The Richard Stockton College of New Jersey  
Spring 2006

Course Title: WOMEN IN LEADERSHIP

Course Acronym: GSS 3121

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E-mail: vitom@loki.stockton.edu

Office Hours:  
Wednesday 12:00 p.m. to 3:00 p.m.  
Thursday 10:00 a.m. to 12:00 p.m.  
Other Hours By appointment only

Course Description: Students will explore the history of political activism and recent trends of social and economic conditions for U.S. women, to identify cultural, social and economic biases that either propel or hinder women in leadership roles. We will investigate the psychology of gender bias in order to identify techniques for use by women and men in overcoming barriers to women's success as leaders in government and non-governmental professions. Assigned readings are supplemented with videos, guest lectures, and student research projects.

Required Textbooks:  
Women’s America, Sixth Edition: Refocusing the Past, Kerber and De Hart; Oxford University Press, New York; 2005

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<th>Grading Criteria</th>
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<tr>
<td>Requirement</td>
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<tr>
<td>Research project: Power Point Slide Show and Essay **</td>
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<td>Class presentation of project or service learning experience.</td>
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<td>WebBoard dialogue on films, guest lectures, and readings and role-playing.</td>
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<tr>
<td>Reviews / Reaction Papers on selected readings or videos**</td>
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<tr>
<td>Subjective (participation, writing quality…)</td>
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<td>** Assignments waived for Students electing the Service Learning option.</td>
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<td>Total</td>
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Assignments

- **Projects:** Research, develop, and document the biography and the characteristics of leadership demonstrated by a contemporary (living) woman of prominence in one of the following fields:
  
  - **Politics** – Subject may be either an elected or appointed political operative in state or federal government in the U.S. Suggestions include:
    
    - Condoleezza Rice
    - Hillary Clinton
    - Diane Feinstein
    - Barbara Boxer
    - Diane Allen
    - Christy Whitman
  
  - **Media** – Subject may be involved in print, television or film as a performer or an administrator. Suggestions include:
    
    - Sandra Bullock
    - Barbra Streisand
    - Oprah Winfrey
    - Meg Ryan
    - Katie Couric
    - Jane Pauley
  
  - **Sports** – Subject may be a current or recent sports celebrity, amateur or professional, seen as a leader in her sports field. Suggestions include:
    
    - Mia Hamm
    - Venus or Serena Williams
    - Annika Sorenstam
    - Michelle Kwan
    - Sarah Hughes
    - Cassie Johnson
  
  - **Science, Medicine, Education or other professional field** – Subjects may be chosen from students’ respective field of interest with prior approval by Professor Vito.

Research must be documented by a written paper, which covers the topic comprehensively and is properly formatted with full citations for research references. You may **not** use a paper submitted in another class to fulfill this requirement. This course qualifies as an upper level W2.
course, thereby satisfying the most stringent writing requirement for graduation at RSC. Papers will be graded accordingly with 50% attributed to content and 50% attributed to style and writing quality. Be sure to use spell-check and grammar-check on your word processor in order to avoid unnecessary loss of points for obvious errors.

The paper should include the following components at a minimum:

1. Biography of subject, including date of birth (if available), family circumstances, and education.
2. Leadership roles and specific accomplishments.
3. Any controversy surrounding the leadership of the subject.
4. Follow-up data (e.g. where is she now?) on current status of the subject.

The project should also be summarized, with photographs and other interesting visual aids, in a Power Point slide show that must be uploaded to the course WebBoard. Details for doing this will be provided at the mandatory orientation class.

**Research Paper format** should be as follows:

- Double spaced
- One inch margins, all around
- Page numbers at bottom center beginning with page 2 (title page=page 1)
- Student last name attached to page numbers beginning with page 2
- Title page with the following details centered:
  
  GSS 3121 -- Women in Leadership
  Research paper on: [Research Topic]
  Your Name
  The Date Submitted

- Bibliography
  - List the book(s), article(s) and/or video(s) on which the paper is based as the first item on the bibliography.
  - Any other readings or quoted sources of authoritative literature on the paper topic should also be listed with a full bibliographic citation.
  - Material gathered on the Internet must be appropriately cited and should include the complete URL to locate it.

- Acknowledgments page, placed as final page, which should list any assistance received from:
  - Writing Center [include name(s) of tutors]
Papers will be graded on the following criteria:

1) Organization and Clarity of Writing
   a) clear and concise summation
   b) material presented in logical and easy to follow order
   c) no spelling, grammar, or syntax errors
   d) writing style to enthuse the reader
   e) utilization of models, graphs, statistics, or other materials to support views

2) Documentation of Statements Made
   a) in-depth analysis of topic content
   b) identifies specific points to consider
   c) draws and presents logical conclusions
   d) uses other sources to support views

3) Identification of Resources
   a) provides evidence of views from several sources such as newspapers, magazines, books, personal interviews, documentaries, etc.)
   b) utilizes available resources (i.e. the Library, available role models, etc.)
   c) provides appropriate acknowledgments, footnotes, bibliography

Your research paper should be as long as necessary to cover the bibliographic details with clarity, but short enough to hold the readers’ attention. Since this is the major project for the course and constitutes 40% of your final grade, it should be at least five pages, but less than twenty pages long.
Note: You may **NOT** use papers prepared for other classes as submissions to satisfy required writings for this course. Evidence to the contrary will result in a failing grade for the entire course.

Reaction Papers:

In addition to the paper required on the research project, each student will be required to complete and submit at least two reviews/reaction papers on assigned readings or videos about women in leadership at dates specified by the professor. At the beginning of each review/reaction paper, briefly summarize what you think the article is about. This summation should be less than one full page and should focus on one or two main issues presented in the author's arguments. Following the summation, present your position with respect to the author's issues. Do you agree or disagree with the arguments and conclusions presented by the author? State your reasons for taking your position and develop an argument to persuade the reader (me) to agree with your viewpoint. You may (and should) use other sources of material to support your views, but be sure to footnote or properly document those sources.

Your papers should be as long as necessary to convey your reactions and conclusions with clarity. Concise presentation of thoughts is an encouraged art form, and you should avoid redundancy or tangencies that lengthen your papers without adding any real substance to your message. As a guideline, review/reaction papers to articles or videos should generally not be longer than the article/essay, and will generally be less than five pages. This is intended to be a guideline only, and you should be the judge of what length your paper must be to convey your thoughts.

Role Playing:

Working in groups of 5 or 6, students will develop a dialogue involving assigned videos or readings as if they are part of the scene. Students are encouraged to use their creativity and imagination to place themselves in meaningful roles within the context of the assigned materials. It is recommended that students first outline the premise of their scenario, then assign an order of engagement that allows each student, in turn, to develop the scenario to the next stage through his/her dialogue. Students are particularly encouraged to introduce controversy and to argue opposing views in their role-playing. Group assignments are as follows:

1. Seneca Falls convention and the start of the women's suffrage movement.
2. Final passage of the 19th Amendment granting women's suffrage.
3. Political happenings leading to the election of the first woman U.S. president in 2008 (or later?).
4. Supreme Court rulings on reproductive rights, past, present, and/or future.

5. Women in the military.
(Things to avoid if grades matter to you!)

- Incomplete Sentences -- Use of incomplete sentences (phrases) for emphasis is appropriate occasionally, but it must be clear that you have done it deliberately for that purpose. Overuse of the technique detracts from a paper.

- Drop-in Quotes -- If you are quoting a source to support your position, be sure to use the full quotation and not merely a few words of another author. Also, make sure that the author's intent is the same as the meaning you are giving the quotation in citing it in your paper.

- Singular vs. Plural

  ⇒ Man = single; men = plural
  ⇒ Woman = single; women = plural

  This is a particular pet peeve! Since this is a Women’s Study class, be sure you know how to spell the reference(s) to the subjects we study.

- Short Paragraphs -- One or two line paragraphs cannot have much "meat" in them. It takes several sentences to introduce an idea, explain the idea and then summarize.

- Run-on Paragraphs -- Just as disconcerting is the paragraph that never seems to end. Look for the natural breaks in your thoughts and create paragraphs around them.

- Incomplete Bibliographies -- Make sure you list the article on which you are preparing your review/reaction paper as the first item! Every citation must have the full title of the source, the author, the date and place of publication, and the page number(s). Footnotes can reference the source and the page number(s) if the bibliography is complete.

- Reaction papers should be written as an expression of your own personal feelings and responses to the assigned reading. They will be graded on your ability to convey clearly your thoughts and conclusions regarding the subject matter.

- Late papers will be penalized one full letter grade if submitted within one week of the due date, after which they will not be accepted resulting in a grade of zero for the assignment. With a Distance Learning course utilizing electronic media for communication, you must plan ahead and anticipate the possibility of thunderstorms, system downtime, and disk failures. There is no acceptable excuse for turning in late papers, unless prior arrangements have been made with the professor.
<table>
<thead>
<tr>
<th>Week of</th>
<th>Video/Reading Assignment</th>
<th>Assignments Due</th>
<th>Class Activity</th>
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| January 18 | Orientation  
*Women’s America*, pp1-21 | | Review syllabus and required computer activities. |
| January 25 | “Dreams of Equality”  
*Women’s America*, pp 55-58, 79-82, 97-134, 165-167, 183-198 (60 pages) | | Guest Lecturer – TBA |
| February 1 | “Not for Ourselves Alone”  
*Women’s America*, 200-219, 265-274 (28 pages) | Role Playing – group #1 work due on Web Board. | Guest Lecturer – TBA |
| February 8 | “Iron-Jawed Angels”  
*Women’s America*, 342-344,358-389 (33 pages) | 1st Reaction Paper – on videos and readings assigned to 2/08 “How We Won the Vote” video on Alice Paul |
| February 15 | “Senator Diane Allen Teleconference”  
*Women’s America*, 423-428, 435-454, 466-477 (35 pages) | Role Playing – group #2 work due on Web Board | “Fly Girls” video on WWII women |
<p>| February 22 | <em>Women’s America</em>, 479-500,532-552, 560-580, 593-597(65 pages) | Role Playing – group #3 work due on Web Board | Guest Lecturer – TBA |</p>
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<td>March 1</td>
<td><em>Women’s America</em>, 598-656 (58 pages)</td>
<td>Role Playing – group #4 work due on Web Board</td>
<td>Day of Scholarship – assignment TBA</td>
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<td>March 8</td>
<td><em>Women’s America</em>, 657-681,691-704 (37 pages)</td>
<td>Role Playing – group #5 work due on Web Board</td>
<td>Guest Lecturer -- TBA</td>
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<td>March 15</td>
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<td>Semester Break</td>
<td>NO CLASS</td>
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<tr>
<td>March 22</td>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Reaction Paper – on videos and papers assigned between 2/15 and 3/08</td>
<td>Guest Lecturer -- TBA</td>
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<td>March 29</td>
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<td>Research Presentations</td>
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<td>April 5</td>
<td><em>Women’s America</em>,</td>
<td>Preceptorial Advising</td>
<td>NO CLASS</td>
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<td>April 12</td>
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<td>Research Presentations</td>
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<td>April 19</td>
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<td>April 26</td>
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<td>Service Learning Presentations</td>
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<td>May 3</td>
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<td>Service Learning Presentations</td>
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