be able to look at organizational and political power structures through a gender lens.
- Understand how to identify and address real-world issues of gender, leadership and power.
- Have reflected upon models of leadership in a gendered environment.
- Have started to consider how gender and other social characteristics can intersect.

## Required Readings

There is one required text that you should purchase, or you may access the electronic version for free through Bobst library:

Bohnet, I., "[What Works: Gender Equality by Design](#)", Belknap, Harvard University Press, 2016.

## Brightspace

Alongside the required text, each class will feature a variety of readings from a wide range of sources. Some readings are posted on the class site, some are weblinks in the syllabus and some are both posted and linked. If any of the weblink-only readings are non-functioning or the article is behind a paywall, please let me know as soon as possible.

All announcements, resources, and assignments will be delivered through the class site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible. Please check Brightspace before each class.

## 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.

## Class Participation

This course assumes that we all have something to contribute and that we all have something to learn. Participation is a key element of this course; therefore, I ask for the following agreements: (i) be willing to examine your own assumptions and behaviors; (ii) be generous in allowing others to voice their thoughts and reactions, accepting that this is a learning environment; (iii) engage with curiosity and a desire to understand; and (iv) keep confidential what others share.

## Zoom Participation

If we need to use Zoom for our in-class time, please make sure you are logged into your NYU Zoom account and that your full name shows on-screen. Breakout rooms are not breaks: please make sure you engage fully with your breakout colleagues and I will join breakout rooms at random during our classes. Please be mindful during breakout rooms of how much each group member is contributing and allow space for everyone to reflect and speak.

If you need assistance with using Zoom, please contact NYU IT Help.

Please note that classes that are scheduled as 'in-person' will not be provided simultaneously on Zoom.

## Assignments and Evaluation

- Class participation: 25%
- Memo on Course Reading 10%
- Team-led class discussion % 15
- Final paper 50%

An outline of each assignment is set out below.

### **PLEASE READ THIS: Formatting and submitting assignments:**

Written assignments should be in 12-point Times New Roman (or similar) font, 1-inch margins and **double-spaced**. Assignments should be submitted in **pdf** as a single file (no separate attachments) **via the class Brightspace site** no later than **5pm ET** on the due date. Marks are deducted for late submission without prior notice and confirmation from me that late submission will be acceptable: please reach out before the deadlines if you're facing exceptional issues that will cause your assignment to be late.

### **Class Participation (25% of total grade)**

Participation is awarded based on (1) attendance and punctuality (10/20 marks); (2) engagement in class and groupwork and/or contributions via the class site discussion forum (10 marks).

Extraordinary circumstances that might cause you to miss class include religious observance and illness, but you must give notice via email in advance (religious observance) or as soon as possible (illness). If you foresee missing a class due to personal obligations, please notify me via email or speak to me before or after class.

All students benefit from high levels of participation, so you are expected to do readings prior to class, attend class, and contribute to the discussions and groupwork.

### **Individual Memo on Course Reading (10% of total grade)**

For this assignment, you will be assigned a reading and a due date in the first class.

Memos should include the following elements: (i) brief summary of the key points from the reading; (ii) your critical analysis and reflections generated by it; (iii) identification of links or inconsistencies with other readings and resources, including one or more relevant outside resources.

These memos should be completed separately by **individuals**, however, the reading will **also** be the focus of the team-led class discussion. It is a critical part of your preparation for your team assignment.

Evaluation of this individual assignment will be based upon: (i) completeness of the assignment and evidence of thoughtful reflection upon the reading and related themes (5/10 marks); (ii) connection of the reading to the wider themes explored in related readings (2 marks); (iii) identification of one or more outside resources or readings that are relevant to the set reading (2 marks); and (iv) submission on time and adherence to format and length requirements (1 mark).

Memos should be a **strict maximum of 2 pages**, excluding citations and cover page, if desired.

## Team-led Class Discussion (15% of total grade)

Everyone will be allocated to a team in the first class and teams will have joint responsibility for preparing and facilitating a 10-minute presentation and 20-minute class discussion on the reading assigned as above (max 30 minutes and hard-stop at 35 minutes). Teams must also find an outside resource: a video, report, blog posting, photo, website, book or other resource that relates to the topic and present it as part of the discussion.

This assignment has two elements:

**Element 1 - Talking points:** Teams must jointly prepare one set of talking points (no more than 2 pages) that sets out: (i) the points that you will make in presenting the reading to colleagues; (ii) your outside resource (with a copy or a link for me to review it) and how and why you will integrate it into your discussion; and (iii) the questions or activities that you will ask your colleagues in class to discuss or undertake. The talking points must be submitted to me in advance of your presentation. Please submit **one** set of talking points **per team**.

**Element 2 - Presentation and facilitated discussion:** Teams must prepare a 10-minute presentation and be prepared to facilitate 20 minutes of class discussion/activity. Please do not exceed the 30-minute total time allocation, however, if your presentation sparks contributions from the class or debate that continue past your 30 minutes, please check in with me as I will usually allow it to continue.

Evaluation of this assignment will be based upon: (i) completeness of the assignment (5 marks), including submitting talking points on time in advance;(ii) evidence of having worked as a team (5 marks); (iii) considerate, skilled and engaging presentation to the class (5 marks), including staying within the time allocation.

You may use PowerPoint and/or other media via Zoom as part of their presentation and to support class discussion/activities, including videos, music or online content. Please ensure **all** outside content is clearly linked and summarized in your talking points.

## Final Project (50% of total grade)

For the final project, which must be completed on an **individual** basis, you are asked to draw on the learnings and experiences from the course and use these to develop a plan for transformative action in relation to an issue of gender and leadership in either the organizational or political sphere.

Your final project will include as a minimum:

- an introduction that sets the scene and explains the circumstance or problem
- a description of what your action plan comprises
- how the actions taken will address (or start to address) the problem, including how the actions link to specific outcomes
- clear connection to a base of research that underpins your proposed actions, with citations

Please include the following content: (1) a clear description of the circumstance or problem you have identified (5/50 marks); (2) clear description of how your action plan will address it (10 marks), (3) including the specific actions to be undertaken and

the specific outcome(s) you would expect to achieve (10 marks); and (4) providing evidence of a research basis for your proposed action with citations (20 marks).

You may also provide optional supporting content to clarify and demonstrate your idea.

We will spend some time in class going over the expectations and requirements in relation to the final project and you will have the opportunity to work with colleagues in refining your idea.

The project should include **6 pages (max)** memo/narrative (excluding citations and optional cover page) and (optional) up to **2 additional pages** of ungraded 'content', which could be images, slides, a survey etc. Please do not exceed the 6-page limit for the memo/narrative.

Evaluation of this assignment will be based upon (i) completeness of the assignment and a focus upon a specific gender goal with clear tailoring of the action plan to work towards that goal (up to 25 marks as above); (ii) evidence of a research basis for the action plan (up to 20 marks as above) and (iii) submission on time and adherence to format and length requirements (5 marks).

There is no required format for this assignment: it does not have to be structured in any particular way, however, you may wish to think of it as a report to leadership in an organization who're considering gender equality action.

## Letter Grades

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

<b>Letter Grade</b>	<b>Points</b>	<b>Percentage score (minimum)</b>
<b>A</b>	4.0 points	95
<b>A-</b>	3.7 points	90
<b>B+</b>	3.3 points	87
<b>B</b>	3.0 points	83
<b>B-</b>	2.7 points	80
<b>C+</b>	2.3 points	77
<b>C</b>	2.0 points	73
<b>C-</b>	1.7 points	70
<b>F</b>	0.0 points	anything below 70

## Overview of the Semester

Week	Topic
Week 1	Introductions, key concepts, team allocation.
Week 2	Power, perception and bias.
Week 3	Outgroups, voice and leadership identity. Team 1 presentation.
Week 4	Gender at work and case study. Team 2 presentation.
Week 5	Challenging the norms. Team 3 presentation.
Week 6	Gender and political leadership.
Week 7	Synthesis, final projects and close.



# Provisional Course Overview - please check Brightspace for the most up to date readings and instructions.

## WEEK 1: INTRODUCTIONS, KEY CONCEPTS AND TEAM ALLOCATIONS

### Readings

1. Bohnet, I., “*What Works*”, Introduction and Chapter 1
2. Deane, C., et al, “[Women and Leadership](#)”, Pew Research Center, Sept 20, 2018 –**Overview only**, i.e. the summary presented on the landing page or at the start of the pdf version of the report, linked on the right of the site, the rest is optional.
3. Cheeks, M., “*How Black Women Describe Navigating Race and Gender in the Workplace*”, HBR, Mar 29, 2018.
4. [Optional] Briefly review these Catalyst Knowledge Center resources:
  - i. [Women in Government](#)
  - ii. [Women CEOs of the S&P 500](#)
  - iii. [Organizational Pyramid](#)
5. [Optional] Watch Michael Kimmel at TED Women, “[Why gender equality is good for everyone, men included](#)”, May 2015.

### Preparation

Please do the [Gender-Science and Gender-Career tests](#) on Project Implicit and be prepared to talk in class about your experience of taking the tests.

Spend a few moments before the first class considering your own thoughts and experiences of gender in the leadership and/or political spheres and be prepared to share with the class.

## WEEK 2: POWER, PERCEPTION AND BIAS

### Readings

1. Bohnet, Chapters 2 and 4.
1. Goodwin, R. D., Dodson, S. J., Chen, J. M., & Diekmann, K. A., “*Gender, Sense of Power, and Desire to Lead: Why Women Don’t “Lean In” to Apply to Leadership Groups That Are Majority-Male*”, 2020 *Psychology of Women Quarterly* 44(4), 468-487.  
Please consider the suggestions for action put forward by the researchers in each study.
2. Turban, S., et al, “[A study used sensors to show that men and women are treated differently at work](#)”, HBR, October 26, 2017.

3. Watch this [short report on biased responses to interviewees](#).
4. [Optional] Coaston, J., "[The Intersectionality Wars](#)", Vox, May 28, 2019.
5. [Optional] [Google's Re:Work program](#). Briefly scan through the materials on the site.
6. [Optional] Foldy, E., "'Managing' diversity: Power and identity in organizations", in Aaltio-Marjosola, I., Mills, A., (eds), "*Gender, Identities and the Cultures of Organizations*", London: Routledge, 2002.

## Preparation

Please see Brightspace for instructions, if any.

## WEEK 3: OUTGROUPS, VOICE AND LEADERSHIP IDENTITY

**Team 1 presentation** and facilitated class discussion on the McClean article.

### Readings

1. Bohnet, Chapters 10 and 11.
2. McClean, E. et al, "[The social consequences of voice: An examination of voice type and gender on status and subsequent leader emergence](#)", Academy of Management Journal, online publication September 14, 2017.  
There is an [interesting summary](#) of this article in the HBR.  
[Team 1 allocated reading – please focus on the practical implications and conclusion]
3. Sanchez-Hucles, J. and Davis, D., "[Women and Women of Color in Leadership](#)", American Psychologist, April 2010.
4. [Optional] Kantor, J., "[Harvard Business School Case Study: Gender Equity](#)", New York Times, September 7, 2013 and the same subject is also considered in The Harvard Crimson blog [here](#).
5. [Optional] Barsh, J. and Yee, L., "[Unlocking the Full Potential of Women at Work](#)", McKinsey & Company, April 2012. [Summary and additional resources](#)

## Preparation

Please see Brightspace for instructions.

## WEEK 4: GENDER AT WORK and CASE STUDY: NEGOTIATING FOR THE C-SUITE

**Team 2 presentation** and facilitated class discussion on the Carli & Eagly article.

This class will consider gender in the workplace and we will discuss a case study of gendered interactions in senior leadership.

Please purchase and review the case study materials before the class. To assist in your preparation and to encourage participation, I have set out below an outline of the range of questions and topics we could consider during the class. To make best use of our time, preparation in advance is essential for this class.

### Readings

1. Carli, L. and Eagly, A., "Overcoming Resistance to Women Leaders: The Importance of Leadership Style" in Kellerman, B. and Rhode, D., "Women and Leadership: State of Play and Strategies for Change", Jossey-Bass, 2008, pages 127-141.  
[Team 2 allocated reading – please focus on the leadership challenges women face which men tend not to face and how/why resistance to women's leadership might change]
2. **Case Study materials** via the HBP coursepack (see our class site for the link). Please read the case study in advance and use the example questions set out below to help shape your analysis and reflections.
3. [Optional] Carli, L., "Gender, Interpersonal Power, and Social Influence", December 2002, Journal of Social Issues 55(1):81 - 99
4. [Optional] Entis, L., "From Classroom to Work", Time Special Edition: The Science of Gender, May 1, 2020.
5. [Optional] Cobble, Gordon, & Henry, "[What 'Lean In' Leaves Out](#)", Chronicle of Higher Education, September 22, 2014, B4

### Preparation

**Please prepare for the case study.**

Please read the case study and then consider the following questions as a broad preparation for our discussion in class. Due to time constraints, we will have limited time to spend in class reading the case study, therefore it is important you are familiar with it before we begin.

Broad focus of case study questions:

1. What is your analysis of the situation facing Millar?
2. What is your assessment of Millar's decision to take the CIO role?
3. What should Millar do now, and why?
4. Do the dynamics of this case reflect your own experiences and/or observations?

Scenario-specific questions that we explore in class may include:

5. What should Millar do about Winthrop's failure to follow policy?
6. What should Millar consider in relation to positioning herself for her next role?
7. What is Teixeira suggesting when she says: "Arnie [Winthrop] never would have pulled that stunt if you were a man"?
8. Do we have any other perspectives on gender dynamics at the top of this organization?
9. What do you think of the relationship between Millar and Mundell? Has he been a good mentor? Are there any red flags?
10. Should Millar have taken the CIO role at all?
11. Why did Mundell ask Millar to take the CIO role? Should he have? Was he fair in how he negotiated with Millar?
12. Does Millar's gender affect what will be seen at GPWM as an appropriate response to Winthrop's action? Might she be judged more harshly if she addresses this in a way that a man might? Are there implications of this potential for bias in relation to her career progression?
13. What should Millar think about in relation to her career aspirations outside her work as CIO?
14. Does the handout from the workshop provide Millar with any guidance regarding her prospects at GPWM?
15. Does Millar need to choose between advancing her own career or working to make GPWM more equitable, diverse and profitable in future? Can she do both?

## WEEK 5: CHALLENGING THE NORMS

**Team 3 presentation** and facilitated class discussion on the Ibarra article.

We will look at how norms are shaped and discuss how we can challenge the status quo and design for effective change on gender equality.

### Readings

1. Bohnet, Chapter 12 and Chapter 14 (page 285 onwards)
2. Paxton, P. and Hughes, M., "[\*Women, Politics and Power: A Global Perspective\*](#)", 3<sup>rd</sup> Ed, CQ Press, 2016. Focus on **Ch 16**.
3. Ibarra, H., et al, "[\*Women Rising: the Unseen Barriers\*](#)", Harvard Business Review, September 2013.  
[Team 3 allocated reading]
4. [Optional, but highly recommended] Behavioural Insights Team Report, "[\*How to Improve Gender Equality\*](#)", Government Equalities Office (UK), 2021.
5. [Optional, but highly recommended] Harvard WAPPP Gender Action Portal: <https://gap.hks.harvard.edu/>.

The two items above not only contain action-oriented, research-based guidance for employers, but also citations for relevant research.

5. [Optional] Kotter, J., "[Leading Change: Why Transformation Efforts Fail](#)", HBR, Review Vol. 73 Issue 2, 59-68, 2015.

## Preparation

Please use the time between classes 5 and 7 to work on your final projects.

## WEEK 6: GENDER AND POLITICAL LEADERSHIP

There are several optional resources this week. Subject to requesting you take note of the warning below, if you are not familiar with the extent of harassment of women politicians, I suggest watching optional item 9.

### Readings

1. Bohnet, Chapters 3 and 8
2. Paxton, P. and Hughes, M., "[Women, Politics and Power: A Global Perspective](#)", 3<sup>rd</sup> Ed, CQ Press, 2016. **Focus on Ch 1.**
3. Chamorro-Premuzic, T. and Wittenberg-Cox, A., "[Will the Pandemic Reshape Notions of Female Leadership?](#)", June 26, 2020, HBP.
4. Schnall, M., "[What Will It Take To Make A Woman President?](#)", Seal Press, 2013. Read the interview with Melissa Harris-Perry. Consider whether the views expressed (in 2013) are still relevant today and to what extent things have changed.
5. [Optional] Dudman, J., "[Only 23% of the world's politicians are women. It's time for that to change](#)", The Guardian, November 29, 2017.
6. [Optional] Newburger, E., "[These are the women making history as the 116<sup>th</sup> Congress is sworn in](#)", CNBC online, Jan 3, 2019.
7. [Optional] Krook, M. and Sanin, J., "[The Cost of Doing Politics? Analyzing Violence and Harassment Against Female Politicians](#)", Perspectives on Politics, 1-16, 2 July 2019.
8. [Optional] Bauer, N., "[A Feminine Advantage? Delineating the effects of Feminine Trait and Feminine Issue Messages on Evaluations of Female Candidates](#)", Politics & Gender, 2019.
9. [Optional] [Rutgers CAWP stats](#).
10. [Optional] Krook, M. and O'Brien, D., "[All The President's Men: The Appointment of Female Cabinet Ministers Worldwide](#)", Journal of Politics, Vol 74, Number 3, July 2012.
11. [Optional] Watch: "[Silencing Women in Politics: the costs to democracy of gender-based online harassment](#)". **Warning:** this short video includes the use of sexist and racist language as examples of the online abuse of women in politics.

12. [Optional] Browse the [Name It Change It website](#).
13. [Optional] Watch: [Diana Tourjée with Danica Roem](#).

### **Preparation**

Please use the time between classes 6 and 7 to work on your final projects. I will set aside some time in class to work with colleagues on your final projects, so please come prepared to discuss your idea for your final project and to ask any questions you may have.

## **WEEK 7: SYNTHESIS, FINAL PROJECTS AND CLOSE.**

In this last class, we will draw together the themes, issues and solutions we have covered over the previous 6 classes, we will discuss our understanding of the intersections of gender, leadership and politics and how we can initiate or lead change. If circumstances and time allow, I will include a guest speaker in our final session.

### **Preparation**

Please work on your final projects.

### Optional Further Reading:

- a. Paxton, P. and Hughes, M., "[\*Women, Politics and Power: A Global Perspective\*](#)", 3<sup>rd</sup> Ed, CQ Press, 2016
- b. Beard, M., "*Women and Power: a Manifesto*", W.W. Norton & Company, 2017.
- c. Rhode, D., "*The Difference 'Difference' Makes*", Stanford Law and Politics, 2003.
- d. Jordan-Zachary, J et al, "*Black Women in Politics: Demanding Citizenship, Challenging Power, and Seeking Justice*", SUNY Press, 2018.
- e. Darnell, D. and Gadiesh, O., "[\*Gender equality in the UK: the next stage of the journey\*](#)", Bain Brief, September 2013.
- f. Hunt, V. et al, "[\*Diversity Matters\*](#)", McKinsey, 2012.
- g. Hunt, V. et al, "[\*Delivering Through Diversity\*](#)", McKinsey, 2018.