GENDER AND LEADERSHIP
LEADERSHIP 390/ PSYCHOLOGY 359/WGSS 379- FALL 2008

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PHONE: TBA
OFFICE HOURS: TBA & BY APPT.
OFFICE LOCATION: TBA

INSTRUCTOR: Dr. Crystal Hoyt
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OFFICE HOURS: WED 10-11:30AM & APPT.
OFFICE LOCATION: 132 Jepson Hall

COURSE TIME AND LOCATION: Tuesday, Thursday 11:15-12:30pm, Jepson Hall 107

COURSE WEBSITE: http://blackboard.richmond.edu

READINGS:
The readings for this course primarily consist of readings that can be accessed on e-reserves or through online databases. In addition, three books are assigned for this course (see below). The readings may change slightly and other readings may be assigned during the semester. The assigned readings provide the background and context for classroom lecture and discussion, therefore, you should read the readings before the class period during which they are discussed.


DESCRIPTION AND GOALS OF THE COURSE:
The goal of this course is to examine how gender, broadly defined, influences the leadership process. This course will be co-taught by a social psychologist (Hoyt) and an anthropologist (Faier), providing two distinct disciplinary approaches to examining gender and leadership. Thus, issues surrounding gender and leadership will be examined through the social scientific, anthropological, and cultural studies literature on gender, stigma, marginality, institutions, and leadership.

The section on psychological approaches will familiarize you with basic empirical research so that you can: (1) use science to help decipher fact from myth, (2) evaluate and analyze the scientific merit of this research, and (3) apply this research to real world situations. We will examine topics such as the glass ceiling, proposed causes of the glass ceiling, the causes, correlates and consequences of stereotype-related biases against female leaders, and how these biases impact the perception of female leaders as well as the experience of these leaders. In addition to understanding the effects and theoretical origins of gender-related biases in leadership roles, we will also examine strategies for change.

The section on anthropological approaches aims to introduce you to current theoretical debates and directions in gender studies, using ethnographic data to demonstrate the wide variety of gendered practices. Specifically the readings examine women's leadership, broadly defined, and explore how gendered practices, ideals, and categories influence the production, performance, and possibilities for leadership. Topics interrogate how regulation, transgression, values, the state, nation, and development produce and reproduce constructions of gender and thus, in turn affect leadership. Readings encourage students to examine not only how gender is performed but also the ways it constitutes aspects of leadership. The section concludes with the adoption of a gendered optic that allows for a review of leadership practice as well as calls out an imperative for theorizing gender as central to leadership.
COURSE REQUIREMENTS
Your grade in the course will be determined by performance on the following course requirements:

1. **WRITTEN ASSIGNMENTS:** You will be required to write two papers this semester. The first paper is due October 17 and the second paper is due on November 18. Details for each paper will be provided in the course.

2. **EXAMINATIONS:** There will be two exams in this course, one take-home midterm due October 9 and one cumulative final. The exams will cover information from both in-class discussions and reading assignments. The exams will consist of short answer and essay questions.

3. **GROUP PROJECTS:** Groups of students will undertake a group project. Students will present the results of their project and will submit final reports at the end of the semester. The group project is due December 4.

4. **CLASS PARTICIPATION:** This course is predicated on the active participation of all members. You are expected to attend all classes, arrive on time, and fully engage in discussions and activities. The emphasis is on quality of class participation rather than quantity. Each unexcused absence will penalize your final grade. The class discussions and activities are highly dependent upon the assigned reading for the day. You must come to class fully prepared to discuss the assigned readings. Inadequate class participation will lower your course grade.

Makeup Exams and Paper Extension Policy: Only under extraordinary circumstances will a make-up exam be administered or will a late paper be accepted. When these extraordinary circumstances arise, a letter from the Dean is required. A paper turned in late without an acceptable excuse will be docked 10 percentage points for each day it is late. Makeup exams may take an alternative form to that taken by the rest of the class.

**ELEMENTS OF YOUR GRADE:**
Grades in this course will be based on your performance on the two exams, the writing assignments, and the group project. Good performance on each assignment and exam is important to your overall success in this course. Your total points will be based on the following components:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>First paper</td>
<td>15%</td>
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<tr>
<td>Second paper</td>
<td>15%</td>
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<tr>
<td>Group project</td>
<td>25%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
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**Total** 100%

Final grades in the course will be based on the percentage of total points that you earn, according to the following cutoffs:

<table>
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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>50-60%</td>
<td>F</td>
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**HONOR CODE:** The Jepson School supports and adheres to the provisions of the Honor System sanctioned by the School of Arts and Sciences. Every piece or written work presented by individual students must have the honor pledge with the student’s signature on it. The pledge is: “I pledge that I have neither given nor received unauthorized assistance during the completion of this work.”

**STUDENTS WITH DISABILITIES:** If you have a verified disability and would like to discuss special academic accommodations, please contact me during the first week of class to arrange reasonable and appropriate accommodations.
## Class Schedule and Reading Assignments

### Aug. 26
**Introductions**
Psychology and Anthropology Exercises

### Aug. 28
**Disciplining Gender and Leadership: Comparative Approaches**

### The Basics

<table>
<thead>
<tr>
<th>Sept. 2</th>
<th>Performing/Reforming Gender and Sexuality</th>
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<tr>
<td>In class: BBC documentary on the Hijras in India</td>
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<tr>
<th>Sept. 4</th>
<th>Introducing Stereotyping and Prejudice</th>
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<tr>
<td>In class: ‘A girl like me’ video</td>
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<table>
<thead>
<tr>
<th>Sept. 9</th>
<th>Gender Stereotypes and Sexism</th>
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<tr>
<td>In class: Killing us softly 3</td>
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### A Psychological Perspective on Women and Leadership

<table>
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<tr>
<th>Sept. 11</th>
<th>Perceptions of and Responses to Female Leaders</th>
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3
Sept. 16  Implicit Attitudes
In class: The Fairer Sex video

Sept. 18  Backlash

Sept. 23  Attributions and Shifting Standards

Sept. 25  Experiences of Female Leaders

Sept. 30  Self-Fulfilling Prophecies and Coping with Discrimination

Oct. 2  Gender and Negotiation

Oct. 7  Film/ Speaker

Oct. 9  Film/ Speaker
  Take home exam due

Oct. 14  FALL BREAK Yeah!!
## Anthropological Perspectives on Gender, Sexuality, and Leadership

### Oct. 16
**The Body Politic or the Personal is Political**

- *Categorical Lives, Lived Categories*
  - TBD
  (first paper due October 17)

### Oct. 21
**Gender at the Margins: Regulations and Transgressions**

- Butler, J. (2004). *Undoing Gender.* (excerpt)

### Oct. 23
**Gendered Performances and Social Embodiment**

- Young, I.M. “Throwing Like a Girl”

### Oct. 28
**Masculinities/Feminities: Mirrors for Leadership?**


### Oct. 30
**Institutional Bodies: States, Nations, and Activism (Studies from the Middle East)**

**Gender and the Nation: Morality, Sexuality, and the Corporate Body**

- Kanaaneh, R. (2002). *Birthing the Nation: Strategies of Palestinian Women in Israeli (excerpts)*

### Nov. 4
**Gender and the State: Silenced Voices and Present Bodies**

- Baron, B. (2005). *Egypt as a Woman*. (excerpts)
- TBD

### Nov. 6
**Acting Out & Out of the Margins**

Nov. 11  Gender: Discourse of Development, Seed for Empowerment?
  - TBD

Making a Change

Nov. 13  Adopting a Gendered Optic

Nov. 18  Feminist Lessons for Leadership

Nov. 20  Affirmative Action and Navigating the Labyrinth
    In class: Women World Leaders video

Nov. 25  Taking on the Big Boys

Nov. 27  HAPPY THANKSGIVING!!

Dec. 2   Student Presentations

Dec. 4   Course Wrap-Up (Group Projects Due)