

Women and Leadership, Spring 2023

Graduate: WST 5936

FULLY ONLINE

1. Basic Information

Instructor: Asia A. Eaton, Ph.D.
Office & Office Hours: Zoom, by appointment
Email: aeaton@fiu.edu
Webpage: <http://faculty.fiu.edu/~aeaton/>

Class: Canvas and occasional live zoom check-ins

2. Course Description

Over the last 100 years, women have made tremendous strides in the ability to shape their destinies. Today women are represented in all sectors of U.S. society, at all levels of organizations, and they are taking on important leadership roles in these settings. Historically, however, women have had less access to leadership positions than men, first because of concrete walls and later because of the proverbial “glass ceiling.” This history continues to be an important aspect of life in organizations and for women in particular. This class will examine the personal, social, and structural dynamics that differentially affect diverse women and men as leaders, particularly in terms of how they are viewed, how their contributions are evaluated, and what kinds of opportunities are available to them. Topics that will be addressed include how gender and leadership are constructed, the leadership styles of men and women, gender and leadership in the media, the political sphere, and the global community, the legal history of women in the workplace, and how diverse women succeed as leaders.

3. Learning Objectives

1) The primary objective of this course is to begin to uncover and understand the unique challenges, constraints, and opportunities that face diverse women today as they ascend to leadership positions in organizations. The issues have to do with the dynamics of power, authority, and influence, being different, managing multiple roles, and social expectations as they pertain to women. We will explore these topics by drawing on the experiences of women leaders from a variety of sectors and by bringing in important concepts and research insights from psychology, sociology, and business.

Methods for Assessing this Learning Objective: *Response Papers, Review Paper, Presentation, Discussion Questions*

2) A secondary objective of the course is to encourage students to think critically about the kinds of interpersonal, social, and cultural changes that are necessary to support women's advancement in positions of power and authority. From a feminist perspective, what kinds of education, strategies, practices, and policies are necessary to support current and prospective women leaders in the community, in the work domain, in academia, in politics, etc.?

Methods for Assessing this Learning Objective: *Response Papers, Discussion Questions, Presentation*

3. Course Materials

Required Course Books

- 1) Eagly, A. H., & Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard Business School Press.
- 2) Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed). Thousand Oaks, CA: Sage.

Additional Readings

All additional readings and documents will be found in Canvas

4. Assignments and Grades

Grades will be based on your Response Papers (30%), Discussion questions (20%), your Review Paper (25%), and your Presentation (25%).

All written assignments (response papers and the review paper) are to be submitted via Canvas.

Response Papers = 30% of your final grade

1) There are 4 Response Papers assigned throughout the course, and you must complete 3. Each Response Paper is to be 2-pages, double-spaced, in Time New Roman 12-point font. In-text citations should be in APA format, but a formal references section at the end is not necessary. Response Papers are due at midnight on Friday before the week that they pertain to. In Response Papers, students must use class readings (especially relying on the readings assigned for that week) to answer a question posed by the professor for that particular paper. The question associated with each Response Paper can be found in the Detailed Course Outline here in the syllabus, as well as in Canvas. Students may answer the question however they like, so long as they provide ample evidence from readings to build a logical, evidence-based case.

2) Late Response Papers will not be accepted. Luckily, you only need to turn in 3 Response Papers and only 3 will be graded. This policy is in place to allow forgiveness for accidents, emergencies, and other personal or professional issues that may prevent a student from completing a paper or doing his or her best on a paper. Response Papers are to be submitted via Canvas.

3) You can receive a maximum of 10 points for each Response Paper. In this paper you will need to efficiently answer the question posed for that paper using class readings, materials, and discussions. You can argue for any logical answer to the question posed so long as your answer is a) supported by course content (e.g., class readings and lectures), which you must cite, and b) considers the multiple potential answers to the question based on evidence from class. Response Papers should involve evidence-based analysis and logical commentary, and not be exclusively based on opinion or personal experience. You will receive a 0/10 for not turning in a paper on time, but you only need to complete 3 of 4 papers.

Discussion Questions = 20% of your final grade

Discussion Question responses are each worth 5 points, and to be completed in the related Canvas Discussion Forum. You must complete 4 (of 8), for a total of 20 points.

1. Weekly postings should be no longer than 3 paragraphs and should show your understanding of the week's readings and lectures. You will not be able to address the discussion prompt thoroughly in just a few sentences. It is also important that you read at least some of the other student postings as the discussion forum is meant to serve as an open discussion between all students. I strongly recommend reading previous posts so you can learn from your classmates and build on or critique what they have said using course concepts and logic. Part of the grading criteria includes students' ability to add value to the ongoing discussion by not being completely redundant with what has already been posted (though some repetition is expected and understood).

While personal experiences or outside sources are welcome, simply posting your personal experience will not guarantee you any points for the week. You must make thoughtful connections between the post and course content. Responses to the Discussion Question for each week should reference relevant concepts, theories, and/or findings from the textbooks, additional readings, and lectures.

2. Try to address each of the grading criteria:

a) Clarity (1pts) – ideas are presented clearly and are easily understood

b) References (1pt)– ties discussion posting to course readings

c) Substance (2pts)–answers are presented in a thoughtful and intelligent manner; answers show that the student has read the course material and has tied the material to his or her own previous experiences/knowledge.

d) Thoroughness (1pt)- answers are complete; responses address all parts of the discussion question

3. Please be respectful of other students. Keep in mind that some of the information discussed in a course on gender, power, and identity may be sensitive to some students. You are free to express any opinions you have but please do so in a respectful, intelligible manner. Students who abuse this forum by making harassing, inappropriate or abusive comments will be removed and receive a zero (0) for the class. Likewise, if you notice any abuse on the forums please let me know so that appropriate action can be taken.

4. Feel free to respond to others' posts even if you have already posted your discussion for this week. While responding to others posts is not absolutely mandatory to get a good grade for your post, it is one way to demonstrate that you have been thorough and thoughtful in considering all aspects of the question.

Review Paper= 25% of your final grade

In the Review Paper you will take one of the key concepts or themes from class (e.g., the double bind, think manager-think male, tokenism, transformational leadership and gender, media images of women leaders, etc.) and perform a review of the psychological literature on that concept/theme from the last 5 years. This paper is worth 25 points, should be 10 pages, double-spaced in APA format and is due Wednesday April 26 at midnight. Additional details about the review paper will be shared in class.

Presentation= 25% of your final grade

1) During Weeks 7-15, grad students will be responsible for presenting the assigned readings for that day and for leading class discussion on those readings. Students will be asked to sign up for a

presentation slot the second week of class. Presentations should be videotaped and uploaded to Canvas for everyone to view.

- 2) If there are groups of students presenting (depending on how many students are enrolled in the class) all students in a group will receive the same grade for their presentation. Presentations are worth a total of 25 points.
- 3) In your presentation you will need to engage your fellow classmates with interesting exercises, examples, and questions, you will need to identify weaknesses and strengths in the readings, and you will need to make conceptual and theoretical links between the assigned readings for that week and class readings and discussions from previous weeks.
- 4) The presentation should last 1 hour. You may present in any format you like. A comprehensive rubric for your presentation grade will be provided.
- 5) In your presentation you are should cover, in the very least, the following points:
 1. What did the readings inquire about (i.e., the main question or theme)?
 2. What evidence is offered as an answer to their questions or in support of their claims?
 3. Is the evidence offered sufficient? What else might be useful to know? Could alternative accounts explain the results?
 4. How does the paper relate to other readings, concepts, and theories from this class?
 5. What do these readings suggest about how best to support diverse women leaders moving forward?

Response Papers = 30 maximum points (for 3 paper scores) = 30 % of final grade

Discussion Questions = 20 maximum points (for 4 responses) = 20% of your final grade

Review Paper = 25 maximum points = 25% of your final grade

Presentation = 25 maximum points = 25 % of your final grade

100 total points possible

- 90 or above = A range
- 80-89 = B range
- 70-79 = C range
- 60-69 = D range
- 59 and below = F

5. Absentee and Late Policy

For those students who miss an assignment due to illness or a personal emergency, please get in touch with me to see if an accommodation is possible.

6. Scholarly Conduct and Academic Integrity

Scholarly Conduct: Students are expected to treat each other with respect and courtesy in order to create an environment that is conducive to learning. It should be noted that, for in person classes, arriving in class late or leaving early is disruptive, and therefore strongly discouraged. Additionally,

students should refrain from using electronic devices that disrupt class. This includes making or receiving phone calls, texting, e-mailing, online chatting or browsing during class.

Academic Integrity: All University Policies regarding academic honesty will be strictly enforced. Cheating is defined as the “unauthorized use of books, notes, aids, or assistance from another person with respect to examinations, course assignments... examination papers or course materials, whether originally authorized or not” (FIU Student Handbook, p. 103-104). Plagiarism is included in the definition of cheating. Any student found cheating will receive an F on that assignment (and possibly an F for the course) and the incident will be reported to the appropriate Florida International University authorities. Any student who is confused about the definitions of cheating or plagiarism should consult: <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/>

Accommodations: Students who need accommodations for their disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability or need information on eligibility and enrollment with the Disability Resource Center (DRC), refer to <http://drc.fiu.edu>. Please contact DRC prior to making an appointment to see me. Students should contact me as soon as possible.

Diversity and Inclusion: Florida International University’s Mission Statement emphasizes that FIU is committed to core values including “Respect for diversity and the dignity of the individual” as well as “Freedom of thought and expression.” Based on this commitment, and in my capacity as a professor, I believe everyone in my classroom – whether face-to-face or online – has the right to learn and grow in a safe environment. I have completed the University’s ‘Safe Zone’ training, and I regularly engage in professional development activities to grow my cultural humility and contributions to making FIU and the field of psychology a diverse, equitable, and inclusive space. As a feminist, anti-racist social psychologist, in my classroom you can depend on a safe and supportive environment for students from all social locations, including along dimensions of gender, race, sexual orientation, class, caregiving status, veteran status, etc.

Academic Freedom: Academic freedom and responsibility are essential to the integrity of the University. The principles of academic freedom are integral to the conception of the University as a community of scholars engaged in the pursuit of truth and the communication of knowledge in an atmosphere of tolerance and freedom. The University serves the common good through teaching, research, scholarship/creative activities, and service. The fulfillment of these functions rests upon the preservation of the intellectual freedoms of teaching, expression, research, and debate. The University and UFF affirm that academic freedom is a right protected by this Agreement in addition to a faculty member’s constitutionally protected freedom of expression and is fundamental to the faculty member’s responsibility to seek and to state truth as he/she sees it.

Important note: I am committed to the success of each student in this course! If a problem is hindering your performance in this course, please contact me immediately. Please do not wait for the end of the term to have a conversation with me 😊

7. Short Course Outline

At the professor's discretion, it may be necessary to make changes to the class schedule.

Date	Topic	Reading and Assignment
Week 1: <u>Class 1</u> January 9 th	The Current Status of Women Leaders: Where are the Women?	<i>Book: Chapters 1 & 2 of Eagly & Carli (2007)</i> <i>Chapter 14 of Northouse (2022)</i> <ul style="list-style-type: none"> • Introduce yourself in the Discussion Forum
Week 2: <u>Class 2</u> January 16 ^h	The Concepts of Gender and Leadership in U.S. Culture	<i>Book: Chapter 1 in Northouse (2022)</i> <i>Web: Valian, Ch. 1 and 2 (1999)</i> <i>Carothers & Reis (2012)</i> <i>Haslam et al., Ch. 2 (2020)</i> <ul style="list-style-type: none"> • Discussion 1 due Jan 20th at midnight
Week 3: <u>Class 3</u> January 23 rd	Gender and Difference: Understanding and Evaluating Different Theoretical Positions	<i>Web: Bussey & Bandura (1999)</i> <i>Eagly & Wood (1999)</i> <i>Hyde (2005)</i> <ul style="list-style-type: none"> • Response Paper 1 Due Jan 27th at midnight
Week 4: <u>Class 4</u> January 30 th	Leadership and Traits	<i>Book: Chapter 3 of Eagly, & Carli (2007)</i> <i>Chapter 2 in Northouse (2022)</i> <i>Web: Judge et al. (2002)</i> <i>Costa et al. (2001)</i> <ul style="list-style-type: none"> • Discussion 2 due Feb 3rd at midnight
Week 5: <u>Class 5</u> February 6 th	Leadership and Style/Situation	<i>Book: Chapters 5, 7, & 8 in Northouse (2022)</i> <i>Chapter 8 of Eagly & Carli (2007)</i> <i>Web: Eagly & Johannesen-Schmidt, (2001)</i> <ul style="list-style-type: none"> • Discussion 3 due Feb 10th at midnight
Week 6: <u>Class 6</u> February 13 th	Leadership Effectiveness	<i>Web: Luthans (1988)</i> <i>Kaiser et al. (2008)</i> <i>Eagly et al. (1995)</i> <i>Paustian-Underdahl et al. (2014)</i> <ul style="list-style-type: none"> • Response Paper 2 Due Feb 17th at midnight
Week 7: <u>Class 7</u> February 20 th	Evidence of Discrimination	<i>Book: Chapter 5 of Eagly & Carli (2007)</i> <i>Blau & Kahn (2007)</i> <i>Davison & Burke (2000)</i> <i>Kossek et al. (2017)</i>

		<ul style="list-style-type: none"> • Discussion 4 due Feb 24^h at midnight • Grad presentation 1 Due Feb 20th 9am
Week 8: <u>No Class</u> February 27 th	SPRING BREAK	SPRING BREAK
Week 9: <u>Class 8</u> March 6 th	Nature of Discrimination	<p><i>Book: Chapter 6 & 7 of Eagly & Carli (2007)</i> <i>Web: Heilman (2001)</i> <i>Schein (2001)</i> <i>McClellan et al. (2018)</i></p> <ul style="list-style-type: none"> • Grad presentation 2 due March 6th 9am • Response Paper 3 Due Monday March 10th at midnight
Week 10: <u>Class 9</u> March 13 th	Media and Commercial Representations of Women Leaders	<p><i>Web: Simon & Hoyt (2013)</i> <i>Van der Pas & Aaldering (2020)</i> <i>Sherman & Zurbriggen (2014)</i> <i>Dunn-Jensen & Stroh (2007)</i></p> <ul style="list-style-type: none"> • Discussion 5 due March 17th at midnight • Grad presentation 3 due March 13th 9am
Week 11: <u>No Class</u> March 20 th	NO CLASS	NO CLASS
Week 12: <u>Class 10</u> March 27 th	Gender and Household Responsibilities	<p><i>Book: Chapter 4 of Eagly & Carli (2007)</i> <i>Web: Cuddy et al. (2004)</i> <i>Biernat & Wortman (1991)</i> <i>Correll et al. (2007)</i></p> <ul style="list-style-type: none"> • Discussion 6 due March 31st at midnight • Grad presentation 4 due March 27th 9am
Week 13: <u>Class 11</u> April 3 rd	Legal Issues and Gender in the Workplace	<p><i>Book: Chapter 9 in Eagly & Carli (2007)</i> <i>Web: Williams & Westfall (2006)</i> <i>Fiske et al. (1991)</i> <i>Leskinen & Cortina (2014)</i></p> <ul style="list-style-type: none"> • Response Paper 4 Due April 7th at midnight • Grad presentation 5 due April 3rd 9am

<p>Week 14: <u>Class 12</u> April 10th</p>	<p>Challenges Faced based on Race and Male Identity</p>	<p><i>Book: Chapter 12 in Northouse (2022)</i> <i>Web: Bosak et al. (2016)</i> <i>Rosette et al., (2016)</i> <i>Eaton et al., (2020)</i></p> <ul style="list-style-type: none"> • Discussion 7 due April 14th at midnight • Grad presentation 6 due April 10th at 9am
<p>Week 15: <u>Class 13</u> April 17th</p>	<p>How do Women Find Their Way Through the Labyrinth?</p>	<p><i>Book: Chapter 10 in Eagly & Carli (2007)</i> <i>Web: Greenhaus, & Powell (2006)</i> <i>Williams & Tiedens (2016)</i> <i>Bowles & Babcock (2013)</i></p> <ul style="list-style-type: none"> • Discussion 8 due April 21st at midnight • Grad presentation 7 due April 17th at 9am • GUEST LECTURE
<p>Week 16: <u>No Class</u> April 24th</p>	<p>FINALS WEEK</p>	<ul style="list-style-type: none"> • Review Paper Due, April 26th at midnight

8. Detailed Course Outline

Week 1 (Jan 9)

The Current Status of Women Leaders: Where are the Women?

Are we making progress toward gender equity and, if so, in what areas? Is there still a “glass ceiling”?

Book Readings:

Chapter 1 (“Is there still a glass ceiling?”) in Eagly & Carli (2007). *Through the labyrinth*.

Chapter 2 (“Where are the women leaders?”) in Eagly & Carli (2007). *Through the labyrinth*.

Chapter 14 in Northouse, P. G. (2022)

Introduce yourself in the Discussion Forum

Week 2 (Jan 16)

The Concepts of Gender and Leadership in American Culture

Where do our ideas about gender come from? What are the cultural messages about gender roles and leader roles?

Book Readings:

1) Chapter 1 in Northouse, P. G. (2022)

Additional Required Readings (see Canvas):

2) Carothers, B. J., & Reis, H. T. (2013). Men and women are from earth: Examining the latent structure of gender. *Journal of Personality and Social Psychology*, 104(2), 385-407.

3) Haslam, S. A., Reicher, S. D., & Platow, M. J. (2020). The Current Psychology of Leadership: Issues of Context and Contingency, Transaction and Transformation. In S. A. Haslam, S. D. Reicher, & M. J. Platow (Eds), *The new psychology of leadership: Identity, influence, and power* (pp. 19-40) New York, NY: Psychology press.

4) Chapter 1 (“Gender schemas at work”) in Valian, V. (1999). *Why So Slow?*

5) Chapter 2 (“Gender begins -and continues- at home”) in Valian, V. (1999). *Why So Slow?*

Discussion Question 1 DUE

Week 3 (Jan 23)

Gender and Difference: Understanding and Evaluating Different Theoretical Positions

What are the major theoretical positions on gender and difference and what data supports each one? Are gender differences innate or socially constructed?

Book Readings:

None

Additional Required Readings (see Canvas):

1) Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation, *Psychological Review*, 106, 676–713.

2) Eagly, A. H., & Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles, *American Psychologist*, 54, 408-423.

3) Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, 60, 581–592.

Response Paper 1 DUE

Question for Response Paper 1: What are the implications of each of the positions about gender and difference that we read about for this week (social cog, evolution, social structural, and similarities)? What do they mean for men's and women's behaviors and leadership now and in the future?

Week 4 (January 30)
Leadership and Traits

Are men natural leaders? What are the traits and characteristics required for effective leadership?

Book Readings:

- 1) Chapter 3 ("Are men natural leaders?") in Eagly & Carli (2007)
- 2) Chapter 2 in Northouse, P. G. (2022)

Additional Required Readings (see Canvas):

- 3) Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology, 87*, 765–780.
- 4) Costa, P. T., Jr., Terracciano, A., & McCrae, R. R. (2001). Gender differences in personality traits across cultures: Robust and surprising findings. *Journal of Personality and Social Psychology, 81*, 322–331.

Discussion Question 2 DUE

Week 5 (February 6)
Leadership and Style/Situation

What situations, organizations, and cultures call for what kinds of leadership? Are good leaders born or can they be developed? How have our ideas about good leadership changed? Do men and women lead differently?

Book Readings:

- 1-3) Chapters 5, 7, & 8 in Northouse, P. G. (2022)
- 4) Chapter 8 ("Do women lead differently from men?") in Eagly & Carli (2007)

Additional Required Readings (see Canvas):

- 5) Eagly, A. H., Johannesen-Schmidt, M. C. (2001). The leadership styles of women and men, *Journal of Social Issues, 57*(4), 781-797.

Discussion Question 3 DUE

Week 6 (February 13)
Leadership Effectiveness

Who leads well? What does it mean to lead well? How do people rate men and women leaders?

Book Readings:

None

Additional Required Readings (see Canvas):

- 1) Luthans, F. (1988). Successful vs. effective real managers. *The Academy of Management Executive, 2*(2), 127-132.
- 2) Kaiser, R. B., Hogan, R., & Craig, S. B. (2008). Leadership and the fate of organizations. *American Psychologist, 63*(2), 96-110.

- 3) Eagly, A. H., Karau, S. J., & Makhijani, M. G. (1995). Gender and the effectiveness of leaders: A meta-analysis. *Psychological Bulletin*, 117, 125–145.
- 4) Paustian-Underdahl, S. C., Walker, L. S., & Woehr, D. J. (2014). Gender and perceptions of leadership effectiveness: A meta-analysis of contextual moderators. *Journal of Applied Psychology*, 99(6), 1129-45.

Response Paper 2 DUE

Question for Response Paper 2: Do men and women lead differently? Are men and women differentially effective? Why or why not?

Week 7 (Feb 20)

Evidence of Discrimination

Are men and women on equal footing in the workplace?

Book Readings:

- 1) Chapter 5 (“Is discrimination still a problem?”) in Eagly & Carli (2007)

Additional Required Readings (see Canvas):

- 2) Blau, F. D., & Kahn, L. M. (2007). The gender pay gap: Have women gone as far as they can? *Academy of Management Perspectives*, 21, 7-23.
- 3) Davison, H. K., & Burke, M. J. (2000). Sex discrimination in simulated employment contexts: A meta-analytic investigation. *Journal of Vocational Behavior*, 56, 225–248.
- 4) Kossek, E. E., Su, R., & Wu, L. (2017). “Opting out” or “pushed out”? Integrating perspectives on women’s career equality for gender inclusion and interventions. *Journal of Management*, 43(1), 228-254.

Discussion Question 4 DUE

Grad presentation 1 DUE

Week 8 (February 27)

No Class- SPRING BREAK

Week 9 (March 6)

Nature of Discrimination

What is the nature of prejudice towards women leaders?

Book Readings:

- 1) Chapter 6 (“What is the psychology of prejudice toward women leaders?”) in Eagly & Carli (2007)
- 2) Chapter 7 (“Do people resist women’s leadership?”) in Eagly and Carli (2007). *Through the Labyrinth*.

Additional Required Readings (see Canvas):

- 3) Heilman, M. E. (2001). Description and prescription: How gender stereotypes prevent women's ascent up the organizational ladder. *Journal of Social Issues*, 57, 657-674.
- 4) Schein, V. E. (2001). A global look at psychological barriers to women’s progress in management. *Journal of Social Issues*, 57, 675-688.

- 5) McClean, E., Martin, S. R., Emich, K. J., & Woodruff, T. (2018). The social consequences of voice: An examination of voice type and gender on status and subsequent leader emergence. *Academy of Management Journal*, 61(5), 1869-1891.

Grad presentation 2 DUE

Response Paper 3 DUE

Question for Response Paper 3: What is the basis for prejudice against women leaders? How does this prejudice manifest in perceptions, evaluations, and performance of women leaders?

Week 10 (March 13)

Media and Commercial Representations of Women Leaders

Book Readings:

None

Additional Required Readings (see Canvas):

- 1) Simon, S., & Hoyt, C. L. (2012). Exploring the effect of media images on women's leadership self-perceptions and aspirations. *Group Processes & Intergroup Relations*, 16(2), 232-245.
- 2) Van der Pas, D. J., & Aaldering, L. (2020). Gender Differences in Political Media Coverage: A Meta-Analysis. *Journal of Communication*, 70(1), 114-143.
- 3) Dunn-Jensen, L. M., & Stroh, L. K. (2007). Myths in the media: How the news media portray women in the workforce (Chapter 1). In D. Bilimoria & S. K. Piderit, *Handbook on women in business and management* (pp. 13-33). Cheltenham, UK: MPG Books.
- 4) Sherman, A. M., & Zurbriggen, E. L. (2014). "Boys can be anything": Effect of barbie play on girls' career cognitions. *Sex Roles*, 70(5-6), 195-208.

Discussion Question 5 DUE

Grad presentation 3 DUE

Week 11 (March 20)

No Class

Week 12 (March 27)

Gender and Household Responsibilities

How do powerful women leaders combine work and family? What is the relationship between women's family responsibilities and their ability to take on leadership positions?

Book Readings:

- 1) Chapter 4 ("Do family responsibilities hold women back?") in Eagly and Carli (2007)

Additional Required Readings (see Canvas):

- 2) Cuddy, A. J. C., Fiske, S. T., & Glick, P. (2004). When professionals become mothers, warmth doesn't cut the ice. *Journal of Social Issues*, 60, 701-18.
- 3) Biernat, M., & Wortman, C. B. (1991). Sharing of home responsibilities between professionally employed women and their husbands. *Journal of Personality and Social Psychology*, 60(6), 844-860.

- 4) Correll, S. J., Benard, S., & Paik, I. (2007). Getting a job: Is there a motherhood penalty? *American Journal of Sociology*, 112, 1297-1338.

Discussion Question 6 DUE

Grad presentation 4 DUE

Week 13 (April 3)

Legal Issues and Gender in the Workplace

Issues such as sexual harassment, discrimination based against mothers, family leave policies, discrimination in hiring and promotion and equal pay all have been addressed through legal channels. How effective are these policies and how broadly and consistently are they applied? What "informal" practices or policies have gender-specific effects?

Book Readings:

- 1) Chapter 9 ("Do organizations compromise women's leadership?") in Eagly and Carli (2007)

Additional Required Readings (see Canvas):

- 2) Williams, J. C., & Westfall, E. S. (2006). Deconstructing the maternal wall: Strategies for vindicating the civil rights of careers in the workplace. *Duke Journal of Gender Law & Policy*, 13, 31–54.
- 3) Fiske, S. T., Bersoff, D. N., Borgida, E., Deaux, K., & Heilman, M. E. (1991). Social science research on trial: Use of sex stereotyping research in Price Waterhouse v. Hopkins. *American Psychologist*, 46, 1049-1060.
- 4) Leskinen, E. A., & Cortina, L. M. (2014). Dimensions of disrespect: Mapping and measuring gender harassment in organizations. *Psychology of Women Quarterly*, 38(1), 107-123.

Grad presentation 5 DUE

Response Paper 4 DUE

Question for Response Paper 4: In what ways do organizations compromise women's leadership? What can be done to mitigate this within organizations?

Week 14 (April 10)

Challenges based on race and male identity

How do gender and racial stereotypes affect men's and women's success at work and home?

Book Readings:

- 1) Chapter 12 in Northouse, P. G. (2022)

Additional Required Readings (see Canvas):

- 2) Bosak, J., Kulich, C., Rudman, L., & Kinahan, M. (2016). Be an advocate for others, unless you are a man: Backlash against gender-atypical male job candidates. *Psychology of Men & Masculinity*, doi: 10.1037/men0000085
- 3) Rosette, A. S., Koval, C. Z., Ma, A., & Livingston, R. (2016). Race matters for women leaders: Intersectional effects on agentic deficiencies and penalties. *The Leadership Quarterly*, 27(3), 429-445.

- 4) Eaton, A. A., Saunders, J., Jacobson, R., & West, K. (2020). How gender and race stereotypes impact the advancement of scholars in STEM: Professors' biased evaluations of physics and biology post-doctoral candidates. *Sex Roles*. doi:10.1007/s11199-019-01052-w

Discussion Question 7 DUE

Grad presentation 6 DUE

Week 15 (April 17)

How do Women Find Their Way Through the Labyrinth?

Despite obstacles that women leaders face, many are making their way to the top and leaving their mark in business, politics, and the community. How do these women navigate the challenges of being a woman and a leader successfully?

Book Readings:

- 1) Chapter 10 ("How Do Some Women Find their Way Through the Labyrinth?") in Eagly and Carli (2007)

Additional Required Readings (see Canvas):

- 2) Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of Management Review*, 31, 72-92.
- 3) Williams, M. J., & Tiedens, L. Z. (2016). The subtle suspension of backlash: A meta-analysis of penalties for women's implicit and explicit dominance behavior. *Psychological Bulletin*, 142(2), 165-197.
- 4) Bowles, L., & Babcock, H. R. (2013). How can women escape the compensation negotiation dilemma? Relational accounts are one answer. *Psychology of Women Quarterly*, 37(1), 80-96.

Discussion Question 8 DUE

Grad presentation 7 DUE

Review Paper DUE April 26th Midnight