

EDCP 418G Section 0101
Special Topics in Leadership: Women's Leadership
Spring 2016
Tuesday, 2:00 – 5:00 p.m.
Jimenez 1224

Meaning is not something you stumble across, like the answer to a riddle or the prize in a treasure hunt. Meaning is something you build into your life. You build it out of your own past, out of your affections and loyalties, out of the experience of humankind as it is passed on to you, out of your own talent and understanding, out of the things you believe in, out of the things and people you love, out of the values for which you are willing to sacrifice something. The ingredients are there. You are the only one who can put them together into that unique pattern that will be your life. Let it be a life that has dignity and meaning for you. If it does, then the particular balance of success or failure – as the world measures success or failure – is of less account.

John Gardner

Living, Leading and the American Dream

Instructor

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Course Introduction

The primary goal of this course is for students **to develop an understanding of women's leadership and women's ways of influencing organizations**. The course will rely heavily on the idea that you must know yourself first before you explore how "you" fit into the organization and how that organization fits into a broader context such as nation, culture, or community.

The Importance of Stories

This class is structured around the theme of "women's stories" and class participants will be invited to unearth their own stories, as is evident in class assignments including their autobiography and interviews with people of interest. In many of the class sessions, the topical area will be addressed by a guest to the class who will share her own story, relating it to the particular topic and/or readings for the class session. In addition, we will benefit from the powerful stories generated via Ted-Talks both in class and in homework assignments.

Women and Leadership

Class participants will be exposed to literature and leadership theory and will be invited to explore their own leadership attributes, styles, and strategies. The class will rely heavily on the concept of socially responsible leadership.

The discussion of women's leadership and a review of the literature will be contextualized to include exploring leadership as expressed in different settings including: business, non-profit sector, community, education, politics, the armed forces, sports/athletics, faith/spirituality, education, family and other contexts. We will also explore women's leadership in a global context. Class participants will be encouraged to apply theory and literature to their own areas of interest, including exploring the role of women in their fields of study (e.g. women in the sciences, women leaders in journalism).

Class participants will explore the dynamic of power and leadership and how women's development and psychological theory have influenced both of these constructs. This will be reinforced in reading of Sheryl Sandberg's book, *Lean In: Women, Work, and The Will to Lead*. We will also read a recently released book called *Fast Forward: How Women Can Achieve Power and Purpose* by Melanne Verveer and Kim Azzarelli.

Students will explore the paths of women leaders and they will engage in discussions and analysis of their own life paths. Discussion in this area will include issues of life balance, the choice of motherhood or partnering, stopping out of careers, the context of leadership, intersections of multiple identities, and how gender differences in leadership may alter life choices. Class participants will explore the strains and costs of leadership that may be unique for women.

The class will wrestle with strategies and skills including confrontation, competition, conflict, responding to or taking on authority, and communication. Students will explore the link between mentoring and leadership and will analyze the way women leaders avail themselves of coalitions and other relational strategies.

The exploration of women leaders will be broad based including the discussion of the impact of gender identity, race, and sexual orientation, country of origin, and ethnicity/culture play in women's definition and the expression of their leadership. Particular attention will be paid to examples of women exhibiting leadership in a global context. In addition, class participants will explore the role media, television, movies and sports play in defining women and their leadership in a cultural context.

Barriers to women's leadership including the glass ceiling, diminished self-confidence and self-esteem, disempowerment of women leaders, socialization that excludes women's styles or gender styles, sexual harassment, and historical trends that continue to uphold leadership traits that are not gender neutral will be discussed.

This semester we will have an opportunity to partner with DASH, the District's largest shelter for women who are survivors of violence. Working with the staff and residents of DASH, we will have an opportunity to learn of leadership, resiliency, courage, wisdom, and power. This partnership will complement the work we are doing to investigate some of the issues raised in our text *Half the Sky*.

Contemporary reviews of women's development that are specifically targeted at college women, including the studies conducted by Duke University and sexual misconduct and sexual assault issues will be used to enhance the application by college women in the classroom.

Building a Learning Community

Authenticity, and living an authentic life, will be a construct used for analyzing women's stories of leadership and will be a theme that students will explore in their own definition of their leadership and its application.

The instructor will join the students in the learning process. Students enrolled in this course should be prepared to share their wisdom and insights with trust that their co-learners will benefit from their stories. This is a class where all of us should feel safe to share our ideas and assumptions and to challenge each other with respect and care. Above all else, all learners should feel valued.

Grades will be assigned after analyzing class participation and completion of assignments including an autobiography, the group reports, journal assignments, and application of other significant readings.

Men trivialize the talk of women, in order to make women themselves downgrade it. Women must turn to one another for stories; they must share the stories of their lives and their hopes and their unacceptable fantasies...We must begin to tell the truth, in groups, to one another. Modern feminism began that way, and we have lost, through shame or fear or ridicule, that important collective phenomenon. Only when we recover it,...will women stop denying their life's experience, and write a narrative of their own.

*Carolyn Heilbrun
Writing a Woman's Life*

Course Learning Objectives:

Our learning objectives include:

- To help learners expand their understanding of authority.
- To unearth through analysis, assignments, conversation, and self-discovery the learner's ability and strengths.
- To unleash ambition – in all areas of life including career and school and relationships – and to explore the self-esteem necessary to support this ambition.
- To explore the construct of authenticity and to provide opportunities for students to explore their values, passions, opinions and beliefs.
- To outline future actions that the student might wish to take based on power, purpose, ability, ambition, and an understanding of one's authentic self.
- To practice public speaking and the presentation of one's ideas in verbal form.
- To practice and improve writing skills in varied assignments including personal reflection, interview papers, and papers grounded in theory/reading/research.
- To practice and enlarge one's understanding of group dynamics, including experimenting in group assignments and analyzing group roles the student may have outside of class.
- To determine a personal definition of leadership that incorporates theories, past experiences, personal narrative, history, and human examples.
- To analyze women's leadership including in global, domestic, and college-based settings.

Grading

Class participants will be asked to complete a number of assignments that are important in allowing us to realize our course objectives. You will be asked to be "active learners." In order to be an "active learner," you will need to attend class and participate in class discussion. You will also need to complete class assignments in a timely fashion. Your final grade will be determined based on the following percentages:

Attendance.....	10%
Class Participation.....	15%
Weekly Journals.....	35%
Autobiography.....	10%
Fast Forward Assignment.....	10%
Global Issues Presentation.....	10%
Out of Class Projects.....	5%
Class Leadership Presentations..	5%

Final grades will be assigned using the following scheme: A+ (98-100), A (94-97), A- (90-93), B+ (87-89), B (82-86), B- (80-82), C+ (77-79), C (72-76), and C- (70-72).

Attendance

It is expected that students will be present at all class sessions. Attendance is mandatory. Should the university be closed for inclement weather, class will be cancelled.

Class Participation

The instructor and students will combine to form the learning community in this class. As such, everyone's opinions, intellect, passions, and stories will influence the learning environment in the class. Students are invited to participate in the class by engaging in conversation, taking on the role of active listener, and by participating fully in exercises and assignments.

Journal

Each student will be asked to complete a weekly journal. At the beginning of each class, the weekly journal for the previous week will be collected and returned the following class. The goal of this journal is to provide a means for the instructor to personally communicate with you on a weekly basis. Journals may be submitted by e-mail. Each student is expected to keep a journal that will contain at least the following:

- What have you learned about yourself this week – especially in the areas of leadership, purpose, ability, power, ambition, authenticity and action?
- You will be invited to react to the prior class material, experiences, conversation, and/or presentation.
- You will be asked to complete a specific question each week. Journals should include this topical response.

Journals should be approximately 2 pages double-spaced. If submitting the journal in hard-copy, please bring it to class. If you are e-mailing your journals to the instructor, please e-mail it to Marsha at mguenzle@umd.edu by **2:00 p.m. on the Tuesday it is due.**

Autobiography

Students will be asked to write a 3-5 page autobiography that will reflect on the following:

- People who have influenced your growth, development and identity (e.g. mentors, friends, role models, family)
- Causes for which you have passion and/or experience
- Beliefs, Values and Passions that inform your action and that ground you
- Key transformative experiences
- Personal qualities that define you
- Your strengths you affirm (this may be influenced by Strengths Quest)
- Ways you practice the behaviors described as leadership
- Obstacles and challenges that you have confronted or encountered

The paper should be typed and may be submitted on line or in hard copy. On the same day, students will be invited to publicly present an abridged version of their autobiography to the class.

The Autobiography will be due on February 9th.

Fast Forward Assignment

This is the first year we are using the book *Fast Forward: How Women Can Achieve Power and Purpose* by Melanne Verveer and Kim Azzarelli. This book provides insights about the constructs of personal power and how that power informs your purpose and how you can act on that purpose with great intensity if you join forces with others. On **April 5th** you will be asked to turn in an assignment that will require you to use creativity and will require periods of personal reflection and conversation with others leading up to April. You will be invited to work your way through the questions/prompts below in the areas of POWER, PURPOSE, and CONNECTION. If you have a suggestion for an alteration to this assignment, you are more than welcome to discuss this option with Marsha. These suggestions are discussed in greater detail in Verveer and Azzarelli's book beginning on page 180.

POWER

- For four days spend 15 minutes each day listing your personal strengths and skills that you have acquired. Add to that list people and/or other resources that you can access easily. Refine your list as the week progresses. As you complete your list, go to at least three friends, family members, mentors, and/or resource people. Ask them to list what they believe are your personal strengths

and/or skills that you have acquired. Compare the two lists and write a two page summary of your findings and of your reaction to this research.

- One of the ways we gain power is to confront our fears and failures. The authors of this book suggest that failure is information and advice on what doesn't work. For four days, spend 15 minutes each day listing your fears and/or failures. What are you afraid of? What struggles have you had to confront? What do you think might be "the worst thing" that could happen in your next stage of life? What are you most afraid that people might think about you? What "no" have you confronted in the last year of your life - did you not get admitted to a school you wanted to attend, did you apply for a job you didn't get, did you hope to create a friendship but it was not reciprocated? Take a look at this list - if you want to talk about it with someone you trust, do so. Using the items on this list, write two pages summarizing your findings and then talk about what you have learned from these fears, failures and setbacks.

PURPOSE

- Take 90 minutes and write a quick two pages that respond to these questions. You may respond in essay form and/or respond to each question.
 - What are the issues and/or people that matter to you?
 - What is your passion?
 - Name the top three things or goals in life that you would like to pursue.
 - What is one strategy you have that would allow you to pursue your passion in the next year of life?
 - How have you "jumped" into your passion and/or purpose? Have you done volunteer work in this area, had a job in this area, talked to other people about this issue, and/or spent time with people advancing your purpose?
 - What do you wish you had done by this point in life to help you pursue and/or achieve your purpose?
 - Have you engaged and/or inspired others to unleash their passions and discover their purpose? If so, how have you done this?

CONNECTION

- Take a bit of time during one week to think about your alliances and connections. As you walk through the week, with whom are you in relationship? Do you have an individual and/or group of people in your life that "breathes air into your dreams?" Do you feel valued by other individuals? What does this "sense of value" look like? How are you supported by other women? How do you support women and women leaders? Do you have access to a "purpose coalition" or other individuals that have passion similar to yours? What is missing in your relationships? If you could craft a "community

of care” for you – that would support and empower you – what would it look like? Write two pages about your discovery from this reflection. What did you learn about yourself and your connections?

You will turn in an 8 page assignment (Power = 4 pages, Purpose = 2 pages, Connections = 2 pages) on **April 5th**. You will also be invited to share something of your discovery from this assignment in class that day.

Leadership for Class Discussion

Members of the class will be divided into pairs to lead a 7-10 minute presentation on one of the chapters in the text *Lean In: Women, Work, and The Will to Lead*. These discussion will be hosted throughout the term and you can prepare an interactive exercise, presentation, or review of the material in the chapter to which you are assigned. You will find the various chapters outlined in the syllabus. Presentations should be efficient in presenting the material and should be engaging. Presenters will receive points for their leadership of this assignment based on the quality of the work.

Global Issues Presentation

Students will be reading the text, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. This book, by Nicholas Kristof and Sheryl WuDunn, explores the lives of women and as the flyleaf suggests, the authors send forth “a passionate call to arms against our era’s most pervasive human rights violation: the oppression of women and girls in the developing world.” This book explores several global crises that affect women, particularly in developing countries. The class will be divided into groups and will be asked to explore the leadership lessons and methods of addressing the pervasive problems associated with each of the crises. Those groups will include those exploring:

- Sex trafficking and sexual slavery (chapters 1-3)
- Rule by Rape and Rape as a Weapon of War (Chapters 4-5)
- Maternal Mortality (Chapters 6-8)
- Is Islam Misogynistic (chapter 9)
- Investing in Education (chapter 10)
- Microcredit and Financial Oppression (chapter 11)

Each group will prepare a 15-17 minute presentation for the class and will present this on either April 26th or May 3rd.

Out of Class Project Reviews

On two occasions class members will be asked to participate in an out of class experiences.

Assignment One: You must undertake this assignment with at least one other individual from this class and/or you may form a small group and do this assignment. You are asked to attend a women's sporting event, a women's centered event (either by topic or group), a women in the arts performance or visual arts show, an event or lecture that is directed to women and/or whose subject is women, or volunteer at a women's centered or focused project and/or service on or off campus. At the conclusion of the experience, students will engage in a discussion and reflection with the other participants and then individually each person will submit a paper that includes a 2 page summary of the experience and lessons learned about women's leadership through this experience in their journal. **This review is due on March 1.**

One option for engagement is to participate in the Day of Service hosted by Adele's Circle. This is a group that brings together women alumnae and women students for networking and mentoring. If you are interested in making this your out-of-class assignment, let Marsha know and she will provide additional details.

Another option for engagement is a special dinner called *HERStory* hosted by Adele's Circle on March 2nd at 6:00, that will feature a lovely dinner and a chance to hear the stories of a few outstanding alumnae. You will also have a chance to interact with other alumnae in your areas of interest and student leaders who share similar passions.

Assignment Two: On March 8, we will visit the District Alliance for Safe Housing where we will have an opportunity to interface with residents and staff of this non-profit organization that serves women who are survivors of violence. We will take time to reflect on our visit and you are asked to write a summary of your experience and lessons learned about DASH and women's leadership in your journal which is due on **March 31st.**

Written Assignments and Projects

All written assignments will be graded with the following criteria in mind:

- thorough presentation,
- thoughtful analysis,
- curious evaluation, and
- quality of writing

Story seat

During the course of our time together each member of the class and the instructor will be invited to spend a few moments in “the story seat.” For a few moments the individual in the story seat will accept and attempt to answer questions from class colleagues. This venture will help each of us to get to know each other a little better. An individual or two will be featured in each class period. We will assign dates for “the story seat” during our first class.

ADA Statement

Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructor would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact the instructors within the first week of the semester to discuss academic accommodations. Additional information and support is available through Disability Support Services at 301-314-7682.

Ethical Practices

Students will conduct themselves with the highest standards of academic integrity. The UMCP Code of Academic Integrity defines academic dishonesty as “cheating,” “plagiarism,” “fabrication,” or “facilitating academic dishonesty.” Academic dishonesty is a serious offense, which will not be tolerated in this class and may result in suspension or expulsion for the University. For more information, see p. 43-46 of the University Catalogue or Contact the Office of Student Conduct and Student Ethical Development at 301-314-8204.

Religious Holidays or Observances

The instructors will work with all students to make certain they can observe all religious holidays that may conflict with the class and/or assignments. Please share any conflicts with the instructors in advance of the date in question. Accommodations will be honored if they are arranged in advance of the observance.

Texts for Class

This year our class will be using the book Lean In: Women, Work, and The Will to Lead by Sheryl Sandberg Fast Forward: How Women Can Achieve Power and Purpose by Melanne Verveer and Kim Azarelli and Half the Sky: Turning Oppression into Opportunity for Women Worldwide by Nicholas Kristof and Sheryl WuDunn and Strengths Quest: Discover and Develop Your Strengths in Academic, Career, and Beyond by Donal O. Clifton, Edward Anerson, and Laurie Schriener (Please make sure you have a new copy of this book as it includes a code for taking a test that can only be used once.) These books are available at the University Book Center under our course listing. I will also provide you with a few readings. Students are expected to complete all readings in advance of sessions in which they are listed. You should be prepared to provide a short 1-2 minute review/insight from readings when prompted in class.

TED Talks

In light of our commitment to women's stories, we will use a variety of TED Talks as either optional homework viewing and/or during the class time. TED is designed to expose us to "ideas worth spreading." It is intended to help us think about technology, entertainment, and design. In many respects it has become a way of unleashing great stories through short film pieces and presentations. In each of the listings for the course you will note that they are in "Italics." You may locate the talk by going to [www.ted.com/talks/the](http://www.ted.com/talks/the_name_of_the_speaker_the_name_of_the_presentation_with_underlines_between_each_word.html) name of the speaker_the name of the presentation with underlines between each word.html. These are optional assignments in light of the heavy reading load of this course. They are terrific ways to augment your understanding and/or appreciation of a topic.

When I dare to be powerful, when I use my voice in service to my vision, then it becomes less important whether or not I am afraid.
Audre Lorde

Schedule of Classes

January 26, 2016

Putting the Class in Context

- Review of course syllabus
- Review of goals of the course
- Introduction of the texts and readings
- Sign up for "the story seat" - with a display by MGS
- Exercise: Icons and Symbols
- Exercise: Finding Your Own Voice
- Introduction of :
 - *Lean In*
 - *Women's Stories - Chimamanda Ngozi Adichie: The Danger of a Single Story*
 - Group Work and Group Dynamics
 - Partnership with DASH
 - Tuckman's *Forming, Storming, Norming, Performing, Adjourning*

February 2, 2016

Putting Leadership in Context

- Analysis of Leadership Theories including the Social Change Model
- Discussion of Your Definition of Leadership – The Metaphors
- Reflecting on the Leadership Challenge – What does your Leadership Profile mean?

Assignment Due:

- Journal: What is leadership? Define leadership using a metaphor of your choice.
- Complete your Leadership Profile Instrument

Story Seat:

- 1.
- 2.

Readings:

- Kouzes and Posner – Excerpt from The Student Leadership Practices Inventory, Facilitators Guide
- Komvies, S, Lucas, N, & McMahon, T. (2007). *Exploring Leadership: For College students who want to make a difference*. (2nd Ed.). San Francisco: John Wiley & Sons, Inc. (Page 73-114)
- StrengthsQuest p. 1-17
- Sandberg Introduction and Chapter One – p. 3-26
- Verveer and Azzarelli – Chapter 1- p. 1-8
- *Suggested Ted Talk: Sheryl Sandberg – Why We have Too Few Women Leaders*

February 9, 2016

Identity and Authenticity

- Women's Development (Belenky and Gilligan)
- Feminism
- Race, Gender, Sexual Orientation, Age
- Collaboration/ Alliances
- Telling Your Story – Autobiographies revealed

Story Seat:

- 1.
- 2.

Assignments Due:

- Journal: Journal: Do you consider yourself a feminist? Why or Why Not? Choose one of the special readings listed below – read it and share your reaction in your journal.
- Autobiography Paper Due Today
- Autobiography Presentation Today
- *Suggested TED Talk: Courtney Martin: This Isn't her Mother's Feminism*

Readings:

- Verveer and Azzarelli – Chapter 2-4 – pp. 9-51
- *Suggested TED Talk: Courtney Martin: This Isn't her Mother's Feminism*

Special Readings: (Choose only one – read it and take a paragraph or two to react to it in your journal)

- Patricia Hill Collins: Toward a new vision: Race class, and gender as categories of analysis and connection.
In Adams, M, Blumenfeld, W.J., Casteneda, R, Hackman, H.W., Peters, M.L., Zuniga, X. (2000). *Readings for diversity and social justice: An Anthology on Racism, anti-Semitism, sexism, heterosexism, ableism, and classism*. New York: Routledge. (p. 457-462)
- bell hooks: Feminism: A movement to end sexist oppression.
In Adams, M, Blumenfeld, W.J., Casteneda, R, Hackman, H.W., Peters, M.L., Zuniga, X. (2000). *Readings for diversity and social justice: An Anthology on Racism, anti-Semitism, sexism, heterosexism, ableism, and classism*. New York: Routledge. (p. 238-240)
- Sojourner Truth: Ain't I a woman?
In Adams, M, Blumenfeld, W.J., Casteneda, R, Hackman, H.W., Peters, M.L., Zuniga, X. (2000). *Readings for diversity and social justice: An Anthology on Racism, anti-Semitism, sexism, heterosexism, ableism, and classism*. New York: Routledge. (p. 241)
- Freedman, E.B. (2002). Race and the politics of identity in U.S. feminism. In *No Turning Back: The history of feminism and the future of women*. New York: Random House. (p. 73-94)

February 16, 2016

What are your Strengths?

- Exploring your StrengthsFinder Results
- What do Strengths provide you in leadership? With group work? In relationships?
- Guests: Ashley Venneman (Venneman@umd.edu) and Brian Bertges (Bbertges@umd.edu)

Story Seat:

- 1.
- 2.

Assignment Due:

- Journal: This week you took the StrengthsFinder, do you feel the results inventory accurately reflects you as a person? leader? Which strengths/behaviors resonate with you the most? The least?
- Take Your Strength Finder Test before coming to class today.

Readings:

- StrengthsQuest page 21-137
- Verveer and Azzarelli – Chapter 5-6 – pp 52-81

February 23, 2016

Women and the Media

- LEAN IN PRESENTATION: Chapter 1- The Leadership Ambition Gap
- Sign up for Global Projects today
- View the Film *Misrepresentation*
- Share in a dialogue about women and the media -- and how our stories are told or not told

Story Seat:

- 1.
- 2.

Assignments Due:

- Journal – What commercials/TV shows and/or movies do you think does a good job of representing women’s leadership? Which movies/TV shows/commercials do you think depict women in a way that is belittling or is misrepresentative of women’s leadership? What do you do when you are confronted with these negative messages? How do you react/act? How might we better “tell the story” of women in the media?

Readings:

- Stephens, J. (2003). The Rhetoric of Women's Leadership: Language, memory and imagination. *Journal of Leadership and Organizational Studies* (9) 3. p. 45-60.
- Sandberg, p. 27-63
- Verveer and Azzarelli – Chapter 7 – pp. 82-96 and Chapter 11 – pp. 158-171
- *Suggested Ted Talk – Kakenya Ntaiya: A Girl Who Demanded School*

March 1, 2016

Outcomes of Leadership Efforts

- Different Settings for Leadership
- The Campus Setting for Leadership
- Panel of Presenters (Military, Sports, Law, Non-Profit Management, Business, Faith and Spirituality, Government, Grass Roots, Education)
- LEAN IN PRESENTATION: Chapter 2- Sit at the Table
- LEAN IN PRESENTATION: Chapter 3- Success and Liability

Story Seat:

- 1.
- 2.

Assignments Due:

- Determine (in consultation with the instructor) a person to interview during the week of March 22nd, a person of interest because of her/his passion, career interest, lifestyle, or life story. The April 5th Journal should report on this interview. Edit your resume to share at your interview.
- Journal: Prepare a reflection on your participation in a "women's centered" event, service project or experience. What was your reaction to *Misrepresentation*? How does campus media/social media create an image of women? Is the image that is reflected in these outlets positive? Limiting? Empowering?
- Sandberg, p. 64-91
- Read StrengthsQuest pages 141-215
- Verveer and Azzarelli – Chapters 8-9 – pp. 97-134
- *Suggested TED Talk – Angela Patton: A Father Daughter Dance – In Prison*
- Don't forget to start reading and plan for presentation for "Half the Sky"
- Resume due in Class for Review by Marsha

March 8, 2016

Trip to District Alliance for Safe Housing

We will be traveling to the DASH offices and residences for class on this day in Washington D.C. While there we will have a chance to meet with residents and staff of this – the largest shelter for women who are survivors of violence in Washington D.C. We will explore leadership, courage, resiliency, wisdom, power, and other constructs with these wise sages. In anticipation of this visit, please visit the DASH web site at www.DASH.org.

Readings:

- StrengthsQuest pages 219-277
- Verveer and Azzarelli – chapter 10 – pp. 135-157
- Sandberg, p. 92-120
- *Suggested TED Talk – Leymah Gbowee: Unlock the Intelligence, Passion, and Greatness of Girls*

Assignments Due:

- Journal: Using the exercises in StrengthsQuest p. 281-287, talk about your aspirations for career, your values, your past engagement with mentors, and your long term dreams. You may reflect on particular exercises in this section.

March 15, 2016

No Class today because of Spring Break

March 22, 2016

Making Sense of Your Own Journey

- Sharing Your Resume/Portfolio and Story
 - Week of Interviews
 - Practice Reflection and Discernment
- WE WILL NOT HAVE CLASS TODAY on March 22nd, 2016. Use one hour of this time to conduct your interview. Use at least 2 hours to practice reflection and quiet contemplation and discernment.
- For your Journal: What did you learn from this time? What might you share in your journal of how you reacted to this time for reflection and what lessons you learned from your own head and heart? What tools and/or vehicles did you use to help capture this (e.g. journal, prayer, labyrinth, long run, yoga).
- You will not have class today so you can conduct your interview and determine the best way to practice reflection.

March 29, 2016

Dynamics of Leadership: Skills and Strategies

- Communication including Gender Communication
- True Colors
- Being Change Agents and using your Strengths
- LEAN IN PRESENTATION: Chapter 4- It's a Jungle Gym, Not a Ladder
- LEAN IN PRESENTATION: Chapter 5- Are You My Mentor?
- Guest: Ramsey Jabaji (rjabaji@umd.edu)

Story Seat:

- 1.
- 2.

Assignments Due:

- Journal: Prepare a reflection on your visit to DASH. How did your visit impact your perceptions of leadership, resiliency, courage, power, authenticity, and community?

Readings:

- Verveer and Azzarelli – Chapter 12 – pp. 172-179
- Tannen, Deborah. *You Just Don't Understand: Women and Men in Conversation* (New York: Ballantine Books, 1990). P. 23-48

April 5, 2016

Outcomes of Leadership Effort – On Campus

- Duke Report and the Status of Women
- Discussion of the Chronicle of Higher Education Article on Women in Higher Education
- The context for your leadership on campus
- LEAN IN PRESENTATION: Chapter 6: Seek and Speak your Truth
- Fast Forward Discussion

Story Seat:

- 1.
- 2.

Assignments Due:

- Journal: What was your reaction to the discussion about sexual misconduct? How does campus media/social media create an image of women in incidents of sexual misconduct? How might you alter your behavior or assist others in altering their behavior as a result of our discussion?
- Fast Forward Assignment (8 pages) due today. Be prepared to share a few lessons learned from completing this assignment.

Readings:

- Duke University. (2003). *The Duke Report on the women's initiative: The Steering Committee Report*. P. 1-16
- Wilson, R. (January 26, 2007). The New Gender Divide: Data shows that more women than men now enroll in college, but is there really a "boy crisis?" *The Chronicle of Higher Education*. p. A36-A39. (This will be provided to you as a separate handout.)
- *Suggested TED Talk – Megan Kamerick: Women Should Represent Women in the Media*

April 12, 2016

Taking Action – Influence, Activism, Alliance

- Alliance
- Discussion of Sexual Misconduct
- Introduction of Power
- LEAN IN PRESENTATION: Chapter 7-Don't Leave Before you Leave

Story Seat:

- 1.
- 2.

Assignments Due:

- Journal – Include in your journal a brief analysis of your roles as advocate, activist, and leader of causes. What are the issues/causes that stir your passion? Give an example of a person you know and/or an historical character that you admire because they followed their passion and/or pursued a cause. Don't forget, one portion of your journal should be about the interview you did with your person of interest.

Readings:

- University of Maryland Sexual Misconduct Policy
- Rosin, Hanna. (August 22, 2012). Boys on the Side. *The Atlantic*
- Peters, John Francis (September, 2014). Rape: The Crisis in Higher Education. *Time Magazine*
- Sheryl Sandberg, p. 121-158
- Suggested TED Talks – Liza Donnelly: *Drawing on Humor for Change*

April 19, 2016

Costs of Leadership –

- Challenges, obstacles, pains
- Confrontation – Competition – Conflict
- What about “Mean Girls?”
- Balance – Having it all
- LEAN IN PRESENTATION: Chapter 8- Make Your Partner a Real Partner
- LEAN IN PRESENTATION: Chapter 9- The Myth of Doing it All

Story Seat:

- 1.
- 2.

Assignments Due:

- Journal Part One: What have been the ‘costs of your leadership thus far?’ As you envision your future life – will you be happy if you are not leading a “balanced life?” What is most likely to throw you “out of whack?” Do women support women in your world? What experiences with groups have you had – and have you had access to being a leader of the group? What has worked? What hasn’t worked?

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Readings:

- Sandberg, p. 159-172
- Hewlett, S. (2002, April). Executive Women and the Myth of having it All. *Harvard Business Review*. (80) 4
- Luscombe, Belinda (November 18, 2010). Who Needs Marriage? A Changing Institution. *Time Magazine*.
- Julie Zeilinger. (July 16, 2012). Why Millennial Women Do Not Want to Lead. *Forbes Women*.
- Ela Walsh. (April 21, 2013). A Woman’s Quest for A Good Enough Life. *Washington Post*.
- Suggested TED Talk: *Eve Ensler: Embrace your Inner Girl*
- Suggested TED Talk: *Eve Ensler: What Security Means to Mean*

April 26, 2016

Global Women's Leadership

- Presentations on Global Leadership
- Women's Rights and Human Rights
- *TED Talk – Sheryl Wu Dunn: Our Century's Greatest Injustice*

Story Seat:

- 1.
- 2.

Assignments Due:

Journal: Talk about your perceptions of the topics you are presenting for class today (or you will present next week). What did you learn as you worked with your group on this topic? What did you learn about the topic that you did not know before? What might you DO as a result of what you have learned?

Presentation in class: The class will be divided into groups and will be asked to explore the leadership lessons and methods of addressing the pervasive problems associated with each of the crises. Each group will prepare a 15 -17 minute presentation for the class.

Those groups will include those exploring:

- Sex trafficking and sexual slavery (chapters 1-3)
- Is Islam Misogynistic (chapter 9)
- Investing in Education (chapter 10)

May 3, 2016

Accomplishments of Women and Global Women's Leadership Presentations – Part Two

- Will there Ever be a Woman in the White House?
- How do we make final sense about “Leaning In”...now and in our future lives
- Complete your Final Exam

Story Seat:

- 1.
- 2.

Presentation in class: The class will be divided into groups and will be asked to explore the leadership lessons and methods of addressing the pervasive problems associated with each of the crises. Each group will prepare a 15 -17 minute presentation for the class.

Those groups will include those exploring:

- Maternal Mortality (Chapters 6-8)
- Microcredit and Financial Oppression (chapter 11)
- Rule by Rape and Rape as a Weapon of War (Chapters 4-5)

Assignment Due:

Journal: Please reflect on your life 10 years from now. How will you be engaged in leadership? What will the world be like for women who seek to lead in their places of work? The community? The nation? The world?

Readings:

- Wilson, Marie C. *Closing the Leadership Gap: Why Women Can and Must Help Run the World.* (Penguin Books, 2004). P. 1-17, 139-168.
- hooks, b. (2002). *Communion: The female search for love.* New York: Harper-Collins Publishers, Inc. p. 46-59 & p. 218-231 & p. 121-139
- Hewlett, S.A. & Buck Luce, C. (2005, March). Off Ramps and On Ramps: Keeping Talented Women on the Road to Success. *Harvard Business Review.* p. 2-12.
- Jessica Valenti. (February 21, 2010). For Women in America, Equality is Still an Illusion. *The Washington Post.*
- Rosa Brooks. (February 25, 2014). Recline, Don't 'Lean In:' Why I Hate Sheryl Sandberg. *Washington Post.*

May 10, 2016

- Embracing Change
- What is your Future and the Future of your Leadership?
- Finding Closure in the Semester
- Crafting your Personal Mission Statement
- Questions Drawn from Zainab Salbi to help us think about life
- Final Exam
- LEAN IN PRESENTATION: Chapter 10 - Let's Start Talking About It
- LEAN IN PRESENTATION: Chapter 11- Working Together Toward Equality

Assignment Due:

- Complete your Final Exam

Thought for the Class

I beg you to have patience with everything unresolved in your heart and try to love the questions themselves as if they were locked rooms or books written in a very foreign language. Don't search for the answers, which could not be given you now, because you would not be able to live them. And, the point is, to live everything. Live the questions now. Perhaps then, someday, far in the future, you will gradually without ever noticing it, live your way to the answers.

Rainer Maria Rilke

Just in Case you Need to "Read More About It" --Potential Books for You to Read over the summer!

Alvarez, Julia. (1994). *In the Time of the Butterflies*. New York: Penguin Books.

Barsh, Cranston, & Lewis. *How Remarkable Women Lead: The Breakthrough Model for Work and Life*.

Bateson, Mary Catherine. *Composing a Life* (New York: Penguin Books, 1989).

Baxandall, Rosalyn, and Gordon, Linda. *Dear Sisters: Dispatches from the Women's Liberation Movement* (2001).

Bornstein, David. *How to Change the World: Social Entrepreneurs and the Power of New Ideas* (2007).

Couglin, Linda, Wingard, Ellen, and Hollihan, Keith. *Enlightened Power: How Women are Transforming the Practice of Leadership* (San Francisco: Jossey-Bass, 2005).

Curry, Barbara K. *Women in Power: Pathways to Leadership in Education* (New York: Teachers College Press, 2000).

Diamante, Anita. *The Red Tent*.

Ehrenreich, Barbara. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. (New York: Metropolitan Books, 2002).

Ehrenreich, Barbara. *Nickle and Dimed: On (Not) Getting By in America*. (New York: Metropolitan Books, 2005).

Freeman, Sue J.M., Bourque, Susan C., and Shelton, Christine. *Women on Power: Leadership Redefined* (Boston: Northeastern University Press, 2001).

Friedan, Betty. *The Feminine Mystique* (New York: W.W. Norton, 1963).

Gerber, Robin. *Leadership the Eleanor Roosevelt Way: Timeless Strategies from the First Lady of Courage* (New York: Prentice Hall Press, 2002).

Gilligan, Carol. *In a Different Voice: Psychological Theory and Women's Development* (Cambridge, Massachusetts: Harvard University Press, 1982).

Helgesen, Sally. *The Female Advantage: Women's Ways of Leadership* (New York: Doubleday, 1995).

hooks, bell (1981). *Ain't I a Woman: Black Women and Feminism*. New York: South End Press

Hosseini, Khaled. *One Thousand Splendid Suns*. (2007)

Jamieson, Kathleen Hall. *Beyond the Double Bind: Woman and Leadership* (, 1995).

Kanter, Rosabeth Moss. *Men and Women of the Corporation* (New York: Basic Books, 1977).

Kingsolver, Barbara. (1989). *Holding the Line: Women in the Great Arizona Mine Strike of 1983*. Ithica, NY: ILR Press.

Klenke, Karin. *Women and Leadership: A Contextual Perspective* (New York: Spring Publishing Company, 1996).

Kolb, Judith, A. "The Effect of Gender Role, Attitude Toward Leadership, and Self-Confidence on Leader Emergence: Implications for Leadership Development," 4 *Human Resource Development Quarterly*. 305 (1999).

Kolb, Williams & Frohlinger. *Her Place at the Table: a Woman's Guide to Negotiating Five Key Challenges to Leadership Success*.

Lippman-Blumen, Jean. "Connective Leadership: Female Leadership Styles in the 21st Century Workplace," 35 *Sociology Perspectives* 183 (1992).

Monk Kidd, Sue. *The Secret Life of Bees*. (New York: Penquin Publishing, 2003).

Rhode, Deborah. *The Difference "Difference" Makes: Women and Leadership* (Stanford, California: Stanford University Press, 2003).

Schiff, Karenna Gore. *Lighting the Way: Nine Women Who Changed Modern America*. (Miramax Books,).

See, Lisa. *Snow Flower and the Secret Fan*.

Tademy, Lalita. (2001). *Cane River*. New York: Warner Books.

Tannen, Deborah. *You Just Don't Understand: Women and Men in Conversation* (New York: Ballantine Books, 1990).

Warnock Fernea, Elizabeth. (1965). *Guests of the Sheik: An Ethnography of an Iraqi Village*. New York: Anchor Books.

Weddington, Sarah. *A Question of Choice: The Lawyer Who Won Roe v. Wade* (New York: Grosset/Putnam Books, 1992).

Yan, Ma. *The Diary of Yan Ma: The Struggles and Hopes of a Chinese Schoolgirl*.