

WST3371 – Women and Leadership – Fall 2023

Instructor – Anita Anantharam

- **Office Hours:** Virtual office hours via Zoom on Tuesdays from 12pm-1pm, join zoom meeting [HERE](#)
- **Messaging:** Use the [Canvas mail tool](#) to message your instructor.
- **Email:** aanita@ufl.edu

Teaching Assistant - Rose Capo

- **Office Hours:** Virtual office hours are held online, **Thursdays 11:00AM-12:00 PM**, or by scheduled appointment, via Zoom Conferences (Meeting ID: 986 6984 5570. Passcode, if needed: 022022).
- **Messaging:** Use the [Canvas mail tool](#) to message the course's TA.
- **Email:** rachel.capo@ufl.edu

Learning Objectives

Students who successfully complete this course will be able to:

- Analyze and use key terms and concepts in leadership theory.
- Gain awareness of the value of strong leadership in knowledge-based economies.
- Connect knowledge about leadership theory to different workplace contexts, industries, and nationalities.
- Analyze how gender facilitates/disrupts opportunities for leadership across cultures/ethnic groups.
- Use leadership theory and analysis of gender and cultural differences to articulate key areas for professional development.

Course Description

This course examines key leadership concepts in general, and women in particular. The course is not set up to teach you how to be a leader (or be a better leader), per se, but it will operate with the assumption that if you know how successful women and men have navigated power and authority, applied knowledge and core competencies, and balanced life and work, you will be better able to direct your own academic endeavors and professional development.

We will explore leadership theory in general, examine the extent to which leadership, as it is currently researched/theorized is framed for American audiences, and consider whether or not

these metrics are useful for understanding leadership in diverse populations and across national borders.

Why should you care about women and leadership? According to Barbara Kellerman, Director of the Public Leadership Center at Harvard's Kennedy School of Government, "of the 196 countries in the world only 21 are led by women; similarly women hold only approximately 20 percent of parliamentary seats. Further, in the US they head only about 4.6 percent of Fortune 500 companies, hold only about 17 percent of board seats, and constitute only about 19 percent of elected congressional officials. For women of color the gap is worse. They hold only 3 percent of board seats, and 5 percent of congressional seats. Along similar lines, women make up only about 15% of equity partners in law firms, and only about 16% of medical school deans."

While no one is denying that women are much better off today than of decades past, at all education levels and market sectors, women today continue to earn only 75% of what their male counterparts earn (White House report on the Status of Women). While there is much work to be done to rectify this imbalance, these are also exciting times to make a difference. In fact, strong leadership in our global environment can be one of the most valued skills you can have. This is one of the goals of the course — to make you aware of the value of strong leadership in knowledge-based economies. This course should be of interest to students in business, organizational behavior, psychology, sociology/law, and women's and gender studies. In so far as it is increasingly difficult to separate the US economy from its global implications, we will evaluate leadership issues from a US perspective and in a transnational framework, i.e. the extent to which the values/culture of leadership cut across national boundaries. Leadership theory will be explained and situated through global and intercultural conditions and interdependencies.

This course is divided in three parts:

Modules 1-4 will focus on leadership strategies in a historical framework. These readings will focus on early articulations of gender and the public sphere and consider whether or not those terms are still relevant today. They will introduce key terms in leadership theory

Modules 6-10 will focus on leadership dilemmas in various industries (locally and globally). The readings in these modules will help us connect knowledge about leadership theory to different workplace contexts. They will help us theorize how gender and other dimensions of diversity facilitate/disrupt opportunities for leadership

Modules 11-14 will focus on experiential and case study based leadership. These readings will help us gain an awareness of the value of strong leadership in knowledge-based economies. They will help us build analytic skills by identifying key areas for professional development in your chosen discipline.

Other Assignments: There are three professional development activities. By this I mean that you should be able to get a better sense of what you need to do professionally in order to grow your academic interests and skill sets into a professional track or career path. Detailed instructions for how to complete and submit each assignment are provided in the assignment description in each module. Professional Development Activities should be completed individually.

Activity 1: Emotional Intelligence (EQ in the Workplace)

Activity 2: Mindfulness and Leadership

Activity 3: Financial Management / Money and Feminism (Taking Stock of your Invisible Labor)

Course Structure

This course is fully online and it does not have specific meeting times. However, this course is not self-paced which means that students must follow specified deadlines throughout the course. Thus, students must complete all module tasks and assignments by their due dates.

The course is based in Canvas. Instructions for using Canvas and the programs that will be accessed for this course are available upon logging into the course Canvas site. Students may log in to [Canvas](#) using their GatorLink username and password.

This course is organized into a number of modules. For each module, the required activities include reading assigned chapters and articles, viewing online course content, completing quizzes, and completing additional assignments and activities. This variety of required activities is designed to introduce students to theory and research in each topic domain, to encourage students to think critically and in an integrative way about this information, and to help students connect this knowledge with real-life experiences.

The course is structured for students to experience a combination of individual and group learning. Many of the class activities will have a component that must be completed individually as well as a component that must be completed in a group format. Students will be assigned to small groups. Small groups will engage in interactive discussions and work together throughout the semester.

Class Materials and Requirements

Textbook

There is required coursepack via UF All Access

Articles

The articles (mostly from *Harvard Business Review*) are required reading and listed in each module.

UF offers free online subscriptions to *The New York Times* and *The Wall Street Journal*, so you will be able to access those readings as well as long as you have [activated your accounts](#).

Computer and Internet

This course is fully online and therefore requires a computer and high speed internet access, and access to e-Learning. Students are responsible for maintaining access to e-Learning. Please review the information on [system setup for use of e-Learning](#), and the [minimum UF computer requirements](#).

Course Required Activities

Readings

Content assessed in Module Quizzes and to be integrated into Discussion Boards and Professional Development Activities:

- In most modules, students are responsible for readings from assigned book chapters, *Harvard Business Review* articles, and/or from a variety of online sources including *The Wall Street Journal*, *Forbes*, *The New York Times*, etc. and are all available in the e-Learning Course Reserves.

Online Course Content

Content covered in Module Quizzes and to be integrated into Discussion Boards and Professional Development Activities (PDA):

- Each module includes online course content such as lectures, videos, or other online activities. Students are responsible for viewing and completing this entire online course content.

Module Quizzes

Total Points = 150 points

- There is a syllabus quiz (15 points) and 4 Module Quizzes (M 2, M3, M9, M12: 45 points each). The lowest quiz will be dropped.
 - Module Quizzes cover all assigned readings for the module (i.e., online articles) as well as the Online Course Content.
 - Each quiz will be available during the specific dates and times. Once a quiz is started within this time frame, it must be completed within the time allocated for the quiz. This means that students cannot begin a quiz and come back to it later; once started, the quiz must be finished within the allocated minutes for that particular quiz. This also means that to submit a quiz prior to the 11:59pm due date, students must start the quiz early enough to meet the quiz deadline and in order to get the maximum allotted time.
 - Quiz grades will be available within 72 hours after each quiz closing date and time.
- ***There are NO MAKE-UP QUIZZES unless specifically allowed by university policies; see Attendance, Late Submissions, and Extensions section of the syllabus. Students may choose to drop one quiz to replace their lowest quiz grade. Thus, if a quiz is missed due to illness, emergency, or technical problems, the zero grade on that quiz may be dropped.***

Professional Development Activities

Total Points = 400 (3 Professional Development Activities x points each = 200 points for EI; 100 points for PDA2; 100 points for PDA3):

- There are 3 Professional Development Activities throughout the course.
 - Each 1/3 of the course will include an assignment that involves analyzing theoretical and scholarly concepts and communicating how these concepts translate into professional applications.
 - Detailed instructions for how to complete and submit each assignment are provided in the assignment description in each module.
 - Professional Development Activities should be completed individually.
- There are NO MAKE-UP Professional Development Activities unless specifically allowed by university policies; see Attendance, Late Submissions, and Extensions section of the syllabus.

Discussion Boards

Total Points = 300 (Introduce yourself discussion (25 points) + 11 Modules x 25 points [15 points for original post + 10 points for responses] = 275 points)

- For each module, students are required to participate in a discussion board within their small group, by submitting:
 - At least one original substantive post due by 11:59pm on the due date (Thursday as a general rule).
 - At least one response to posts made by other students due by 11:59pm on the due date (Sunday as a general rule)
 - Original posts are due prior to response posts to ensure that original posts are available in a timely manner for other group members to respond to..
- Discussion board posts are graded using the Discussion Board Participation Guide and Grading Rubric (below). Students should follow this rubric to inform their participation in discussion boards.
 - Discussion board grades are released by the end of the week
- There are NO MAKE-UP Discussion Boards unless specifically allowed by university policies; see Attendance, Late Submissions, and Extensions section of the syllabus. This means that original or response posts submitted after their due dates and times earn 0 points.

Assignments

- Total points: 150
 - Module 1 (Personal and Professional Growth, 50 points) and Module 7 (Resume, 100 points)

Grading

Quizzes and assignments will be returned, graded with feedback within one week (7 days) after submission.

Grade Distribution

Assessment	Total Points	Percentage of Final
Assignments	150 points	15%
Discussions	300 points	30%
Quizzes	150 points	15%
Professional Development Activities	400 points	40%

Grading Scale

A 94% - 100%

A- 90% - 93%

B+ 87% - 89%

B 83% - 86%

B- 80% - 82%

C+ 77% - 79%

C 73% - 76%

C- 70% - 72%

D+ 67% - 69%

D 63% - 66%

D- 60% - 62%

E 0 - 59%

Information about UF's current grading policies may be found at the [UF Grades and Grading Policies website](#).

Class Policies

Late Work and Make Ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at the [UF Attendance Policies website](#).

UF Policies

University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) [Links to an external site.](#) (352-392-8565) by providing appropriate

documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

The instructor should be notified of any special accommodations required by the student when they begin their course.

UF Counseling Services

Resources are available on campus for students having personal problems or lacking a clear career and academic goals which interfere with their academic performance. These resources include:

- [UF Counseling & Wellness CenterLinks to an external site.](#), 301 Peabody Hall, 352-392-1575, personal and career counseling
- [UF Student Health Care CenterLinks to an external site.](#)
 - Student Mental Health, 352-392-1171, personal counseling
 - Sexual Assault Recovery Services (SARS), 352-392-1161, sexual counseling
- [U Matter We CareLinks to an external site.](#)
- [UF Career Resource CenterLinks to an external site.](#), Reitz Union, 352-392-1601, career development assistance and counseling

University Policy on Academic Misconduct

UF students are bound by [The Honor PledgeLinks to an external site.](#) which states:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'"

The [Honor CodeLinks to an external site.](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

From [Regulations of the University of Florida, 4.041 Student Honor Code and Student Conduct Code: Scope and ViolationsLinks to an external site.](#):

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

From [Regulations of the University of Florida, 6C1-4.047 Student Honor Code and Student Conduct Code: SanctionsLinks to an external site.](#):

For a violation or violations of the Honor Code, a student may receive any of the sanctions that can be imposed for Student Conduct Code violations, including but not limited to conduct

probation, suspension and expulsion as well as any educational sanctions. In addition, students may receive the following:

1. Assignment grade penalty. The student is assigned a grade penalty on an assignment including but not limited to a zero.
2. Course grade penalty. The student is assigned a grade penalty in the entire course including but not limited to an 'E'."

Disclaimer

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change.

Course Summary:

Date	Details	
	Quiz Course Overview Quiz	du
Sun Aug 27, 2023	Discussion Topic Introduce Yourself	du
	Discussion Topic Module 1 Discussion	du
Thu Aug 31, 2023	Discussion Topic Module 2 Discussion	du
Sun Sep 3, 2023	Quiz Module 2 Quiz	du
Thu Sep 7, 2023	Discussion Topic Module 3 Discussion	du
Sun Sep 10, 2023	Quiz Module 3 Quiz	du
Thu Sep 14, 2023	Discussion Topic Module 4 Discussion	du
Sun Sep 24, 2023	Assignment Professional Development Activity 1	du

Date	Details	
Thu Sep 28, 2023	Discussion Topic Module 6 Discussion	du
Thu Oct 5, 2023	Discussion Topic Module 7 Discussion	du
Sun Oct 8, 2023	Assignment Assignment 1: Personal and Professional Growth	du
Thu Oct 12, 2023	Discussion Topic Module 8 Discussion	du
Thu Oct 19, 2023	Discussion Topic Module 9 Discussion	du
Sun Oct 22, 2023	Quiz Module 9 Quiz	du
Thu Oct 26, 2023	Discussion Topic Module 10 Discussion	du
Sun Nov 5, 2023	Assignment Professional Development Activity 2	du
Thu Nov 9, 2023	Discussion Topic Module 12 Discussion	du
Sun Nov 12, 2023	Quiz Module 12 Quiz	du
Thu Nov 16, 2023	Discussion Topic Module 13 Discussion	du
Sun Nov 19, 2023	Assignment Assignment 2: Résumé & LinkedIn	du
Sun Dec 3, 2023	Assignment Professional Development Activity 3	du