Leadership and Gender Issues
Leadership 400.01W

“Education is transformational. It changes lives. That is why people work so hard to become educated and why education has always been the key to the American Dream, the force that erases arbitrary divisions of race and class and culture and unlocks every person’s potential.” - Condoleezza Rice

Effective Date: Summer II 2014

Instructor: Ms. Kelly Coke, M.S.
Office: Suite 252, University Center
Phone: (903) 223-3030
E-mail: Contact instructor via “Blackboard Messages” regarding course material or questions. Please e-mail Kelly.Coke@tamut.edu if it is an emergency.

Office Hours: Monday & Tuesday 2:00 p.m. to 6:00 p.m.
NTCC Campus 2:00 p.m. to 5:00 p.m.
Please e-mail the instructor, if you need to meet at another time.

I. Course Number: 400

II. Course Title: Leadership and Gender Issues

III. Semester Credit Hours: 3

IV. Course Description: This course is to present an overview of the historical impact women endured in leadership roles in America, comparing and contrast the male and female role of the challenges women face in attaining and successfully embodying leadership roles. The course will include content over the authority, and influence as they apply to women in particular - will impact on how wisely and well leadership is exercised, by women, and also by men. This is course will include: throughout history women have had less access to leadership roles than have men; that the reasons for this diminished access are numerous and complex; that as a simple matter of equity women should have greater access to leadership roles in the future than they have had in the past and, for that matter, than they do in the present; and, finally, that so far as leadership is concerned, women have challenges that uniquely are theirs.

V. Course Delivery Method: Web-based

VI. Required Textbooks/Resources:

VII. **Student Learning Outcomes:**

1. Students will comprehend and identify various theories, conception, and historical milestones, and social forces of leadership and gender in America and other cultures.
2. Students will understand and recognize past and modern divisive issues from the different prospective of male and female leaders.
3. Student will acquire and evaluate women in the different spheres within which power, authority, and influence are exercised from all sectors. (The different sectors imply business, government, nonprofit, military and globally.)
4. Students will enhance their writing skills by conducting a research projects on the historical barriers women faced and on a historical or modern day female leader that has broken barriers in leadership.

VIII. **Course Outline:**

**Chapter 1 – Chapter 1, Women and Leadership: The State of Play (Kellerman)**

**Part I – The Colonial Beginnings (Pocahontas; Young; Hutchinson; and Lewis) (Benfield)**

**Lecture, Readings, & Videos:** Women and Leadership: The State of Play

**Chapter 2- Crossing the Bridge: Reflections on Women and Leadership**

**Part II- Many Revolutions (Pinckney; Schulz; Ward; Perdue; Wheatley; Scruggs; Warren; Geiger)** (Benfield)

**Lecture, Readings, & Videos:** Crossing the Bridge: Reflections on Women and Leadership and Many Revolutions

**Case Study:** Virginia Woolf

**Chapter 3- The Great Women Theory of Leadership? Perils of Positive Stereotypes and Precarious Pedestals (Kellerman)**

**Lecture, Readings, & Videos:** The Great Women Theory of Leadership? Perils of Positive Stereotypes and Precarious Pedestals

**Case Study:** Great Woman Theory

**Chapter 4- Overcoming Resistance to Women Leaders: The Importance of Leadership Style (Kellerman)**

**Part III- The Flowering of Antebellum Culture (Chapman, Clinton, Beecher, Sklar, Fuller, and Chevigny)** (Benfield)

**Lecture, Readings, & Videos:** Overcoming Resistance to Women Leaders: The Importance of Leadership Style and The Flowering of Antebellum Culture
Chapter 5 - Women, Leadership, and the Natural Order (Kellerman)

Part IV - Divided Loyalties (Benfield) (Stanton; Miroff; Lincoln; Baker; Davis; Cashin; Forten; Stevenson)

Lecture, Readings, & Videos: Women, Leadership, and the Natural Order and Divided Loyalties
Case Study: Jane Swift

Chapter 6 - What Difference Will Women Judges Make: Looking Once More at the “Woman Question (Kellerman)

Part V - The Reform Era (Gilman; Berkin; Addams) (Benfield)

Part VI - The Transition to Modernity (Benfield) (Schneiderman; Orleck; Eastman; Cook; Paul; & Lunardini)

Case Study: Anita Hill

Chapter 7 - Opening the Door: Women Leaders and Constitution Building in Iraq and Afghanistan (Kellerman)

Lecture, Readings, & Videos: Opening the Door: Women Leaders and Constitution Building in Iraq and Afghanistan & The Reform Era
Case Study: Women Leaders

Chapter 8 - Global Initiatives to Attain Gender Balance in Politics (Kellerman)

Lecture, Readings, & Videos: Global Initiatives to Attain Gender Balance in Politics &
Case Study: A Tale of Two Classes

Chapter 8 - Global Initiatives to Attain Gender Balance in Politics (Kellerman)

Chapter 9 - The Future of Women’s Political Leadership: Gender and the Decision to Run for Elective Office (Kellerman)

Lecture, Readings, & Video: The Future of Women’s Political Leadership: Gender and the Decision to Run for Elective Office
Case Study: Gender and Politics

Chapter 10 - It’s Woman Time

Lecture, Readings, & Video: It’s Woman Time
Case Study: The Leadership Gap

Chapter 11 - She’s in The Running

Lecture, Readings, & Video: She’s in The Running
Case Study: Women and the Presidency

Chapter 12 - Leadership, Authority and Women

Lecture, Reading, & Video: Leadership, Authority and Women

Chapter 13 - Bringing Your Whole Self to Work: Lessons in Authentic Engagement from Women Leaders (Kellerman)

Part VII - The New Horizons (Benfield) (Roosevelt; Chaf; O’Keefe; Peters; Mead; Rosenberg)

Lecture, Reading, & Video: Bringing Your Whole Self to Work: Lessons in Authentic Engagement from Women Leaders and The New Horizons
Case Study: Women and the Workplace

Chapter 14 - Women and Power: New Perspectives on Old Challenges (Kellerman)

Lecture, Readings, & Videos: Women and Power: New Perspectives on Old Challenges

Chapter 15 - Women in Corporate Leadership: Status and Prospects
Lecture, Readings, & Videos: Women in Corporate Leadership: Status and Prospects
Case Study: The Cultural Barriers

Chapter 16- Off-Ramps and On-Ramps: Women’s Non-Linear Career Paths
Lecture, Readings, & Videos: Off-Ramps and On-Ramps: Women’s Non-Linear Career Paths
Case Study: Non-Linear Career Path

Lecture, Readings, & Videos: Leadership is Action (Kellerman) (Continue in Module#4)
Chapter 17- Isn’t She Delightful? Creating Relationships that Get Women to the Top (and Keep Them There) (Kellerman)

Part VIII- Contemporary Lives (Benfield)
Lecture, Readings, & Videos: Isn’t She Delightful? Creating Relationships that Get Women to the Top (and Keep Them There and Contemporary Lives
Case Study: Women on Top

Chapter 18- Disrupting Gender, Revising Leadership (Kellerman)
Case Study: Leadership and Gender

Methods of Evaluation

Course Evaluation: Points
Student Pop Quiz over Course Policies-Attendance check 10 points
Discussion Board Questions (10 @ 4 points each) 40 points
Case Studies (10 @ 20 points each) 150 points
Mid-Term and Final Exam 400 points
The She-Leader Interview 200 points
Women and Leadership Research Paper 200 points

Total Points: 1000

A: 1000-900  B: 899-800  C: 799-700  D: 699-600  F: 599 or below

IX. Grading Scale:

A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = 0-59%

A: 1000-900  B: 899-800  C: 799-700  D: 699-600  F: 599 or below

Late assignments will not be accepted. If a medical or family emergency intervenes, the instructor must be contacted ASAP regarding late assignments. Documentation will be required.

XI. Library/Media Resources Assessment: The student is required to use the University library for additional research for assignments.

Student Participation:
a. **Participation Policy:** Online participation is required for this course. The student’s interpretation of the reading material assigned and feedback to other students in small group discussions are an important part of the learning process. Please contact the instructor with any problems with online activities.

b. **Course Etiquette:** In this course students are to conduct professional, correct grammar, and respectful dialogue. Passionate discussion is encouraged as done so respectfully. E-mail the instructor as if you were turning in an assignment. Do not e-mail the instructor as if you sending a text message to your friends or in all CAPS. Please review [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html) from the book *Netiquette*, by Virginia Shea.

**XII: Assignments and Assessments**
All assignments and exams will be submitted via Blackboard. E-mail assignments will not be accepted. Assignment passed the due date will not be accepted, unless, the instructor is contacted 48 hours before the assignment is due explaining why the student cannot submit the assignment at its appropriate due date. Only university excused absences will be accepted for tardiness of assignments. Grading rubrics will be provided in Blackboard for evaluation of all assignments. The instructor reserves the right to change the assignment due date as needed. Only word documents saved in a RTF or PDF file will be accepted. All due dates are posted in Blackboard under “Save the Due Dates” tab. The student is encouraged to contact the instructor with any questions regarding assignments or about the course.

**Student Pop Quiz over Course Policies-Attendance check (10 points):** Students will take a mandatory pop quiz on over course requirements and policies. The instructor will take attendance per the participation of the quiz. This will be due the first week when the class begins. If students do not participate, the registrar’s office will be notified.

**Ten Discussion Board Questions (40 points):** There are ten discussion questions valued at 4 points each. The student will participate in an ongoing discussion using the Discussion Board tool in Blackboard. Since our meeting time is online, discussion board questions and responses will be submitted. Posting and responses are by the due date. No credit will be given for past due responses. Posting will receive full credit for coherent, correct grammar, and good philosophical content. Assignment instructions and a grading rubric will be created for this assignment in the “Assignment” tab of Blackboard.

**Case Study (200 points):**
The student will submit a Case Study from certain course chapters and lecture content. The case study is designed to help the student how to analyze gender issues and leadership styles. Each case study will be submitted in Blackboard. There will be a total of eight “Case Study” assignments. **200 points**
The She-Leader Interview (200 points):
Each student will interview a female leader that has had significant impact on their life. Interview questions need to be included in the paper. This assignment should include a minimum of five pages free of grammar and spelling errors. References should be included according to APA.

Women and Leadership Research Paper (200 points):
The student will conduct a research paper on women and leadership from the text, Portraits of American Women: From Settlement to the Present and other scholarly resources. The paper should include the following:
1. The historical role, challenges, and barriers broken by women to serve in leadership roles.
   (Social issues need to be included.)
2. Mention at least five women and the impact they have had in their field and leadership.
3. Compare and contrast modern women leaders to past historical women and the commonalties.
Papers should be grammar and spelling free with good writing mechanics. References should included and cite according to APA. Five references should be included from the online A&M-Texarkana Library.

Assessments (400 points):
There will be a Mid-Term and a Final Exam. Exams will consist of 40-50 true-false, multiple-choice and writing essays over questions concerning the reading assignments and the text. Exams will not be comprehensive, but cover the assigned chapters. Exams will be available in the Blackboard program at designated times and will have time limit.

XIII. Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

XIV. Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog.

XV. A&M-Texarkana Email Address: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

XVI. Drop Policy: To drop this course after the census date (see semester calendar), a student must complete the Drop/Withdrawal Request Form, located on the University website http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html) or obtained in the Registrar’s Office. The student must submit the signed and completed form to the instructor of
each course indicated on the form to be dropped for his/her signature. The signature is not an “approval” to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar’s office for processing in person, email Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar’s Office for processing. It is the student’s responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Include the following explanation for web-enhanced and online courses.

XVII. Class Participation: Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. Failure to submit online assignments between the first day of classes and the University census date (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course.

XVIII. Student Technical Assistance:

- Solutions to common problems and FAQ’s for your web-enhanced and web courses are found at this link: http://www.tamut.edu/Training/Student%20Training/index.html
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: http://www.tamut.edu/techde/support.htm
- Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)
  Julia Allen (main contact) 903-223-3154 julia.allen@tamut.edu
  Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu
  Jayson Ferguson (alternate) 903-223-3105 jayson.ferguson@tamut.edu

XVIII. Technical Requirements:

Minimum Windows PC Requirements:

- Pentium IV 1.5GHz+ (preferred: Core Duo)
- 1 GB RAM minimum (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Windows 2000, XP, Vista or 7
- Web browser (Internet Explorer 7.0+; Firefox 3.0+)
- Microsoft Word, minimum Office 97
Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Windows Operating Systems:

- Internet Explorer 8 or 9 (IE is not supported on Windows XP)
- Mozilla Firefox 3.6+
- Google Chrome

**Minimum Apple Macintosh Requirements:**

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Macintosh Operating Systems:

- Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
- Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
- Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
- Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

**I-OS and Android Devices**

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:
To access Texas A&M University - Texarkana, there is an individual license fee of $1.99 per year or $5.99 lifetime. This fee gives you access to the university from all your (same platform) devices; it is not necessary to pay the fee for each device you own.