The integration of Women's Studies into Leadership Studies

Olivia J. Wilkinson

University of Richmond

Follow this and additional works at: https://scholarship.richmond.edu/honors-theses

Part of the Leadership Studies Commons, and the Women's Studies Commons

Recommended Citation
https://scholarship.richmond.edu/honors-theses/1372

This Thesis is brought to you for free and open access by the Student Research at UR Scholarship Repository. It has been accepted for inclusion in Honors Theses by an authorized administrator of UR Scholarship Repository. For more information, please contact scholarshiprepository@richmond.edu.
The Integration of Women's Studies into Leadership Studies

by

Olivia J. Wilkinson

Senior Project
Jepson School of Leadership Studies
University of Richmond
April, 1996
The Integration of Women's Studies into Leadership Studies

Olivia J. Wilkinson

Senior Project, Spring 1996
Introduction

Background

Being a Women’s Studies minor and an active feminist I have learned to view the world through a critical gender perspective. Whenever I examine the world around me, I am glancing through the construct of gender. Gender is perhaps one of the largest distinguishing features that exists in the human population. This distinction has led to widespread sexism throughout the world, that interferes with all aspects of life. The Jepson School of Leadership Studies, while on the cutting edge of leadership, is lacking in its awareness of diversity and what diversity means to the field of Leadership. Through this project I hope to enable the Jepson School to embrace Women’s Studies and feminism in its first step to be socially responsible and aware of the importance of diversity to the future of Leadership Studies.

I have spent the last four years as a Women’s Studies minor and a member of the W.I.L.L. program. These experiences have changed me as a person and as a woman, because although I have been aware of gender discrimination for quite some time, I did not become in tune to the concepts of sexism and feminism until I came to college. Through Women’s Studies I have learned to think critically not only about the world around me but about the construct of knowledge as a whole. I have learned that sexism is much more pervasive than I had originally thought. Sexual discrimination is an integral part of the everyday language we use, the way we learn, and the way we think. Women’s Studies has taught me to reconstruct everything I have learned in order to be fully aware
of gender discrimination. Critically examining the world around me is a life long process and will never end until egalitarianism seeps through every aspect of society.

After being a Leadership major for two and a half years I have begun to reflect upon and critically examine the field. Because of my Women's Studies background, this analysis has inevitably including concepts of gender. I have found that while the field of Leadership and the Jepson School are trying to create and embrace a new paradigm of leadership, they are not very advanced in their approach to gender. The courses and readings that address gender merely address the issue superficially. The lip service that Leadership Studies gives to gender does not do justice to the pervasive issues of discrimination that deeply effect both genders. In order for the Jepson School to develop effective leaders one must enable these individuals to be aware of the importance of diversity. Familiarity with the relevance of gender issues in the leadership process is integral to the understanding of leadership as a whole.

After critically examining leadership through the constructs of gender, it is important to explore solutions. Through Women's Studies I have learned that awareness is imperative but it is only the first step. Through my project I am seeking to make the Jepson School aware of gender, raise its level of consciousness, and then propose and hopefully initiate solutions to address and combat the problem. As with many Women’s Studies scholars, my desire for change has stemmed from my awareness of the many problems that relate to gender issues. When I run into situations that still assume a white male perspective, I feel it is necessary to initiate change.

"The desire to transform the traditional curriculum emerges from a pattern of rising and sometimes conflicting expectations. The explosion of scholarship on women in the last two decades has led many of us in Women’s Studies to want to change courses throughout the curriculum. The multicultural, interdisciplinary perspective that feminist scholarship has
produced makes us impatient with a curriculum that is predominantly white, male, western, and heterosexual in its assumptions. The development of Women's Studies has made possible not only a critique of the organization of knowledge in the traditional curriculum but of the exercise of power in the classroom and of the political structures of the institutions in which we operate. Women's Studies has enabled us to see in all areas that we have come to call the "invisible paradigms" of the academic system and the larger cultural context that marginalize or trivialize the lives of all women, the lives of Blacks and ethnic minorities, and those outside the dominant class or culture." (Dinnerstein & Scmitz)

As a Women's Studies student I am aware of these "invisible paradigms" that shut out minorities and issues of diversity in academics. These paradigms are most often apparent in older disciplines in which curricula have become strongest. Since, the Leadership field, is still developing, it is an excellent candidate for integrating Women's Studies and other issues of diversity.

Leadership Studies should embrace the ideals of Women's Studies and seek to make appropriate changes to include gender and diversity issues. Using selected studies and readings that examine differences in leadership as a result of gender is not enough. The issue is not about how people of different sexes lead. Rather, it delves deeper to examine the importance of a consciousness of gender issues as a part of effective leadership. Gender effects the way we think, perceive, speak, listen and act. These issues are becoming more pervasive in today's society. Unless the Jepson School makes the move to critically examine the effects of gender and gender issues on leadership, it will forever be stuck in the traditional narrow perspective of white males. This will leave future leaders at a disadvantage, because as a participant in the leadership process one must remain on the forefront of effective leadership to be successful.

The Jepson School claims devotion to a progressive understanding of leadership but still remains in the old model with regard to issues of gender. The first sentence of the
vision for the Jepson School states ‘We will transform the lives of our students by preparing them for leadership’. I feel that in order to truly prepare students for leadership they need to be aware of gender issues and their effect on leadership. While the Jepson program is still young and developing, I believe the lack of inclusion of gender issues is a big flaw. Until gender issues are addressed, the Jepson School will not be able to achieve its vision.

Similarities between Leadership Studies and Women’s Studies

Leadership Studies is a very unique field and parallels Women’s Studies in many ways. The similarities between these two disciplines make my project more appropriate and my goals more attainable. Neither field has been fully accepted as an academic discipline and both fields are continually viewed with skepticism. This youth can serve as an advantage. Since both fields are constantly reflecting and reworking, they are still open to criticism and changes. By opening itself up to the include Women’s Studies’ issues the Jepson School of Leadership Studies can be more progressive in its approach. By embracing the awareness Women’s Studies promotes, Leadership Studies could truly move into a new paradigm and understanding of leadership.

Another core similarity between the two disciplines is the interdisciplinary nature of both fields. Leadership and Women’s Studies draw upon many areas of knowledge because both subjects are inherent in all fields of study. Both leadership and women’s issues are broad subjects that are prevalent in all aspects of life. The interdisciplinary nature of both fields makes the inclusion of Women’s Studies much more feasible. Just as we cannot ignore the notion that leadership is inherent in almost everything we do, we
must recognize gender as a central issue. Leadership can draw upon its interdisciplinary parallel with Women's Studies to make integration smoother.

The last and most important similarity between the two fields has to do with the growth and awareness that comes with being a scholar in either field. I have found that the students of both Leadership Studies and Women's Studies find themselves at a new level of understanding by the end of their program. They now see their field through a completely enlightened perspective and recognize that they have reached a higher level of consciousness. Originally their views on the subject were naive and simple, yet at the conclusion of their study they feel transformed. They are unable to separate their field of study from other kinds of knowledge because as they see it, their field is interconnected and interdependent to the world at large. This global perspective, tends to make the students of both Leadership and Women's Studies feel as though they have been enlightened about their subject and empowered to take action and make a difference.

Integration

The integration of Women's Studies into Leadership Studies is not only feasible but imperative. The similarities between the two fields provides the groundwork for a smoother merger. Although integration takes time and often incurs backlash and tension, the public commitment of leadership to serve society will be the driving force of motivation to institute change. In order to fully understand gender discrimination, we must truly understand the extent of its infiltration into our thoughts and actions.

"We are all supposedly “enlightened” human beings; we recognize that others depend on us for gender-fair leadership. We know we should treat girls and boys, women and men with equal respect, and that sexism is unethical. We are especially aware of impenetrable “glass ceilings” and other formidable roadblocks inhibiting full advancement and empowerment of females. However, in spite of our sophistication about discrimination, we may not
recognize how our own biases actually fortify some of these roadblocks and create very inhospitable environments for women, and sometimes even for men. (Van Nostrand, vii)

We need to recognize that gender discrimination exists and is deeply embedded in all fields of knowledge including leadership. If we work actively to make the appropriate changes and generate awareness, progress can be made. If leadership can be taught, then we must also try to teach gender awareness and recognize the importance of diversity. For without these subjects, the study of leadership is not complete.

**Purpose**

After three years in the Jepson School, I feel I have been transformed, enlightened, and empowered. When I set out to develop a topic for my senior project thoughts went swirling around my head. Yet one idea kept recurring, that was the integration of my Women’s Studies minor with my Leadership major. While I felt I have been enlightened about leadership, I feel that the program not only ignores the importance of gender but has actually neglected what gender means to a new understanding of leadership.

My senior year has brought about a great deal of reflection and a desire to contribute to a school, that has given so much to me. One of the ways I wished to leave my mark is by increasing the awareness of gender in our leadership program. I feel that my minor has provided me with the background to convey my awareness and knowledge to others. Many times during leadership classes, I have brought up the notion of gender and pointed out sexist words and actions. Yet all of this seems to be in vain. While many professors and students agree with me, my words have not initiated any changes or long term effects.
As a senior, I thought I should bring up my concern regarding the lack of gender awareness throughout the program. I went to at least three professors and told them what was on my mind. I expressed my frustration about word usage, leadership examples, and the lack of diversity awareness. While they seemed concerned and offered their support and help, I continued to feel overwhelmed and unsure. I did not know where to go from that first step. That is when it occurred to me that my senior project would be the perfect forum for bringing up my concern. Also, perhaps my study will help institute concrete changes.

The purpose of my project was to study the inclusion of gender in leadership and to offer the Jepson School a critical evaluation that could be used to initiate change. The agreement and support I previously received, has led me to realize that there was room for growth. Still such a large merger of disciplines needs research and assessment before action can be taken. I know my project will provide the building block for Jepson to address this problem.

Importance of my Project

My senior project is important for the field of Women's Studies, but more specifically relevant for the Jepson School of Leadership Studies. One of the major goals of Women’s Studies programs is to integrate Women’s Studies into the general curriculum. By initiating the integration of gender awareness into the Jepson program I will be furthering the Women's Movement. Women’s Studies programs want to grow and develop within themselves and at the same time expand into new areas.
Through my project I hope to make the Jepson program better. The Jepson School has been extremely successful in its first three years of existence and has transformed the teaching of leadership on an undergraduate level. The Jepson School is indeed on the cutting edge by teaching a new understanding of leadership. Leadership at the Jepson School is taught as a complex process of many interdependent and interconnected variables, it is not the traditional notion of a hierarchical structure. Part of the mission statement for the school addresses the importance of exercising 'leadership in service to society'. My project will help the Jepson School produce students who are fully 'prepared to exercise leadership in service to society' because they will be aware of gender issues as a pervasive pattern.

The Jepson School of Leadership Studies is the first of its kind. It is the only undergraduate major of Leadership Studies, and while setting precedent must also set an example. Since the school is teaching a new understanding of leadership it is essential that it remains in the forefront of leadership knowledge. By integrating Women's Studies, the Jepson School will be setting an example for the teaching of leadership as well as the study of leadership. Both the teaching of and studying of leadership need to embrace gender awareness and act upon those principles.

Motivation

The Jepson School is not aware of the importance of gender issues in leadership. Beyond the lack of understanding about what the actual problem is, there needs to be a stronger awareness of how it effects the school and what needs to be done to institute
change. Many leaders realize sexism is a common occurrence and often pick up on it but that does not mean anything is being done to change the situation.

“As leaders, we know that our resolve to remedy sexism occasionally fades into oblivion, and our noble intentions to promote equity fall precipitously by the wayside. What we fail to recognize, however, is how our methods may be contaminated by our own favoritism—how, by our subtle bias, we sometimes trivialize females, minimize their participation, and marginalize them to the fringes of the very groups that not only depend on our wise leadership, but hope to benefit from women’s expertise”, (Van Nostrand, vii)

Gender inequality pervades our society, its influence is so far reaching that it effects our thoughts, our speech, and our actions. Very little of the damage that occurs because of gender inequality in society is something that we recognize. It is imperative to include Women’s Studies in Leadership, so that we, as participants in the leadership process, can reconstruct our own understanding of gender and spread this knowledge throughout our future endeavors.

Power is a central issue to Leadership and Women’s Studies, therefore those involved in leadership need to recognize how they collude to contribute to gender discrimination in the leadership process. Women’s Studies is not a subject to be added to leadership but a construct that needs to be critical to the understanding of leadership. The integration of gender awareness in leadership is something that will completely change the field of Leadership on all levels.

“As we enter the twenty-first century, it is imperative that women become more visible, acknowledged, and enfranchised. Keeping our awareness at a level to detect bias is not a women’s task alone; the responsibility for awareness and action must also be shared by men. Detecting discrimination, developing sensitivity to name it, and implementing skills to assure fair treatment are everybody’s jobs. We are all leaders; we can all spot injustice, and we can all mentor each other. This takes awareness, authenticity, commitment, and action. Gender responsible leaders, like feminist men, are made not born.” (Oginbene, 1987)

The Jepson School of Leadership Studies must strive to educate all students about gender-responsible leadership.
Literature Review

There is very little literature dealing specifically with the subject of integrating Women's Studies into Leadership Studies yet there is a great deal of applicable knowledge addressing different segments of the subject. Women's Studies has been in the limelight for over twenty years as it has sought to create its own scholarship and pedagogy that can undo the traditional education that was a reflection of white male power. Feminist scholarship has actively reconstructed ways of thinking, speaking, and learning. Through these efforts Women's Studies has sought to make us more aware of the social construct of gender. One of the ways Women's Studies has proposed feminist scholarship is through curriculum integration. Not only do feminist scholars address the integration process but they discuss the previous integration projects and the extent of their success. While there is considerable literature that deals with women and leadership, it mostly refers to and discusses differences between male and female leadership. The core of the information discusses studies about various leadership factors and how gender is related to them. Very little leadership literature gets to the heart of the issue and examines gender-responsible leadership and what gender awareness means to the study of Leadership.

Integrating Women's Studies into Leadership Studies involves changing the structure of leadership to include gender issues. Talking about different leadership styles of men and women is important to awareness but fails to contribute to change.

Feminist Scholarship

Feminist Scholarship seeks to look at knowledge and learning from a feminist perspective that promotes the equality and importance of women. Whether we are male or
female, we have been socialized to think and act from a perspective that says men are better than women. The combination of society and our environment help to shape how we think, learn, and act. Feminist scholarship seeks to undo the socialization process by dismantling gender stereotypes. It tries to force us to look from a different perspective, and therefore be open to different ways of learning, thinking and acting, (Van Nostrand, 13).

Feminist scholarship also deals with the specifics of differences between the genders. It identifies differences in learning and communication as core barriers to gender equality. Traditional white male scholarship promotes the learning and communication patterns of white men while neglecting those of women and minorities. By ignoring the differences inequality is secured and sexism is promoted. Feminist scholarship seeks to address women’s methods of learning and communicating. Yet it goes one step further to encourage the integration of learning and communication methods so they are beneficial to both genders.

Feminist scholarship considers pedagogy extremely important. The traditional methods of teaching in which a professor lectures to the students are quite ineffective. “Group members [students] feel they have been talked at rather than with because there has been more emphasis on the what of the topic than on who was in the room. Is this learning?” (Van Nostrand, 140). While there have been numerous efforts to change teaching methods, it is apparent that they are still geared toward males. Feminist pedagogy encourages interactive classrooms in which the students are just as important as
the information. In this cooperative environment, the students are jointly responsibly for the learning process.

Feminist pedagogy can be defined as "leading or instructing others in an unbiased, learner-empowering, diversity-respecting, woman affirming way," (Van Nostrand, 143). Feminist pedagogy seeks to do away with the subtleties that have empowered men and disillusioned women in the educational atmosphere. Men are often given more attention, chosen to speak more frequently and listened to more thoroughly than women, both by their peers and teachers. Feminist pedagogy seeks to create a nourishing environment for those involved in the learning process. The atmosphere should promote both physical and psychological comfort, self-esteem, and pleasure. This kind of interactive, responsible learning environment, enables both sexes to participate, be respected, and feel confident in their own learning experience.

This kind of cooperative learning allows all voices to be heard by focusing on the process. Cooperative learning is parallel to the relationship a pregnant woman has with a midwife. A midwife guides one through the birthing process while encouraging dialogue and exchange throughout. A midwife does not seek control or power but acts as a partner in the process to make the experience as natural possible. This is exactly how the teaching environment should be defined. Lao-Tzu discusses leadership and the midwife in a poem that can be applied to feminist pedagogy and to what the pedagogy for leadership should be:

"The wise leader does not intervene unnecessarily. The leader's presence is felt, but often the group runs itself. . . . Remember that you are facilitating another's process. It is not your process. Do not intrude. Do not control. Do not force your own needs and insights into the foreground. . . . Imagine that you are a midwife; you are assisting at someone else's birth. Do good without show or fuss. Facilitate what is happening rather than what you think ought to be happening. If you
must take the lead, lead so that the mother is helped, yet still free and in charge. When the baby is born, the mother will rightly say: ‘We did it ourselves!’” (Heider, 33)

Cooperative learning allows the students to believe they have done it themselves.

The Jepson School embraces a new pedagogy that focuses on interaction and the importance of the teaching process. While their pedagogy is not as futuristic as the one supported by feminism, it is more conducive to an effective learning environment than traditional methods of teaching. The Jepson School of Leadership Studies believes its students are responsible for teaching themselves about leadership. Since leadership is compared with the process of midwifery, the teaching of it must also be of a facilitative nature. Group work is paramount because it teaches effective leadership from direct group experience. In group learning, teaching class and questioning are imperative. Students should critically examine the knowledge they are being exposed to. A Jepson student learns to listen actively and participate in their own learning process. Jepson classes are collaborative experiences in which the group grows and learns together. This process could be even more effective in the teaching of leadership if it addressed gender issues.

Curriculum Integration

All of the books I have read about feminist scholarship and integrating Women's Studies into the curriculum were based on the same basic ideals and concepts. According to one source, “our goal is to understand how feminist scholarship both challenges and is shaped by disciplinary inquiry; to present its emergence as a body of research in its own right; to assess its promise for influencing the future conduct of academic research; and finally to explore the implications of all this for the nature of feminist scholarship,”
(DuBois, 1). The literature discusses why integration is relevant and what can be accomplished by including Women's Studies in other areas of the curriculum.

Curriculum integration is a complex process that involves continuing experimentation. Curriculum integration is not a set equation but is dependent upon and defined by the situation. It is still an experimental because it is such a new concept. Women's Studies scholars believe educational institutions should take social responsibility for gender equity and promote curriculum integration. Nobody knows the end-point of integration, only that it is an essential step in creating gender equity.

Peggy McIntosh identified five phases that most projects of integration identify with. These phases are the levels of gender awareness under which most Women's Studies programs operate. In terms of the leadership field, the five levels would be: Phase 1, Womanless Leadership; Phase 2, Female Leaders; Phase 3, Women as a Problem, Anomaly, or Absence in Leadership; Phase 4, Women in the Leadership Process; Phase 5, Leadership Reconstructed, Redefined and Transformed to Include Us All. These five phases define a continuum of gender awareness and inclusion. When the final phase is reached, the study opens up to include both genders as the examination of knowledge goes beyond leadership and examines systems, like culture, that control what we do, think, act and see. (Spanier, 26)

This continuum of phases is widely accepted and used as a base to judge levels of integration and gender awareness. Phase one, the absence of women in academic fields, had been commonplace until the Women's Movement sought to give women a voice and place in society. Phase two, the highlighting of specific female individuals and
contributions, merely scratches the surface. “It continues to deliver the message to students that most women don’t count, that a famous few get into the curriculum.” (Spanier, 26) Phase three begins to address the meat of the problem. During this phase one is faced with the reality of the absence of women and learns to question their inclusion.

Phase four is transformative and can involve conflict. It promotes a new relationship between teacher and student in the classroom, as students become responsible for their own empowerment and transformation. This phase tends to break the rules of a traditional understanding of knowledge and education. It aids in making women appear as whole people who are not only relevant to their own private lives but to a whole public life. At this point women not only become real to themselves as a part of humankind.

Phase five is currently an unachievable ideal, for it involves the complete reconstruction of disciplines. After 6000 years of building a patriarchal structure of knowledge, we cannot hope to undo it in only a few years, (Spanier, 29).

Currently the Jepson School of Leadership Studies falls between phase two and three. The classes in the Jepson School highlight some female leaders and discuss women’s’ styles of leadership these actions correspond to phase two. The Jepson School also brings up various women’s issues in different classes. In Social Movements we discussed the importance of language and the absence of the female gender. We went on to discuss the implications of gender-biased language, in our society because language is such a powerful societal tool. In Leading Groups we discussed leadership styles and how they vary between the sexes. Specifically, we examined ‘consideration’ and ‘initiating
structure’ as elements that are often identified with one sex according to stereotypical judgments. Typically, female leaders are viewed as being friendly and supportive; consideration, while male leaders, define and structure roles and goals; initiating structure. These two classes fall into phases two and three. The Jepson School is both identifying specific female leaders and going one step further by discussing how the absence of women effects leadership in certain areas. Still, the efforts of the Jepson School vary from class to class and professor to professor. Some students leave without any exposure at all. The whole program must work together to integrate gender in order to produce lasting effects and alter the teaching of Leadership Studies.

Much of the literature regarding curriculum integration is accumulated through the recording of funding and grant projects. Since the 1970’s grants from federal and private sources have been used to implement curriculum integration projects. Often these projects begin with conferences to gain commitment and inform those who wish to be involved. The projects then follow up on the programs they have granted money to. The documentation of integration projects is critical, since these programs are experimental. The information that is available usually describes the processes all the programs went through. Later the programs are followed up on, to determine the extent of their success and the effects of integration.

One of the more prominent integration projects is the Western States Project on Women in the Curriculum from the Southwest Institute for Research on Women. The Western States Project on Women in the Curriculum has published two volumes of ideas and resources for those who wish to learn from their project. All integration programs
need to do background research and obtain the necessary education if the attempt is to prove successful. Utilizing the feedback about previous integration experiences can be instrumental.

Women and Leadership

As any leadership scholar is aware of, the literature about women and leadership is varied in its substance and conclusions. Eagly is perhaps the leading authority on women and leadership. She has conducted numerous studies about women from a variety of aspects of leadership. Eagly conducted a meta-analysis of gender and leadership style. The studies varied in their conclusions, and evidence is found for both the presence and absence of differences between the sexes. There appears to be conclusive support of women adopting a more democratic or participative style and a less autocratic or directive style than men, (Eagly). Yet another meta-analysis states that their study does not support the proposition that leader sex exerts a significant influence on leader behavior or subordinate satisfaction. Male leaders differed only on the criteria of effectiveness yet the article discusses many reasons why this could be and why it is not a substantial finding. The authors of the studies that were examined call for a large study of male and female leaders that only examines their differences in initiating structure consideration, and effectiveness. They feel this study may be able to find concrete evidence of differences between the sexes and that a narrowed focus would shed more light on gender and leadership, than studies that examine all kinds of aspects of leadership. Yet the author of this meta-analysis believes the true need lies in an investigation of “the process through which sex stereotypes and implicit sex theories bias raters’ evaluations of men and women
leaders.” (Dobbins, 125). What is essential is the effects of sexism not the actual differences that may be attributed to the sex of the person.

A third study compares and contrasts studies that conclude there are gender differences with those that say there are no gender differences in various aspects of leadership. This study then concludes that these studies offer much to the field of leadership because they point out the problem of ignoring differences. These researchers feel that any studies exploring sex and gender differences in leadership can be beneficial by helping organizations to understand the need to change their organizational cultures because of the differences that do exist. (Murphy, 127).

Although these studies provide concrete and valid information, they have not begun to scratch the surface of integrating Women’s Studies into the Leadership field. The studies vary greatly and have yet to provide substantial data. It is necessary to examine how differences and stereotypes affect the leadership process. This can only be done through the process of integration. Once integration has taken hold, many of the problems associated with difference will be addressed and will no longer be as disruptive to the leadership process. What truly matters is the integration of gender into the Leadership field so that it affects the way we view and perceive leadership from the very core. While the field has acknowledged gender, studies merely scratch the surface of an issue that is instrumental to the way we learn, think, and act.

**Gender Responsible Leadership**

This subject is the first area of literature that actually examines leadership and gender awareness. While it does not specifically explore the integration of Leadership
Studies into Women's Studies, it does emphasize the importance of gender to the leadership process. While I only found one book on this subject it was the closest I came to obtaining direct information regarding the subject of my project. The book discusses what gender awareness is and means, but goes one step further to relate it to the process of leadership. It calls upon all leaders to take on the responsibility of gender awareness themselves since they have the power and position to make a difference and bring about change. The author discusses socialized sexism and reminds readers that no matter how educated and aware one may be, it is virtually impossible to escape the influence sexism. The book discusses the problem of sexism, its source, awareness, intervention, and provides ideas and resources to make gender-responsible leadership a reality.

It is easy to say we are aware of gender inequity, yet we often ignore the actual forms, actions, and words it takes on.

"We are irresponsible [leaders] if we assume males won't assert their status in groups . . . We are irresponsible if we put [participants] in any sort of mixed group—whether they be mixed by ethnicity, learning styles, gender, or any other reason—and we don't monitor the group's interaction. We need to watch for status control, dominance by the majority over a minority, dominance by verbal members over silent members." (Van Nostrand, 3).

In order for the Jepson School to become responsible in its teaching of Leadership, it needs to recognize gender discrimination in its teaching, in its reading, and among its students. Gender awareness should be paramount on the minds of all involved in leadership and all involved in the teaching of leadership. While it may not be possible to completely destroy sexism, awareness will aid in bringing gender equity to all individuals involved in the Jepson School of Leadership Studies.

Methodology
Collection of data and information

I used three primary methods of collection, including research, interviews, and surveys. My project was a combination of research and observation. I knew my subject had not been covered before and there was little information dealing specifically with the concern of integrating Women's Studies into Leadership. Yet I knew that I could look at Women's Studies and Leadership separately and then bring the two together.

The first step was to gather the information that was already made available by previous studies. I gathered data on feminist scholarship and curriculum integration quite easily because the information on Women's Studies is so extensive. I then collected studies and articles addressing women and leadership from the leadership literature. Still, I knew I needed more specific data.

Since my project's main purpose is to provide feedback and suggestions to the Jepson School, I talked to people directly about their feelings on the subject. I went to speak to professors involved in the Women's Studies and W.I.L.L. program to gain a first hand perspective. I knew on a few occasions the two departments had collaborated but no long term relationship had been fostered. All of the interviews I conducted were informal discussions, as I sought to get a reaction to my project along with suggestions and input. These conversations covered the past, present, and future of Women's Studies and curriculum integration. I interviewed three Women's Studies professors, including the W.I.L.L. coordinator, the interim W.I.L.L. coordinator and the head of the Women's Studies department.
All three interviews were similar and basically allowed me to gain a further understanding of what integration involves and means. We discussed the importance of maintaining both a Women’s Studies program along with integration projects. It is evident that it will be a long time before there is no need for separate Women’s Studies departments. All three professors talked about the time and effort integration involves. The need to have support and commitment were identified as being paramount. It was brought to my attention that necessary steps have been identified in the process.

One of the biggest concerns is the tension that is often associated with integration. Most non-women’s studies faculty need to be taught about integration and their role in the process, and often there is a great deal of conflict. There is often resistance to the incorporation of new scholarship on women from faculty and students. This tension arises for variety of reasons but it is important to anticipate it and plan accordingly. Faculty members believe their body of knowledge has been generated through objective modes of research and scholarship and Women’s Studies is subjective and ideological, therefore many have problems relating to it. Without the support and commitment of faculty, an integration project is doomed. The faculty in the discipline that is being changed must be accepting of Women’s Studies and believe in integration. (Schmitz, 51).

All three Women’s Studies professors discussed the importance of looking at and learning from other integration projects. They believe that there is much to learn from past experiments. Just as the leadership process supports reflection and rework, so does Women’s Studies. There is always room for improvement and learning from the past is critical to moving forward.
When I described my project and the similarities I had identified between the two programs, the professors agreed that the Jepson School would be an excellent candidate for integration. Yet bringing gender awareness into a program is an extensive project. So we discussed alternatives and substitutes to a complete integration project. The Jepson School is already a program that embraces similar pedagogical methods and may just need enhancement instead of reconstruction. No matter what the approach, evaluation and assessment need to be thorough before effective integration can occur. I left all three interviews with numerous ideas but knew that in order for complete integration to occur the Women’s Studies program would need to be actively involved.

The next set of interviews I conducted involved the two professors who had taught the Leadership course that focused on women, Dr. Couto and Dr. Patterson. In the past there has been a Foundations of Leadership course taught for W.I.L.L. students but the W.I.L.L. participants found it neglected gender issues, so the Women’s Studies program dropped it. The next attempt was a leadership course that focused on the Women’s Movement and was cross listed as both a Leadership and Women’s Studies course. I heard great things about the course but am saddened that it has been the only attempt to integrate the two subjects. One course brings about some awareness but does little more than recognize gender as an issue, what I am hoping for is the constant inclusion of gender so it is paramount in the minds of all those involved in the Leadership School.

I talked to both Dr. Couto and Dr. Patterson about their experience co-teaching ‘Leadership and the Women’s Movement. Again these were informal conversations seeking to get feedback and suggestions. The course was titled “Leadership and the
Women's Movement and covered the leadership involved in this particular social movement. It was much deeper than comparing women and men's leadership styles but is still the only course that has addressed a gender concern. Integration would not mean extra courses dealing with women's issues but an overall infiltration of leadership with gender awareness. It would mean examining language, thinking, and behavior involved in the leadership process not just looking at gender as a category in leadership. It would mean reconstructing knowledge not just with the new understanding of leadership but with a new understanding of gender.

Both Dr. Couto and Dr. Patterson recognize that their course is just a single step in increasing gender awareness and did little more than bring attention to the issues brought in the specific social movement. Both of the professors feel that there is definitely a need for the integration of Women's Studies. They see the Jepson program as an excellent candidate, but are concerned about the time and effort necessary in an integration project. These conversations reinforced my motivation to work toward addressing change issues.

I turned to the Leadership Education Source book to identify leadership programs that I could study or that were already concerned with the subject of gender. I decided seven programs that were dedicated to the teaching of Leadership Studies. I decided to compare their Leadership programs to the Jepson program. I choose surveying as the best method to reach all of these programs. With input from my interviews I devised a survey evaluating the extent to which gender was integrated into these various programs.
The survey was quite difficult to create because of the intricacy of the subject. I knew it would be hard to actually obtain accurate feedback because of the varied levels of understanding about gender awareness. I was looking for data about an issue that is hard to quantify. The survey is composed of nine questions to be answered on a continuum in order of degrees of integration of women’s issues. Following each question was a space for comments. The first question merely deals with including texts and articles about women, whereas the last question asks about students acting upon gender awareness. These questions correspond with Peggy McIntosh’s phases of integration which I previously discussed. I used this set up for the surveys to hopefully identify the level of integration that existed for each program. I sent surveys to five Leadership minor programs, one non-academic Leadership program, a Women’s Leadership Institute, and a course on women and leadership. I asked that a survey be filled out by each professor or for each course in their leadership program. I also sent surveys to all the Jepson faculty in order to obtain data on the Jepson School of Leadership Studies. I asked that each Jepson professor fill out three surveys pertaining to the three classes they had the most experience in teaching.

In order to obtain some more concrete, dependable data to go along with my surveys, I conducted two site visits. I decided to compare the Jepson School to two single sex Leadership programs, one for men and one for women. I went to the Virginia Military Institute, an all men’s academy and Mary Baldwin, an all women’s college. I observed classes at both of these schools and talked to professors in their respective Leadership programs. I also had both programs fill out surveys. I wanted to see what role gender
played in the three programs and if leadership was taught differently to these two groups as opposed to the coed Jepson environment.

Analysis and Interpretation of data

I utilized a variety of methods in interpreting my data because of the different methods I had used in collection. For my literature research, I compared and contrasted the data. There was very little disparity in the Women's Studies and feminist scholarship literature. The studies about women and leadership was difficult to analyze because much of it was contradictory and little conclusive evidence was present. I did need to discern the similarities and differences in the study about leadership. I interpreted the surveys loosely and viewed them as general comparative tools.

I found that the interviews needed little analysis. I had used them for suggestions and feedback. Most of the people I talked to supported the ideas behind my project and saw the need for integration. Yet they reminded me that it was not a simple procedure and there is often much tension and conflict associated with integration. I used these interviews as a sounding board to discuss and generate ideas.

The surveys are a complex matter because of the personal bias of the individual filling them out. Yet I hoped through the quantitative data along with the comments I could get an approximation of the level of gender integration. Initially I had hoped to analyze them using numbers corresponding to the marks on the curriculum for each question. The continuum was a range that measured the degree of integration of gender issues. But I decided this would not be accurate enough to be substantial. So I
interpreted the surveys on a more general basis, using them for feedback and also as comparison to the Jepson School.

I analyzed the site visits by synthesizing the surveys, my observations, and the direct feedback I obtained from the people I talked to. The site visits had numerous variables that provided me with the information and data. I combined the feedback to create an overall analysis of the two schools and their respective Leadership programs. Analyzing the Jepson School is much more complex because I have been a part of it for over two years. Yet my experience combined with surveys and interviews provides me with a thorough analysis.

Reliability and Validity

My information though varied is extensive, and I believe accurate and thorough. The literature provides both background and support for my project. The combination of Women's Studies and Leadership literature explains the need for integration of gender. The only area in question is the actual surveys designed to measure the level of integration of Women's Studies into Leadership programs. Just as the survey would differ from course to course and professor to professor in the Jepson school, it is dependent on the person filling it out and the course they are referring to. Each person has their own understanding of and beliefs about curriculum integration and women's issues. This personal background and bias makes it hard to answer surveys objectively especially about a sensitive topic. I recognize that the answers on the surveys will not be extremely accurate. That is why I analyzed them in a broad perspective and not as specific quantitative data. They will be useful for comparison with the Jepson School and to
illustrate the need for curriculum integration throughout undergraduate Leadership education.

The site visits provide more reliable data than the surveys and can be more accurately compared to the Jepson School. I do realize that the site visits are limited in applicable comparison because two years at the Jepson School cannot compare to a day at another school. All in all, the combination of my information and data provides valid feedback and a substantial base to compare and evaluate the Jepson program. My data provides a background for critical analysis of the Jepson School along with suggestions so that Jepson can begin the process of curriculum integration and include gender thoroughly in the teaching of leadership.

Results

My project did not produce specific results but did produce a foundation from which action towards curriculum integration can be justified. The Jepson School of Leadership Studies is lacking in the area of gender awareness and my research points out both how it is lacking and what can be done about it. From my examination of other programs it is evident that there is a range in terms of the extent of Women's Studies integration into Leadership. Yet at the current time no single program has reached an ideal level of integration, probably because that ideal is a utopia and therefore unrealistic at the current time.

The most prominent pattern across my research is the need for curriculum integration. This need is not only identified by Women's Studies and feminist scholarship but by professors, students, and programs as a whole. To anyone involved in education,
the need for equity between the sexes is becoming a paramount issue as we recognize the
damaging effects the inequity between the sexes has on us all. The educational
atmosphere is the first area in which we must start the battle to make necessary changes
and free all humans from the restrictions caused by sexism.

"The integration of women's studies scholarship within and across disciplines has initiated far-
reaching and perhaps revolutionary transformation of traditional knowledge. Not only are women
becoming part of the subject matter of disciplines where they were previously ignored, but research
questions, methods of analysis, and traditional theoretical frameworks are being challenged. The
very canons of literature, art, the natural sciences, and the social scientists are called into question
as Women's Studies scholars expand the boudoirs of their fields of inquiry and as integration
efforts bring this new scholarship into traditional courses". (Spanier, 9).

Curriculum integration is the only way to combat the lack of gender awareness. The
literature I read, the interviews I conducted, the surveys I received, along with my own
goal for the project all support the need for curriculum integration.

My research goes one step further in identifying the need for Jepson to integrate
Women's Studies, especially if it wishes to educate leaders who are prepared to serve
society. I felt right from the beginning that Jepson was lacking in gender awareness but I
needed the results of my project to support that observation. The literature I read about
Women's Studies further supports my own reflection on the Jepson School but again I
needed more concrete evidence. I obtained this from the interviews and the surveys I
received from the Jepson faculty. It is evident an effort is being made in a variety of ways,
ranging from having a course on Leadership and the Women's Movement to enhancing
one foundations section with materials on diversity (that was made possible by a grant
awarded to Dr. Hickman).
Jepson is such an appropriate candidate for integration, not because it is lacking in the gender awareness but because it is similar in many ways to Women’s Studies. The Jepson program transforms its students using pedagogy similar to that of feminism. The Jepson school strives to empower its students and wants them to reconstruct knowledge from the information they are exposed to in the classroom. Jepson is partly responsible for me doing this project. If the Jepson school had not encouraged me to question, think critically, and reconstruct paradigms of knowledge, I may not have questioned their lack of gender awareness and I definitely would not have felt compelled to do something about it.

The third prominent idea that stemmed from my project was that all leadership programs are struggling with the role of gender in their curriculum. From both the surveys and site visits I became aware that the teaching of leadership is concerned with gender awareness but has done little to ensure gender equity as an element of their discipline. The answers to the survey varied from class to class, professor to professor, and program to program yet it was evident that most programs felt they were lacking in the area of gender awareness.

While my survey provides limited results it does point out some interesting points. The results illustrate a higher overall level of integration for all female colleges and programs. Mary Baldwin, Columbia College, and the Women’s Leadership Institute of Well’s College all scored themselves reasonably high. This is likely a result of already being focused on women’s issues and considering gender awareness essential from the beginning. They cater to promoting equity between the sexes and specifically empowering
women to recognize they can be as effective leaders as men. These programs strive towards curriculum integration everyday through recognizing gender as a critical component of life and therefore leadership.

The University of Maryland and Albertson College also had relatively high scores yet are coed programs. Albertson College listed "Gender-Responsible Leadership" as one of their texts and from their answers and the information they attached, they consider gender essential to the teaching of leadership and are extremely aware of women's issues. The University of Maryland is a new program that is known to be on the cutting edge. They also consider gender awareness paramount. So even though all female programs already have a focused gender perspective, it is evident that coed programs can also take on that responsibility and are capable of showing the importance of gender awareness through their curriculum. The one all male program did score quite low yet I only received one survey so it is hard to make a fair conclusion. Despite the lack of conclusive specific results from the surveys, all of them did identify that gender inclusion was an issue relevant to leadership.

The Jepson School scored itself quite low on the continuum of integration but I do feel it is a fairly accurate assessment. It is possible that other schools rated themselves higher than they are in actuality and were extremely critical of themselves. Yet whether these other surveys are accurate or not, it is evident that Jepson is not giving Women's Studies the attention it deserves and that they are not very committed to gender equity. The surveys are proof that something needs to be done to bring about appropriate change.
My site visits offered further conclusive results. As I had expected, the all female leadership program is the most aware of gender issues and closer to an ideal level of integration. The all male program is the least aware of women’s issues and very little integration was apparent, while the Jepson School fell somewhere in the middle. Although the comparison of these three programs offers insight, it is somewhat limited. First of all, the leadership program at Mary Baldwin has just begun and therefore it is hard to judge. Secondly, VMI has a military background and the military’s concept of leadership usually does not correspond to Jepson’s understanding of leadership. Finally, my observations at the other two schools were brief, while I have had over two years and twelve Jepson classes to gather observations. While all three programs vary on their level of integration they all seem to be in support of a new understanding of leadership.

The Jepson School is on the forefront with embracing the new understanding but it appears that the other two programs are following suit. Both of the site visits led me to believe that leadership education is moving ahead rapidly. Both VMI and Mary Baldwin seek to reconstruct their students understanding of leadership and approach the subject as a process and not as a study of leaders. Secondly both VMI and Mary Baldwin utilize pedagogy similar to that of Jepson. The students are encouraged to be responsible for their own education, to be reflective and to be critical thinkers. This kind of empowerment of students goes hand in hand with the new understanding of leadership.

One difference that was highlighted in my site visits was the integration of Women’s Studies into Leadership that was apparent at Mary Baldwin. While their program is only just getting their feet of the ground, their entire curriculum is already
utilizing feminist pedagogy and integrates gender awareness into all its classes. The impression I received at Mary Baldwin was quite strong. They believe in the education of women separately so that the positive effects of Women's Studies can be realized throughout their academic disciplines. While the issue is not separation of the sexes, my observation pointed out the extent of curriculum integration. Hopefully Jepson can strive to provide this level of integration to both sexes in the teaching of Leadership Studies.

One final result deals with curriculum integration as a whole. Actually integrating Women's Studies into the curriculum whether it be one department, several, or the whole school is an extensive project. Integration not only changes what is taught but how it is taught. Integration gets to the heart of every field and changes it fundamentally. Including Women's Studies in a discipline requires time, money, education, and commitment. Initially assessment of the current status of gender awareness needs to be done. Then motivation and commitment need to be secured form all that will be involved and affected. The appropriate resources must be identified and sought out. Women's Studies experts need to consulted and are essential in helping to facilitate the process. Each project of integration is an individual event and is dependent on the situation. Professors and those involved need to be educated, guided and facilitated through the process. The commitment must be ongoing and the project must be open to reworking. Tension and conflict must be addressed and action taken. Curriculum integration is probably one of the biggest concerns for the future of education as it will completely reshape education as we know it.

Discussion
The Jepson School of Leadership Studies is lacking in its inclusion of gender awareness and women's issues. Something needs to be done to remedy the situation. In order for Jepson to remain in the forefront of leadership education it must be true to its vision and in preparing students for leadership, integrate gender through out the program. As one book states, "In our lifetimes as educators, as participants in our society and in our world, each of us has opportunities to affect the course of future events in various ways." (Spanier, xiii). The Jepson School has taken the lead in teaching a new understanding of Leadership and has set precedent for education in the field of Leadership Studies. To further its affect on the course of future events it must consider curriculum integration and seek to become a gender responsible school by teaching gender-responsible leadership. Awareness on a broad level does little good if it is not brought up on a day to day basis and used to critique and reconstruct the new understanding of leadership promoted by the Jepson School.

At the conclusion of my project, I have this advice for the Jepson School. It is necessary to take a step back and analyze the inclusion of gender in the current leadership program. As I have pointed out, gender awareness is lacking in the program and something needs to be done. There are many steps in the process of change and accomplishing this change will take time. Much work needs to be done before a plan can be formulated.

I have thought about the various options available but it is not up to me to decide the plan of action nor am I able to do so. As I look at the Jepson school I see a unique futuristic program that has so much going for it. The pedagogy is on the cutting edge
along with the topic. Yet gender awareness is lacking and gender inequity is prevalent between students, among professors, in texts and articles, in group interaction and so on. Before any of this can be addressed, the professors and administration need to understand the problem. If they are not aware of the inequity, or are not able to identify it, then the integration will not get far. Education is critical in pointing out gender inequities and empowering those involved in the Jepson program to bring about change. From this enlightenment, the Jepson school can determine the direction it wants to take and start to act.

The development of working relations with the Women’s Studies department is a critical step. These are the individuals who understand gender awareness and curriculum integration. They also know what resources are available and can offer feedback as well as support. The Women’s Studies department can be instrumental in facilitating the process and guiding the Jepson school.

The Jepson School needs to do extensive research about Women’s Studies, curriculum integration, and determine how their situation applies. Learning from past integration projects is essential and the Jepson School needs to call upon this resource and other resources throughout the process. It may be necessary to start slowly by simply enlightening faculty one by one and integrating certain reading material or class exercises into the curriculum. Yet throughout the process commitment needs to be present and the Jepson School needs to be motivated to accomplish their goals.

The first step in the integration process might be designing a course for all majors regarding diversity. While gender awareness is the focus, the school is lacking in diversity
awareness and a course like this may help to open up a few perspectives. It might initiate questioning and will force majors to think about issue they may have glanced over in the past. Solutions like a diversity class obviously do not address all the problems but they take one step further to the ideal in which knowledge is reconstructed to include us all.

The Jepson School needs to act and it may just be one step at a time like designing a diversity class. The program is currently so compatible with Women’s Studies that integration would be much smoother than in other disciplines. Integration does not have to be overwhelming. The Jepson school already seeks to reconstruct knowledge to some degree and transform the lives of its students. The program does not need to be turned upside down but it does need to work towards integration if it hopes to remain a leader in the teaching of Leadership Studies. After reflection and examination, an actual plan to implement a project would be appropriate and would enable realization of curriculum integration.

There are three basic steps in accomplishing an integration project; designing the project, initiating the project, and sustaining the project. Each step varies dependent on the situation and the area that is to be integrated. Design involves, assessing the climate for change, deciding on focus and objectives, goal setting, and examining resources and past projects. Initiation involves choosing project guides, obtaining institutional commitment, working with an advisory board, eliciting faculty support and participation, and designing a faculty development seminar. Sustainment involves working with faculty, utilizing support that already exists, using consultants, managing resistance, and reflection
and evaluation. (Schmitz) While these steps are not cut and dry, they help to provide

guidance to a long and complicated process.

The ball is now in home court. It is up to the Jepson School to take this problem

seriously and work to make effective changes. It will take much time, effort, and funding

but the results will be more than worth it. Jepson has the responsibility to make these

changes as a leader in undergraduate education.

While curriculum integration is a must for the Jepson School, I realize that it does

have limitations. Integration is costly in terms of time, money, and effort. No matter how

great an integration project is, it will not bring about the utopia of phase five that Peggy

McIntosh discusses. Complete restructuring to undo 6000 years of gender inequity is

unachievable today and probably for a long time to come. Despite this large limitation, the

problem is essential enough to justify any actions taken to bring us one step closer to

gender equity.

My entire leadership education has encouraged me to question what is often taken

for granted or assumed to be true. I hope this project illustrates the need of the Jepson

School to integrate gender issues. After completing this senior project, I have been able to

shed light on the importance of women's issues and feel that I have taken the first step

towards change. I have moved beyond the initial frustration of bringing the subject up and

merely being acknowledged. I now recognize that bringing an issue to the attention of

others takes time and hard work. Merely pointing out gender inequities does not promote

change. It takes research and commitment to initiate action. I believe my project is the
first step in working to revise Jepson's new understanding of leadership so that it is
gender-responsible and can remain the leader in undergraduate leadership education.
Bibliography


Liberal Learning and the Women's Studies Major. Completed in conjunction with the Association of American Colleges National Review of Arts and Science Majors. National Women's Studies Association: A report to the profession. [Lexis-Nexis; women's studies and curriculum integration].


Appendix A:

Interviews; who when & where.
Interviews

1) Interview with Holly Blake, on February 11, 1996, in the W.I.L.L. Coordinator's office, University of Richmond.

2) Interview with Dr. Angela Detlev, on February 12, 1996, in the W.I.L.L. Coordinator's office, University of Richmond.

3) Interview over the phone with Dr. Richard Couto, on February 20, 1996.

4) Interview with Dr. Elizabeth Gruener, on February 21, 1996, in Ryland Hall, University of Richmond.

5) Interview with Dr. Patterson, on February 28, 1996, in PSMS building, University of Richmond.

6) Interview with Cary Douglas, on March 5, 1996, at Mary Baldwin College.

7) Interview with Captain Bill Hughes, on March 27, 1996, at Virginia Military Institute.
Appendix B:

Syllabus for ‘Leadership and the Women’s Movement’.
LEADERSHIP AND THE WOMEN'S MOVEMENT  
LDSP 390.02 AND PS 379.02

Richard Couto  
JH 128, 287-6085  
Office Hours  
T, Th 2-3:30  
and by appt.

Patricia Patterson  
PSMS 202B, 287-6457  
Office Hours  
T, Th 2:15-3:30  
W 9:30-10:30  
tpatterson@urvax.urch.edu  
(business only please)

COURSE PURPOSE AND RATIONALE:

This course aims to explore a number of questions. What is a social movement? What theories explain the origins, development, and functioning of social movements and their leadership? In what ways can these theories give insight into women's movements for social change (predominately in the US, but abroad as well)? Does it make sense to speak of "a women's movement", of waves of a single movement, or of leadership of the movement? Are all women's movements feminist? What about women's leadership and participation in other social movements? What are the precursors and consequences of the contemporary women's movement? How do the activities of academicians, activists, and political elites intersect in seeking change for women? What are the boundaries of the women's movement? What has it accomplished? What remains to be done, what are the opportunities and occasions for leadership in the contemporary women's movement? It is our hope that students will come to see the forms in which women's movements are alive in the present, not only the past. Further, we hope students will be empowered with the skills and determination to participate in movements for social and political change, and for change in daily life.

BRIEF DESCRIPTION OF COURSE:

This course begins with an preliminary overview of our purposes and of social movement theory and history. It then proceeds in four sections, though students are advised that the threads of this course will be woven into a rough, complex tapestry, rather than tied end to end or braided simply. In the first section, "Healthy, Wealthy, and Wise" we explore some fundamental resources which women have sought through movements for social change. In section two, "Precedents and Consequences of the Movement", we look at related movements, essential ingredients, political processes, and movement outcomes. In section three, "Politics, Culture and the Women's Movement", we explore the boundaries of women's movements and the cultures in which they emerge, develop, decline and flourish. Finally, we address "The Unfinished Business of the Movement, and the Challenge of Leadership" confronting young women today.
COURSE PREREQUISITES:

In order to be eligible for upper division Leadership courses, Leadership students must fulfill the LDSP 201 requirement. Political Science and other majors should have taken WS 220, Introduction to Women's Studies, or PS 321, Women and Power in American Politics. The instructors may waive these prerequisites for students who are able to demonstrate sufficient background to participate successfully in a seminar which presumes an intellectual grounding in and conceptual mastery of the sex/gender system.

REQUIRED TEXTS AND MATERIALS:

Many of the readings for this course are on reserve, and students are expected to be dedicated to them. In addition, each student will read a novel and a book on women and leadership, each to be described in class. Required texts are available at the bookstore:


ASSIGNMENTS:

Talking Papers 30%

Small Group Project 20%

10% Content 10% Leadership Process

Research Project 30%

Peer Evaluation 10%

Participation 10%

100%

See detailed handout.
ATTENDANCE POLICY AND CLASS PARTICIPATION:

Thoughtful, regular discussion is an essential element of the course; your presence gives us the benefit of your experiences and perspectives, and enriches the class. By contrast, your absence deprives the class of your contributions and support, and may be taken by others as a sign of disinterest, or lack of seriousness of purpose. Since this class is collaborative, involves a number of guest speakers whose presentations cannot be recaptured, and meets only once a week, your presence is even more important than usual. Attendance may conflict with other obligations and events however, and the decision to attend class on any given day is yours to make.

HONOR:

All students are expected to uphold the University’s Honor code in every respect. All graded work must include a written and signed statement, which pledges that the work is your own and that any sources are fully documented. A grade will not be assigned to work which does not carry such a pledge. The University honor pledge is "I pledge that I have neither given nor received unauthorized assistance during the completion of this work."

A few words on plagiarism: Students sometimes think they need only document direct quotations. This is incorrect. All ideas which are not original also must be appropriately attributed and documented. If in doubt, cite or footnote. That way you will never have a problem with integrity, and citations make you look good!

If you are completely at a loss as to how and when to document sources, you need to do two things: go to the Writing Center here on campus for instruction, and also purchase a style manual such as A Manual for Writers of Term Papers, Theses, and Dissertations, by Kate Turabian.

AVAILABILITY OF ASSISTANCE:

We enjoy students, and are available to you for consultation during office and class hours, and by appointment. Students who are physically challenged, learning disabled, or having language difficulties are especially invited to seek us out, and to discuss the accommodations they would find most reasonable, discreet and helpful.
ASSIGNMENTS

I. Talking Papers (30%)

To give us a chance to reflect on and integrate the reading and classwork, we will write 3-5 page papers for the introductory and first three sections of the course. We will do 4 of these "talking papers" and the lowest grade will be eliminated. Each remaining paper is worth 10% of the grade. The topics for the talking papers follow:

Topic for Introductory Section, due 1/30:

While you read today's assignment, consider how the women's movement has changed your life. How does this compare to the reflections your mother and grandmother might offer on the same subject? Please interview your mother (or close female relative or friend of her generation) about what life was like for her at age 20. What were her experiences, expectations, and opportunities with respect to education, career, family, standard of living, and technology (telephone, travel, household appliances, etc.). Also, ask a grandmother, or close woman of your grandmothers' generation what life was like for her at age 20. Organize and then write about your reflections and those of your interviewees, and try to relate them to the ideas that we read about and discussed during the introductory sessions of this course.

Topic for Section I, due 2/13:

Among other things, section one of the course underlines the importance of knowledge, and the politics of information. For today's assignment, interview one women's advocate in the community about the importance to women of the oral, written, personal, or public transmission of "forbidden" or devalued knowledge about health, money, or some other dimension of gender inequality.

Topic for Section II, due 2/27:

Research one of the following leaders from the late 19th and early 20th centuries: Mother (Mary Harris) Jones, Ida B. Wells(-Barnett), Jeanette Rankin, Jane Addams, or Julia Lathrop. It is important that several students select each woman. Describe briefly the woman's biography, the movement(s) and causes with which she worked, organizations she began or led, significant accomplishments, and honors or awards. It will be helpful also if you can discuss reasons why her fame is not more widespread.

Topic for Section III, due 4/10:

Read or re-read a novel of your choice, and analyze it in terms of Bem's three lenses of gender. What does the cultural product (novel) you have selected convey about gender, gender inequality, and the seeds of and prospects for change? You may focus on change at the individual and/or social levels.
ASSIGNMENTS

I. Talking Papers (30%)

To give us a chance to reflect on and integrate the reading and classwork, we will write 3-5 page papers for the introductory and first three sections of the course. We will do 4 of these "talking papers" and the lowest grade will be eliminated. Each remaining paper is worth 10% of the grade. The topics for the talking papers follow:

Topic for Introductory Section, due 1/30:

While you read today's assignment, consider how the women's movement has changed your life. How does this compare to the reflections your mother and grandmother might offer on the same subject? Please interview your mother (or close female relative or friend of her generation) about what life was like for her at age 20. What were her experiences, expectations, and opportunities with respect to education, career, family, standard of living, and technology (telephone, travel, household appliances, etc.). Also, ask a grandmother, or close woman of your grandmothers' generation what life was like for her at age 20. Organize and then write about your reflections and those of your interviewees, and try to relate them to the ideas that we read about and discussed during the introductory sessions of this course.

Topic for Section I, due 2/13:

Among other things, section one of the course underlines the importance of knowledge, and the politics of information. For today's assignment, interview one women's advocate in the community about the importance to women of the oral, written, personal, or public transmission of "forbidden" or devalued knowledge about health, money, or some other dimension of gender inequality.

Topic for Section II, due 2/27:

Research one of the following leaders from the late 19th and early 20th centuries: Mother (Mary Harris) Jones, Ida B. Wells(-Barnett), Jeanette Rankin, Jane Addams, or Julia Lathrop. It is important that several students select each woman. Describe briefly the woman's biography, the movement(s) and causes with which she worked, organizations she began or led, significant accomplishments, and honors or awards. It will be helpful also if you can discuss reasons why her fame is not more widespread.

Topic for Section III, due 4/10:

Read or re-read a novel of your choice, and analyze it in terms of Bem's three lenses of gender. What does the cultural product (novel) you have selected convey about gender, gender inequality, and the seeds of and prospects for change? You may focus on change at the individual and/or social levels.
Class Schedule

Leadership and the Women’s Movement
LDSP 390 (2) and PS 379 (2)

R. Couto
JH 128 x6085
Office Hours
TTh 2-3:30
and by appt.

P. Patterson
PS/MS 202B x6457
Office Hours
TTh 2-3:30
W 9:30-10:30

January 16  Introductions and Logistics

We will introduce ourselves and explain the goals we have for this class and for our participation in this class. We will explain the evaluative procedures of the class and other expectations for your participation. We will also explain the assignments for the semester and develop groups for their conduct.

We will also begin the substantive study of our topic with a discussion of social movements. We will examine some theoretical analyses of social movements with particular emphasis on the work of McAdam, Freire, Scott, Evans and Boyte, and Couto.

January 23  Social Movements: Theory and History

We will continue our discussion of theories of social movements. We will review the elements of analysis from the first class and apply them to the first and second waves of the women’s movement. We will address the origins and expression of leadership.

           Davis, Moving the Mountain, 9-105

Section I  Healthy, Wealthy, and Wise

January 30  Politics, Movement, and Information

First short paper is due today.

We will examine how the capacity and practice of research and study changed with the women’s movement. Specifically, we will examine what got studied, reported, and published on women before and after the second wave as well as the development of programs of women’s studies. We will also use this time to review research skills using electronic media in libraries. Ms. Lucretia McCulley will lead this class session in Room 1 of the Media Resource Center in Boatwright. Please familiarize yourself with your vax account and sign-on to it before this class.

Readings:  Davis, Moving the Mountain, 106-20.
February 6  The Women's Health Movement

One significant outcome of the women's movement involved the development of new health services for women and changed attitudes towards the health and well-being of women and who should control it. We will discuss these changes and specific issues including abortion, violence, and breast cancer. Dr. Kathleen Rohaly will provide an overview of these issues.

            Anglin, "Activists and Advocates as Actors in Health." (R)
            Ferraro, "You Can't Look Away Anymore." (R)

February 13  Women and Wealth

*Second short paper is due today.*

We will examine the economics of gender and status of women economists. Dr. KimMarie McGoldrick will provide the overview on these issues.

            McDonald, Martha, "Economics and Feminism," (R)
            Seiz, Janet, "Feminism and the History of Economic Thought," (R).
            Ferber, Marianne and Michelle Teiman, "The Oldest, the Most Established, etc." (R).
            Bergmann, Barbara, "The Task of a Feminist Economics," (R).
            Badgett, Lee, "Gender, Sexuality, and Sexual Orientation," (R).

Section II  Precedents and Consequences of the Movement

February 20  Personal Politics

We will examine the relationship of the civil rights movement to the second wave of the women's movement. Dr. Gill Hickman will provide an overview and personal perspective for this class.

Readings:  Davis, *Moving the Mountain*, pp. 365-84
            hooks, *Teaching to Transgress*, pp. 1-75, 93-127, 129-65, and 201-207
            Chalmers, "Towards the Liberation of Women" (R).
Carmen Foster, "Recollections of a Veteran of a '60s School Integration in Richmond" (R).

February 22  (Wednesday) Sweet Honey in the Rock  Attendance Required

February 27  Women's Leadership of Other Movements

*Third short paper is due today.*

We will examine the leadership of women in the social movements of the late nineteenth and early twentieth century. Ms. Holly Blake and Dr. Elisabeth Gruner will share with us their research on two 19th century women leaders, Marie Howland and Caroline Norton.

Readings:  TBA

March 6  Women, the Women's Movement, and Politics in the United States

We will examine the impact of the women's movement on the political process and the impact of the process on the movement. This session will review some familiar material but offer an explicit theoretical framework to interpret it. We will focus on the effort to achieve an equal rights amendment.

Readings:  Costain, *Inviting Women's Rebellion*, pp. 26-142
           Davis, *Moving the Mountain*, pp. 121-36, 385-411, 184-204

Spring Break

Section III  Politics, Culture and the Women's Movement

March 20  Politics and Gender: Comparative Perspectives

We will examine the political status and leadership role of women in other places currently and at other times. Dr. Carapico will provide an overview of women in Islamic society and Dr. Shaw will explain the goddess traditions in religion.

Readings:  TBA

March 27  Women and the Politics of Culture

*Your semester research project is due today.*

We will move from institutional contexts of politics and political leadership to the cultural foundations of power and gender.

Readings:  Bem, *The Lenses of Gender*, pp. vii-ix, xi-xii, and 1-132
April 3 Women and the Politics of Culture

We will continue our consideration of the cultural foundations of gender and power. Dr. Bonfiglio will discuss the role of language in expressing power and gender relations.

Readings: 
- Bem, *The Lenses of Gender*, pp. 133-96
- hooks, *Teaching to Transgress*, pp. 167-89
- Davis, *Moving the Mountain*, pp. 259-77

April 10 Cultural Images of Women

*Fourth short paper is due today.*

We will turn to portrayls of women in literature and film. Dr. Brown will provide the overview for this discussion and examination.

Readings: TBA

Section IV: Women, Unfinished Business of the Movement, and the Challenge of Leadership

April 17 Women and Leadership

Is there a feminine leadership style? If so, what are its characteristics? Dr. Stephanie Micas will lead us in the examination of these questions. In addition, we will examine the course and current challenges of the women's movement.

Readings: TBA

- Portions of one of the following:
  - Helgesen, Sally. *The Female Advantage*. (R)
  - Astin, Helen and Carol Leland. *Women of Vision, Women of Influence* (R)
  - Cantor, Dorothy W. and Toni Bernay. *Women in Power: The Secrets of Leadership* (R)

April 24 Oral Presentations of Research Projects

*Your group report and leadership analysis are due today.*

Appendix C:

Surveys and attached information.
[ the number in the () = the number of surveys completed ]
C1: Blank copy of the survey.
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal not at all
   I-------------------I-------------------I-------------------I-------------------I-------------------I
   Comments: ____________________________
   Please note the titles of texts or articles you use in the course or program that include gender issues. ______________________________

2. To what degree do course or program discussions include gender issues?
   a great deal not at all
   I-------------------I-------------------I-------------------I-------------------I-------------------I
   Comments: ____________________________

3. To what degree do course or program activities include gender issues?
   a great deal not at all
   I-------------------I-------------------I-------------------I-------------------I-------------------I
   Comments: ____________________________
   Please note specific activities if any: ____________________________

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal not at all
   I-------------------I-------------------I-------------------I-------------------I-------------------I
   Comments: ____________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal not at all
   I-------------------I-------------------I-------------------I-------------------I-------------------I
   Comments: ____________________________
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

   a great deal              not at all
   I-------------------I--------------------I--------------------I--------------------I--------------------

   Comments: __________________________
   __________________________________________________________________________________

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

   a great deal              not at all
   I-------------------I--------------------I--------------------I--------------------I--------------------I--------------------I

   Comments: __________________________
   __________________________________________________________________________________

8. To what extent do students in your course or program put into practice gender-related learning?

   a great deal              not at all
   I-------------------I--------------------I--------------------I--------------------I--------------------I--------------------I

   Comments: __________________________
   __________________________________________________________________________________

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

   a great deal              not at all
   I-------------------I--------------------I--------------------I--------------------I--------------------I--------------------I

   Comments: __________________________
   __________________________________________________________________________________

Your name: __________________________
Your college or university: __________________________
The course/program you utilized as the base for filling out the survey: __________________________
C2: Completed surveys from the Jepson school (9), and readings from Dr. Hickman’s enhanced Foundations of Leadership class.
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form to Bill Howe’s mailbox by April 5.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal not at all
   I-------------------I--------------------I--------------------I--------------------I--------------------I
   Comments: I need to gather these issues more!

Please note the titles of texts or articles you use in the course or program that include gender issues. Not specific ones, but such issues are never talked some of the readings.

2. To what degree do course or program discussions include gender issues?
   a great deal not at all
   I-------------------I--------------------I--------------------I--------------------I--------------------I
   Comments: Again, I need to give more attention to this.

3. To what degree do course or program activities include gender issues?
   a great deal not at all
   I-------------------I--------------------I--------------------I--------------------I--------------------I
   Comments:

Please note specific activities if any: within-class groups are balanced by gender — i.e., men & women in each group.

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal not at all
   I-------------------I--------------------I--------------------I--------------------I--------------------I
   Comments: Wow, I’d better get with it.

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal not at all
   I-------------------I--------------------I--------------------I--------------------I--------------------I
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

- a great deal
- not at all

Comments: Never thought of integrating them in this course.

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

- a great deal
- not at all

Comments: I'm something it gender issues occasionally bring them up in discussion.

8. To what extent do students in your course or program put into practice gender-related learning?

- a great deal
- not at all

Comments: Perhaps they do so more than I am aware?

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

- a great deal
- not at all

Comments: Not sure.

Your name: (Handwritten)

Your college or university: (Handwritten)

The course/program you utilized as the base for filling out the survey: (Handwritten)
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form to Bill Howe's mailbox by April.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal not at all
   I-------------------I-------------------I-------------------I-------------------I
   Comments: Minimal

2. To what degree do course or program discussions include gender issues?
   a great deal not at all
   I-------------------I-------------------I-------------------I
   Comments: Somewhat here, though far less than we should perhaps.

3. To what degree do course or program activities include gender issues?
   a great deal not at all
   I-------------------I-------------------I
   Comments: Again, only minimal here.

Please note specific activities if any: Here too, I try to see that within-class groups are gender balanced.

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal not at all
   I-------------------I-------------------I-------------------I
   Comments: Obviously the focus of the course is groups at leadership levels. So gender is less primary. Still, I think I should give it far more consideration than I do in this regard.

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal not at all
   I-------------------I-------------------I-------------------I

   Please note the titles of texts or articles you use in the course or program that include gender issues. No specific texts or articles. What is introduced is peripheral at best.
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

- a great deal
- not at all

Comments: Never even thought about integrating them.

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

- a great deal
- not at all

Comments: Minimal at best. Should be more.

8. To what extent do students in your course or program put into practice gender-related learning?

- a great deal
- not at all

Comments: Difficult to say. Since gender learning in any formal sense is probably minimal, then practice is of course minimal here.

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

- a great deal
- not at all

Comments: Again, difficult to say.

Your name: Love
Your college or university: UR
The course/program you utilized as the base for filling out the survey: Leading Groups
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form to Bill Howe’s mailbox by April 5.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
a great deal not at all
I-------------------I-------------------I-------------------I--------- X -------------------I
Comments: There are a few articles that directly treat gender.

Please note the titles of texts or articles you use in the course or program that include gender issues.
Articles by Virginia Scheid and J. M. Kantor.

2. To what degree do course or program discussions include gender issues?
a great deal not at all
I-------------------I-------------------I-------------------I--------- X -------------------I
Comments: Gender discussions are probably more frequent here than in any other course I took.

3. To what degree do course or program activities include gender issues?
a great deal not at all
I-------------------I-------------------I-------------------I--------- X -------------------I
Comments: I sometimes do gender-related role plays. Also, within-class groups are gender balanced.

Please note specific activities if any:

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
a great deal not at all
I-------------------I-------------------I-------------------I--------- X -------------------I
Comments: Somewhat, but not much here.

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
a great deal not at all
I-------------------I-------------------I-------------------I--------- X -------------------I
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?
- a great deal
- not at all

Comments: We do this only minimally, though the course does seek to promote egalitarian values and inclusiveness.

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?
- a great deal
- not at all

Comments: Perhaps the women in the class do considerable thinking about gender and leadership roles by the end of the course, but the men probably think about it very little.

8. To what extent do students in your course or program put into practice gender-related learning?
- a great deal
- not at all

Comments: Again, the women probably do particularly through their campus leadership responsibilities.

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?
- a great deal
- not at all

Comments: Not sure.

Your name: [Name]
Your college or university: [University]
The course/program you utilized as the base for filling out the survey: [Course/Program]
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form to bill Howe’s mailbox by April 5.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?

   a great deal
   not at all

   Comments: __________________________

   Please note the titles of texts or articles you use in the course or program that include gender issues.

   __________________________

2. To what degree do course or program discussions include gender issues?

   a great deal
   not at all

   Comments: __________________________

3. To what degree do course or program activities include gender issues?

   a great deal
   not at all

   Comments: __________________________

   Please note specific activities if any:

   __________________________

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?

   a great deal
   not at all

   Comments: __________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?

   a great deal
   not at all

   Comments: __________________________
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

a great deal [ ] not at all [ ]

Comments: __________________________

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

a great deal [ ] not at all [ ]

Comments: __________________________

8. To what extent do students in your course or program put into practice gender-related learning?

a great deal [ ] not at all [ ]

Comments: __________________________

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

a great deal [ ] not at all [ ]

Comments: __________________________

Your name: __________________________

Your college or university: __________________________

The course/program you utilized as the base for filling out the survey: __________________________
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the "comments" space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form to Bill Howe's mailbox by April 5.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal [ ]
   [ ] [ ] [ ] [ ] [ ]
   Comments: ____________________________

Please note the titles of texts or articles you use in the course or program that include gender issues. ________________________________________________________________________________________

2. To what degree do course or program discussions include gender issues?
   a great deal [ ]
   [ ] [ ] [ ] [ ] [ ]
   Comments: ____________________________

3. To what degree do course or program activities include gender issues?
   a great deal [ ]
   [ ] [ ] [ ] [ ] [ ]
   Comments: ____________________________

Please note specific activities if any: ____________________________________________________________

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal [ ]
   [ ] [ ] [ ] [ ] [ ]
   Comments: ____________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal [ ]
   [ ] [ ] [ ] [ ] [ ]
   Comments: ____________________________
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?
a great deal not at all
I-------------I-------------I-------------I-------------I
Comments: ___

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?
a great deal not at all
I-------------I-------------I-------------I-------------I
Comments: Again it depends on the group research some projects would

8. To what extent do students in your course or program put into practice gender-related learning?
a great deal not at all
I-------------I-------------I-------------I-------------I
Comments: ___

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?
a great deal not at all
I-------------I-------------I-------------I-------------I
Comments: Some as above count

Your name: Dr. Cuilla
Your college or university: Tuskegee
The course/program you utilized as the base for filling out the survey: Critical Thinking
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form to Bill Howe's mailbox by April 5.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal X not at all
   [continuum]
   Comments: ____________________________

   Please note the titles of texts or articles you use in the course or program that include gender issues. See 201 syllabi - Women books

2. To what degree do course or program discussions include gender issues?
   a great deal X not at all
   [continuum]
   Comments: ____________________________

3. To what degree do course or program activities include gender issues?
   a great deal X not at all
   [continuum]
   Comments: ____________________________

   Please note specific activities if any: ____________________________

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal X not at all
   [continuum]
   Comments: ____________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal X not at all
   [continuum]
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

a great deal \xmark \n
not at all

Comments: __________________________________________

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

a great deal \xmark \n
not at all

Comments: __________________________________________

8. To what extent do students in your course or program put into practice gender-related learning?

a great deal \xmark \n
not at all

Comments: __________________________________________

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

a great deal \xmark \n
not at all

Comments: __________________________________________

Your name: __________________________
Your college or university: ____________
The course/program you utilized as the base for filling out the survey: LDSP 201
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form to Bill Howe's mailbox by April 5.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal × not at all
   I----------------------I----------------------I----------------------I----------------------I----------------------I
   Comments: ____________________________________________________________

   Please note the titles of texts or articles you use in the course or program that include gender issues.
   ____________________________________________________________

2. To what degree do course or program discussions include gender issues?
   a great deal × not at all
   I----------------------I----------------------I----------------------I----------------------I----------------------I
   Comments: ____________________________________________________________

3. To what degree do course or program activities include gender issues?
   a great deal × not at all
   I----------------------I----------------------I----------------------I----------------------I----------------------I
   Comments: ____________________________________________________________

   Please note specific activities if any: should some videos where gender, sexual orientation, PC issues considered? focus on trying to raise awareness of biphobia.

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal × not at all
   I----------------------I----------------------I----------------------I----------------------I----------------------I
   Comments: ____________________________________________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal × not at all
   I----------------------I----------------------I----------------------I----------------------I----------------------I
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?
   a great deal X not at all
   I-----------------I-----------------I-----------------I-----------------I
   Comments: __________________________ _

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?
   a great deal X not at all
   I-----------------I-----------------I-----------------I-----------------I
   Comments: __________________________ _

8. To what extent do students in your course or program put into practice gender-related learning?
   a great deal X not at all
   I-----------------I-----------------I-----------------I-----------------I
   Comments: __________________________ _

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?
   a great deal X not at all
   I-----------------I-----------------I-----------------I-----------------I
   Comments: __________________________ _

Your name: _______________________
Your college or university: _______________________
The course/program you utilized as the base for filling out the survey: _______________________

Comments: ____________________________________________
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form to Bill Howe's mailbox by April.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal × not at all
   I-------------------I-------------------I-------------------I-------------------I
   Comments: -------------------------------------------------------------

   Please note the titles of texts or articles you use in the course or program that include gender issues.
   ________________________________________________________________

2. To what degree do course or program discussions include gender issues?
   a great deal × not at all
   I-------------------I-------------------I-------------------I-------------------I
   Comments: Dispositional issues (individual difference) as well as gender and other physical characteristics considered in teams
   ________________________________________________________________

3. To what degree do course or program activities include gender issues?
   a great deal × not at all
   I-------------------I-------------------I-------------------I-------------------I
   Comments: __________________________________________________________

   Please note specific activities if any:
   ________________________________________________________________

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal × not at all
   I-------------------I-------------------I-------------------I-------------------I
   Comments: __________________________________________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal × not at all
   I-------------------I-------------------I-------------------I-------------------I
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?
   a great deal X not at all
   Comments: __________________________ 

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?
   a great deal X not at all
   Comments: __________________________ 

8. To what extent do students in your course or program put into practice gender-related learning?
   a great deal X not at all
   Comments: __________________________ 

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?
   a great deal X not at all
   Comments: __________________________ 

Your name: Jabin
Your college or university: J
The course/program you utilized as the base for filling out the survey: LDP 353
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the "comments" space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form to Bill Howe's mailbox by April 5.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal I--------------I--------------I--------------I--------------I
   not at all
   Comments: As you are aware all Foundations courses include such readings, but I have included additional ones because I received an Eisenhower Leadership Grant to add diversity to the Foundations course. These readings are not used to the same extent in other instructors' sections, but more readings on gender have been incorporated into all sections of Foundations.

2. To what degree do course or program discussions include gender issues?
   a great deal I--------------I--------------I--------------I--------------I
   not at all
   Comments:

3. To what degree do course or program activities include gender issues?
   a great deal I--------------I--------------I--------------I--------------I
   comments:

   Please note specific activities if any:

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal I--------------I--------------I--------------I--------------I
   not at all
   Comments:

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal I--------------I--------------I--------------I--------------I
   not at all
   Comments:
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

a great deal [ ]

I-------------------I-------------------I-------------------I-------------------I

Comments: This is achieved fairly well in the Foundations course — see attached pages.

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

a great deal [ ]

I-------------------I-------------------I-------------------I-------------------I

Comments:

8. To what extent do students in your course or program put into practice gender-related learning?

a great deal [ ]

I-------------------I-------------------I-------------------I-------------------I

Comments:

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

a great deal [ ]

I-------------------I-------------------I-------------------I-------------------I

Comments:

Your name: Gill Hickman
Your college or university: Uk
The course/program you utilized as the base for filling out the survey: Foundations of Leadership Studies
READINGS

HISTORICAL CONCEPTIONS OF LEADERSHIP


THE LEADER: DIVERSE PERSPECTIVES ON LEADERSHIP


FOLLOWERS: DIVERSE PERSPECTIVES ON LEADER-FOLLOWER INTERACTION


LEADERSHIP CONTEXT: CULTURE AND MULTICULTURALISM


*These readings were identified during the project on Teaching Leadership for a Diverse Society project and were subsequently incorporated into a text edited by one of the project participants: J.T. Wren (Ed.). (1995). The leadership companion: Insights on leadership through the ages. New York: Free Press.
LEADERSHIP CONTEXT: FORMAL ORGANIZATIONS


LEADERSHIP CONTEXT: THE COMMUNITY; SOCIAL MOVEMENTS


LEADERSHIP CONTEXT: POLITICAL SYSTEMS


VOICES OF DIVERSITY

Introduction
It is the year 2000 and you are working in an organization that has a workforce which is typical of this era. The statistics are summarized in the table below.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>115,461,000</td>
<td>25,000,000</td>
</tr>
<tr>
<td>Native White Men</td>
<td>47%</td>
<td>15%</td>
</tr>
<tr>
<td>Native White Women</td>
<td>36%</td>
<td>42%</td>
</tr>
<tr>
<td>Native Non-white Men</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Native Non-white Women</td>
<td>5%</td>
<td>13%</td>
</tr>
<tr>
<td>Immigrant Men</td>
<td>4%</td>
<td>13%</td>
</tr>
<tr>
<td>Immigrant Women</td>
<td>3%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Source: Hudson Institute

The Task
You are a member of a planning team that is charged with developing a program for your organization titled: "Working Effectively in a Diverse Organization: What Everyone Should Know."

1. Your task is to decide what topics should be covered during the program and what approaches, methods or strategies would best help participants to really understand and internalize the content.
2. Designate someone in the group to serve as the convener of the planning session.
3. Outline your program ideas on the sheet of paper that will be provide and post it in the room. Designate someone to present your team’s final product.

Using a Different Voice
While working on the task above, each person on the team will be asked to assume the identity and represent the voice (i.e. perspective) of a person who is different from

---

3The content for this exercise was extracted from: Renee Blank & Sandra Slipp. (1994). Voices of diversity: Real people talk about problems and solutions in a workplace where everyone is not alike. New York: American Management Association.

himself/herself. The team will incorporate one member from each of the following categories:

- African-American;
- Asian-American;
- Latino;
- A Recent Immigrant;
- A Worker with a Disability;
- An Older Worker;
- A Younger Worker;
- Gay or Lesbian Worker;
- A Woman; and
- A White Male.

You will be given some information from actual experiences to help you play your role. While planning the program you should share with the team some of the situations and issues that you (using your designated identity) have experienced in the organization.

You should remain "in character" during the whole planning process. This means really trying to walk in the shoes of another person and imagine how he/she might feel and respond.

Be careful not to use accents, speech patterns, gestures or other mannerism that would possibly stereotype or offend members of the group that you are representing.

Instructor Guidelines:
Using excerpts from chapters 3-11 in Blank and Slipp’s Voices of Diversity, have students role play a planning session where group members develop a diversity workshop for an organization. Each member of the planning group plays the role a person who represents a group (other than his/her own) from the Blank and Slipp book.

Debriefing the Role Play
At the conclusion of this experience, students should asked to describe and assess their feelings and reactions as a representative of a group who differs from themselves. What did each person learn about the group he/she represented, himself/herself and about others? Each group member will be asked to share some of its responses with the whole group.
**C3:** Completed survey from V.M.I. , (1).
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal not at all
   I-------------------I-----------------I-----------------I-----------------I
   Comments: Lives of E. Neuwirt, M. Thagard, M. Mead
   Please note the titles of texts or articles you use in the course or program that include gender issues. Lending Minds - Gardner

2. To what degree do course or program discussions include gender issues?
   a great deal not at all
   I-------------------I-----------------I-----------------I-----------------I
   Comments:

3. To what degree do course or program activities include gender issues?
   a great deal not at all
   I-------------------I-----------------I-----------------I-----------------I
   Comments:
   Please note specific activities if any:

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal not at all
   I-------------------I-----------------I-----------------I-----------------I
   Comments:

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal not at all
   I-------------------I-----------------I-----------------I-----------------I
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

A great deal [ ]

Not at all [ ]

Comments: ________________________ 

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

A great deal [ ]

Not at all [ ]

Comments: ________________________ 

8. To what extent do students in your course or program put into practice gender-related learning?

A great deal [ ]

Not at all [ ]

Comments: ________________________ 

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

A great deal [ ]

Not at all [ ]

Comments: ________________________ 

Your name: W. G. Hughes

Your college or university: VMI

The course/program you utilized as the base for filling out the survey: 310 - LEADERSHIP STUDIES
C4: Completed survey from Mary Baldwin (1), and two syllabi.
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal       not at all
   I-----------------I-------------I--------------------I------------------I
   Comments: Texts & Seminar Speakers address gender in History, Theories & Leadership. A 3-credit course.

Please note the titles of texts or articles you use in the course or program that include gender issues. Attached

2. To what degree do course or program discussions include gender issues?
   a great deal       not at all
   I-----------------I-------------I--------------------I------------------I
   Comments: Women into about 50% of course.

3. To what degree do course or program activities include gender issues?
   a great deal       not at all
   I-----------------I-------------I--------------------I------------------I
   Comments: Case studies are largely on women; speakers are on women/gender.

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal       not at all
   I-----------------I-------------I--------------------I------------------I
   Comments: About 50% of course used critique existing paradigms directly.

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal       not at all
   I-----------------I-------------I--------------------I------------------I

This can emerge from the group—it has already.
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?
   a great deal
   I-------------------I--------------------I--------------------I--------------------I-------------------I
   Comments: 

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?
   a great deal
   I-------------------I--------------------I--------------------I--------------------I--------------------I
   Comments: Awareness building is a key component of course.

8. To what extent do students in your course or program put into practice gender-related learning?
   a great deal
   I-------------------I--------------------I--------------------I--------------------I-------------------I
   Comments: Too early to see some evidence that they are beginning to use.

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?
   a great deal
   I-------------------I--------------------I--------------------I--------------------I--------------------I
   Comments: Too early in program.

Your name: Bryant
Your college or university: Mary Baldwin
The course/program you utilized as the base for filling out the survey: Virginia Women's Inst. in Leadership
Leadership History and Theories is a three-credit course for all first-year students in the first semester of the sophomore year in the Virginia Women’s Institute for Leadership. Its purposes are to ensure that VWIL students develop a broad knowledge of leadership; explore the origins of the study of leadership; use leadership theories in the context of biographies of noted leaders; explore various leadership styles, attributes and skills and compare and contrast the styles of men and women who have occupied positions of power. Additionally, the course ensures that students can place the practice of leadership in a cultural context and view leadership through the lenses of various disciplines in the social sciences.

A prerequisite for the course is INT 277A, Leadership and Followership.

Goals and Objectives

The goal of the course is to develop an appreciation for scholarship as it relates to leadership studies, and at the same time, to build your analytical and communications skills by applying scholarly material to “real world” case examples of leadership. The objectives of the course are to:

1. Demonstrate comprehension of leadership theories by selecting the biography of a leader, past or present and explaining the individual’s effectiveness as a leader using one or more of the theories presented in the course.

2. On a continuum from autocratic to democratic, describe a variety of leadership styles and evaluate their effectiveness.

3. Identify 3-5 leader behaviors or characteristics that, according to the literature, tend to distinguish the leadership styles of men and women. Relate this information to your own experience.

4. Identify the approaches to leadership studies taken by the various disciplines in the social sciences.

5. Define leadership tasks (i.e., what leaders actually do) and cite reasons for the importance of these tasks to the performance of groups and organizations.

6. Cite examples of contrasting leadership practices in two cultures.

Course Format

1. Twelve lectures

2. Fourteen seminars
Course Curriculum

Part 1: Overview of Leadership Theories

The first segment of the course is a review of the basic leadership theories including the great person school, trait theory, social learning theory, humanism, psychoanalytic theory, situational theory and behaviorism. These activities are included in Part 1:

- Review *An Introduction to Theories and Models of Leadership* (Bass) and be prepared to discuss the concepts;
- Attend a lecture on leadership theory and the origins of the study of leadership;
- Analyze a biographical case study applying a leadership theory or model to the life of a recognized leader.


Lecture: Overview of leadership theories and models including a discussion of the definition and use of a “theory”; presentation on the origins of the study of leadership.

Seminar: A case study of the life of Nancy Johnson, Connecticut Congresswoman. What theories or models are most useful in explaining her assumption of a leadership role?

Part 2: Leadership Styles

In this session the class investigates differences in leadership styles among effective leaders. They learn to recognize that there is a range of leadership styles from which to choose, although the styles may not be equally effective in achieving results. The class is introduced to two basic concepts that form the basis for the development of leadership styles. Those concepts are “attention to task” and “attention to process”. These activities are included in Part 2 of the course:

- Read and be prepared to discuss *The Leadership Continuum* (Tannenbaum and Schmidt), *The Managerial Grid* (Blake and Mouton) and *Situational Leadership* (Hersey and Blanchard).
- Attend a lecture on leadership styles.
- Complete a leadership style inventory.


Lecture: An exploration of leadership styles focusing on the past 50 years of efforts to describe and evaluate the effectiveness of various leadership styles making some
references to the foundations of administrative science in the first half of the 20th Century.

Seminar: Complete the Strategic Leadership Styles Instrument. Note the styles that are most and least preferred and discuss the appropriateness of the preferred style in the context of potential career choices currently of interest.

Part 3: Leadership Skills, Habits and Characteristics

Numerous attempts have been made to identify and isolate the factors that distinguish successful leaders from their peers. Researchers have described leadership in terms of a set of skills that can be learned, in terms of habits or routine behaviors that typify the leader and in terms of personal characteristics or attributes that appear to set leaders apart from persons who do not assume such positions. This segment of the course summarizes the findings from research and encourages students to reflect on their own attributes and to use feedback from others to promote their own growth and development. These activities are included in the session:

- Read Chapters 1 and 2 of The Leadership Challenge and be prepared to discuss the major empirical findings on leadership practices;
- Attend a lecture on attributes of leaders and identify those attributes that can be taught and learned;
- Review the results of the Leadership Efficacy Scale.

References: The Leadership Challenge, James M. Kouzes ad Barry Z. Posner; Credibility, James M. Kouzes and Barry Z. Posner (Chapters I and 2); The 7 Habits of Highly Effective People, Stephen R. Covey.

Lecture: Using the book by Stephen Covey as a basis for the presentation, describe and analyze behavioral characteristics of leaders.

Seminar: In small groups discuss the reading and the lecture material and have students identify three practices they would like to improve to contribute to their leadership effectiveness.

Part 4: Gender and Leadership

Gender appears to make a difference when examining the leadership styles and practices of men and women. Are the differences largely cultural, a product of “nurture” or are the differences a product of biology or “nature”? Students in this session learn to value the range of styles characterized as “feminine” and “masculine” and are able to identify the strengths that women offer in leadership settings. These activities are included in Part 4:

- Read The Case for Feminine Leadership, Feminine Leadership, and be prepared to discuss the concept of a feminine leadership style;
- View Women at the Top (video) and discuss the question, “Can women really
make it in the business world?"

- Attend a lecture on Women and Leadership;
- Attend a panel presentation on women officers in the military;
- Using the four preceding activities as a base, participate in a seminar drawing conclusions concerning women and leadership.

References: Women in Power, Dorothy W. Cantor and Toni Bernay; Feminine Leadership, Marilyn Loden; The Female Advantage - Women's Ways of Leadership, Sally Helgesen; Megatrends 2000, John Naisbitt and Patricia Aburdene.

Video: Women at the Top, Films for the Humanities and Sciences.

Lecture: Women and leadership is the lecture topic. It draws on the references listed above tracing the evolution of the thinking on feminine leadership and the shifting leadership paradigm which is calling for an increasing role for women in leadership positions.

Panel: The panel is comprised of women officers representing various services. They address their experience in the military and share their observations regarding career potentials for women.

Seminar: Using the preceding experiences and materials, students participate in a seminar and draw conclusions regarding women in leadership roles.

Part 5: Challenge and Change

Starting with the seminal work of Kurt Lewin, this session is about change. What is it? How is it managed? What does change have to do with leadership? In this part of the course students define the change process and relate that generic process to a personal effort to create change. They explore the concept of change agent and learn about “force field analysis”. Activities associated with this part of the course are:

- Undertake and analyze an effort to change a personal behavior or practice;
- Read Chapter 3 in The Leadership Challenge, Challenging the Process;
- Attend a lecture on leadership and change;
- Evaluate an effort to make a personal change using the text and lecture as a basis for analyzing the individual experience.

References: The Leadership Challenge, James M. Kouzes and Barry Z. Posner; The Change Masters, Rosabeth Moss Kanter.

Lecture: Creating and managing change and understanding the role that leaders play in innovation and the constant improvement of institutions, organizations, communities and societies as a whole.
Seminar: Having undertaken a personal change project, students use the seminar to evaluate their success at making a change and to compare their experiences with other students.

Part 6: Experimentation, Risk Taking and Creativity

This part of the course is about fostering new ideas, experimenting, taking risks and promoting creativity. It emphasizes the importance of communication, coping with uncertainty and managing stress. Activities included in this part of the course are:

- Read Chapter 4 in *The Leadership Challenge* and be prepared to discuss the concept of risk taking;
- Attend a lecture on creativity;
- Participate in a seminar on risk taking and creativity.

References: *The Leadership Challenge*, James M. Kouzes and Barry Z. Posner;

Part 7: Vision and Common Purpose

Most great leaders are visionaries. They are able to envision a future and to attract people to work toward a common purpose. In this segment of the course students explore the concept of vision and the process of “visioning”. Activities include:

- Read Chapters 5 and 6 in *The Leadership Challenge* and be prepared to discuss the concept of vision and how to communicate vision to others;
- Attend a lecture on vision, common purpose and the creation of VWIL;
- Participate in a seminar on communicating vision referring to women who have been visionary figures in American history.


Lecture: Presented by an MBC community member who was integrally involved in the invention of VWIL, the presentation focuses on vision and building a sense of common purpose on the MBC campus.

Seminar: Women of vision in American history is the topic of this seminar. Suffragists are the focus.

Part 8: Power and Empowerment

Power, empowerment, collaboration and trust are explored in this course segment. What is power? Is it finite? Can we acquire it? Can we share it? How important is power motivation for leaders? Critical to understanding power are the concepts of cooperation, competition, trust and trustworthiness. Students complete these activities:
Read and be prepared to discuss Chapters 7 and 8 in *The Leadership Challenge*;

Attend a lecture on power;

Participate in a seminar on empowerment.

References: *The Leadership Challenge*, James M. Kouzes and Barry Z. Posner; *The Power of Leadership in Leadership*, James MacGregor Burns; *The Prince*, Machiavelli

Lecture: This lecture by a scholar/practitioner presents the research on power and relates the research to the roles and responsibilities of leaders.

Seminar: Empowering self and others is the topic.

**Part 9: Women in Politics**

Part 9 of the course explores the role of women in politics both in terms of elected office and participation in the political processes at all levels of the system. Students become aware of the numerous strategies available to affect political decisions and are inspired to recognize the importance of women’s participation in politics and government. The session activities include:

Read and be prepared to discuss *Hillary Clinton as Rorschach Test* from *Beyond the Double-Bind*;

Attend a lecture on women in politics;

Attend a seminar on women in power drawing on current news media and their treatment of women in politics.


Lecture: Women and Politics is the topic for this lecture to be presented by a political science faculty member.

Seminar: The portrayal of powerful women by the press is the subject of the seminar. Students will examine some contemporary news stories and discuss the chapter on Hillary Clinton from the Jamieson book.

**Part 10: Values**

Values form a basis of all actions, personal and organizational. This session focuses on "corporate" values, how they are defined, how they are communicated and how they affect decisions. It addresses value conflict. The session on values includes these activities:

Read and be prepared to discuss Chapter 9 in *The Leadership Challenge*;

Attend a lecture on values and the concept of "shared values";
Participate in a seminar on values-in-action and value conflicts in organizations, institutions and communities.

References: The Leadership Challenge, James M. Kouzes and Barry Z. Posner.

Lecture: This lecture on shared values explores the basis for social cohesion.

Seminar: Using a current newspaper (e.g., The Washington Post), identify how shared values or value conflicts affect business and government decisions.

Part 11: Women and War

Women throughout American history have been affected by and have made an impact on war and peace movements nationally and internationally. This course segment explores the roles of women as soldiers, activists, revolutionaries, guerillas, nurses, industrial workers, etc. These activities are included:

- Read and be prepared to discuss Chapter 1, Women in the Military and Chapter 1, Bananas, Beaches and Bases;
- Attend a lecture on women, war and militarization;
- Participate in a seminar to discuss issues of women in the military -- what is ahead?


Lecture: Women in war throughout American history is presented by a guest lecturer.

Seminar: Using the recent American history as a backdrop, discuss how the military is changing, how warfare is changing and how the role of women is changing and analyze the related impacts of these changes on women's participation in the military.

Part 12: Leadership from Non-Western Perspectives

The practice of leadership in non-Western cultures differs significantly from the view of leadership in the North American context. This session is intended to increase your awareness of cultural differences and their impact on leader performance and practice. The status of women in other, non-Western cultures is explored as it relates to their potential for leadership. The session includes:

- Read
- Attend a lecture on leadership from an Asian perspective;
- Participate in a student-led seminar focusing on various cultural perspectives on the status and role of women derived from personal experience. View and discuss excerpts from videos on women in various cultures.
Reference:

Videos: The Status of Latina Women and To Be a Woman in Burkina Faso.

Lecture: Presented by a faculty member from Asian Studies, this lecture is intended to increase students' awareness of the image and practice of leadership in other cultures.

Seminar: The lecture topic is extended to a focus on women in Latin and West African cultures. The discussion includes a student panel and excerpts from two videos.

Study Resources


Case Materials: Students will select a biography of a current or historic figure and will examine that person from the perspective of one or more leadership theories or other analysis tools. Cases will be analyzed and reported in a 7-10 minute video presentation that can be shown during seminars as appropriate to the topic.

Guest Lecturers:

Leadership Styles
Gender and Leadership
Leadership and Change
Leadership and Creativity
Creating Common Purpose
Power
Women and Politics
Women and War
Culture and Leadership

Gordon Hammock
Celeste Rhodes
Mary Hill Cole
VWIL Task Force Member
James Colvard
Laura vanAssendelft
Bonnie J. Morris
Daniel Metreaux

Evaluation

20% Videotaped presentation of 7-10 minutes in length discussing an analysis of a leadership case study/biography of the student's choosing. The presentation will draw on one of the five leadership practices discussed in the text.

25% Written paper, 4-6 pages in length, using one or more leadership theories to analyze a case study/biography.
15% Test focusing primarily on texts and other readings.

25% Comprehensive examination focusing on texts, lectures and seminars.

15% Participation and class attendance. Each student will facilitate at least one seminar session as part of the course requirement.

Class Meetings

<table>
<thead>
<tr>
<th>Part/Assignment</th>
<th>Date</th>
<th>Activity</th>
<th>Topic</th>
<th>Lead Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overview of Leadership Theories</td>
<td>9/3</td>
<td>Lecture</td>
<td>Origins of the Study of Leadership; Basic Theories</td>
<td>Bryant</td>
</tr>
<tr>
<td></td>
<td>9/5</td>
<td>Seminar</td>
<td>Nancy Johnson Case Study</td>
<td>Bryant</td>
</tr>
<tr>
<td>2. Leadership Styles</td>
<td>9/10</td>
<td>Lecture</td>
<td>Overview of Leadership Styles</td>
<td>Hammock</td>
</tr>
<tr>
<td></td>
<td>9/12</td>
<td>Seminar</td>
<td>Leadership Style Inventory</td>
<td>Bryant</td>
</tr>
<tr>
<td>3. Leadership Skills, Habits and Characteristics</td>
<td>9/17</td>
<td>Lecture</td>
<td>Seven Habits of Highly Effective People</td>
<td>Bryant</td>
</tr>
<tr>
<td></td>
<td>9/19</td>
<td>Seminar</td>
<td>Leadership Efficacy Scale</td>
<td>Bryant</td>
</tr>
<tr>
<td>4. Gender and Leadership</td>
<td>9/24</td>
<td>Lecture</td>
<td>Women in Leadership</td>
<td>Rhodes</td>
</tr>
<tr>
<td></td>
<td>9/26</td>
<td>Panel</td>
<td>Women as Military Officers</td>
<td>Bryant, coordinate</td>
</tr>
<tr>
<td></td>
<td>10/1</td>
<td>Video</td>
<td>Women at the Top/Women in Business</td>
<td>Bryant</td>
</tr>
<tr>
<td></td>
<td>10/3</td>
<td>Seminar</td>
<td>Gender and Leadership</td>
<td>Bryant</td>
</tr>
<tr>
<td>5. Challenge and Change</td>
<td>10/8</td>
<td>Lecture</td>
<td>Leaders of Large-Scale Change: A Case from History</td>
<td>Cole</td>
</tr>
<tr>
<td></td>
<td>10/10</td>
<td>Seminar</td>
<td>Implementing a Personal Change</td>
<td>Bryant</td>
</tr>
<tr>
<td>Part/Assignment</td>
<td>Date</td>
<td>Activity</td>
<td>Topic</td>
<td>Lead Faculty</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------</td>
<td>----------</td>
<td>--------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>6. Experimentation, Risk-Taking and</td>
<td>10/15</td>
<td>Lecture</td>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>10/17</td>
<td>Practice</td>
<td>Quiz</td>
<td>Bryant</td>
</tr>
<tr>
<td>7. Vision and Common Purpose</td>
<td>10/24</td>
<td>Seminar</td>
<td>Risk-Taking</td>
<td>Bryant</td>
</tr>
<tr>
<td>10/29 Lecture</td>
<td></td>
<td></td>
<td>Creating Common Purpose</td>
<td>VWIL Task</td>
</tr>
<tr>
<td>10/29 Lecture</td>
<td></td>
<td></td>
<td>Creating Common Purpose</td>
<td>Force Member</td>
</tr>
<tr>
<td>10/31 Seminar</td>
<td></td>
<td></td>
<td>Communicating Vision</td>
<td>Bryant</td>
</tr>
<tr>
<td>8. Power and Empowerment</td>
<td>11/5</td>
<td>Lecture</td>
<td>Power</td>
<td>Colvard</td>
</tr>
<tr>
<td>11/7 Seminar</td>
<td></td>
<td></td>
<td>Empowerment</td>
<td>Bryant</td>
</tr>
<tr>
<td>9. Women and Politics</td>
<td>11/12</td>
<td>Lecture</td>
<td>Women in Politics</td>
<td>VanAssendelft</td>
</tr>
<tr>
<td>11/14 Seminar</td>
<td></td>
<td></td>
<td>Powerful Women and Treatment in the Media</td>
<td>Bryant</td>
</tr>
<tr>
<td>10. Values</td>
<td>11/19</td>
<td>Lecture</td>
<td>Shared Values</td>
<td>Bryant</td>
</tr>
<tr>
<td>11/21 Seminar</td>
<td></td>
<td></td>
<td>Value Conflict</td>
<td>Bryant</td>
</tr>
<tr>
<td>11. Women and War</td>
<td>11/26</td>
<td>Lecture</td>
<td>Women, War and Militarization</td>
<td>Morris</td>
</tr>
<tr>
<td>12. Leadership from Non-Western Perspectives</td>
<td>12/3</td>
<td>Lecture</td>
<td>Leadership from an Asian Point of View</td>
<td>Metreaux</td>
</tr>
<tr>
<td></td>
<td>12/5</td>
<td>Seminar</td>
<td>Review Session</td>
<td>Bryant</td>
</tr>
</tbody>
</table>
Interdisciplinary 2xx: ETHICS, COMMUNITY, & LEADERSHIP

WINTER/SPRING, 1997

Lead Instructor: Roderic L. Owen, Professor
Office: Carpenter Academic #206
Telephone: 887-7309
Office Hours: Please arrange individual meetings before or after class. I encourage each of you to meet with me at least once during the course of the semester. Generally, I am in my office every morning until 11:30am.

COURSE GOALS & OBJECTIVES

Catalogue description: In this course students will become knowledgable about the moral dimensions of leadership and will develop a critical understanding of the ethical relationships between individual character, leadership style, community values, and the substantive aims of leadership. We will also examine the nature and function of leadership in the context of humanitarian causes, the advancement of social justice, and in the attempt to peacefully resolve violent and destructive conflict.

Curricular Requirements and Lab Component: This 3 s.h. course is required for all VWIL students; also, it will help fulfill the Humanities area requirement and will be cross-referenced as a Philosophy elective for those seeking a Minor or Major in the discipline. There is also a required 1 s.h. Writing/Communications lab component which will be done concurrently; the lab is required of all VWIL students. The syllabus and requirements for the lab are disseminated separately but are closely linked with the goals of the VWIL Program and the assignments given in this course.

Additional information: We will critically apply ethical theory and concepts and various forms of moral reasoning both to case studies in leadership and to theories on the nature and efficacy of human leadership. In general, we will draw upon various resources and perspectives from the Humanities in order to understand and analyze the moral dimensions and challenges of leadership in contemporary society. Specific objectives include the following:
- Stimulate the moral imagination – provoking the realization that there is an ethical domain and a variety of "moral points of view" and also learn to recognize when moral values and principles are at issue or in conflict.

- Learn how to make intellectual connections between classical Western ethical concepts and theories, selected forms of moral reasoning, and current issues in and theories about leadership.

- Develop analytic and critical reasoning skills by becoming more coherent and consistent in moral argumentation and debate; yet, also become more sensitive to the dynamic of passion and principle — reason and emotion — in moral encounters and in analysis of moral issues and situations.

- Examine humanistic models and narratives of leadership that emphasize the moral dimensions of leadership and contrast those models with technocratic, charismatic, authoritarian, and other approaches to leadership.

- Gain a deeper understanding of the nature and extent of the relationship between power, gender, race, leadership and followership, and various forms of human community and organization; and, to become sensitive to multi-cultural and cross-cultural dimensions of ethics and leadership.

- Create a basic awareness that there will always be some degree of ambiguity and disagreement in the moral realm; therefore, toleration of differences but also persistence in reducing moral conflict are equally important objectives.

- Move beyond an expository or interpretative approach to analysis and criticism of ethics as applied to leadership and leadership theory and begin to develop and defend one's own reasoned perspectives and beliefs on the inter-relationships between ethics, leadership, and community.
STUDY RESOURCES


*A Question of Values* by Hunter Lewis, 1990.


Note: other selected readings in preparation for guest lecturers.

Handouts: “Suggestions on How to Read & Write about Philosophical Ideas & Issues”

“Evaluation Criteria & Philosophy”

“Guidelines for Productive & Ethical Dialogue and Debate”

“Writing Good Papers: the Art & Technique”

Guest Lecturers:

Dr. Virginia Francisco (on the artistic portrayal of women leaders)

Dr. James Gilman (on the religious and spiritual dimensions of leadership)

Rev. Patricia Hunt (on mediation & conflict resolution)

Dr. Daniel Metraux (on Asian and cross-cultural perspectives on ethics)

Ms. Celeste Rhodes (on women, ethics, and leadership)

Dr. Edward Scott (on leadership, moral power, and the African-American Community)

Concurrent Saturday Workshops:

In keeping with the philosophy of the VWIL Program -- which calls for close integration between the curricular and extra-curricular -- there will be three half-day long experiential workshops on topics related to Ethics and Leadership: one led by Ms.
Celeste Rhodes, another by Dr. Virginia Francisco, and a third by Rev. Hunt or another trained Mediator. These workshops will build upon the theoretical ideas or perspectives that are introduced in readings and lectures in class.

EVALUATION

- two essays (4-6 pp)  
  Topic and format to be announced 30% of grade

- Individual or Small Group Presentation  
  (includes peer evaluation) 15%

- Ethics Case study analysis or article critique  
  based on presentation topic (4-6pp.) 15%

- Comprehensive final exam 25%

- Class participation and attendance 10%

- Self-evaluation 5%

HONOR CODE

Students are reminded of their MBC Honor Pledge (see p. 166 of the MBC Catalogue). The entire MBC Honor System is outlined in detail beginning on page 25 of the 1995-96 MBC Student Handbook.

ATTENDANCE/PARTICIPATION POLICY

I plan to know each of you by name before the end of the term. To be fair to yourself and to fellow students I expect you to attend and participate regularly. Please note that 10% of your overall course grade is based on active participation and attendance. Also, as a VWIL student you are required to abide by the particular attendance policy of that program.
5.

_Tentative Outline of Class Meetings and Topics_

**Philosophy 2xx: Ethics, Community, and Leadership**

_T & Th. 8:30 - 9:45 a.m._

_W/Spring, 1997_

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January:</strong></td>
<td>Owen lectures on ethical relativism; egoism, hedonism and moral skepticism; utilitarianism; deontological ethics.</td>
<td>Gilman gives guest lecture on religious faith and leadership. Francisco gives guest lecture on artistic portrayal of women leaders. (Also, designated Sat. workshop on a related topic.) Students select either individual project: book or article critique and presentation or small group presentation based on <em>Some Do Care.</em> First essay due by end of month. Linkage with 1sh lab <em>tba</em></td>
</tr>
<tr>
<td><strong>February:</strong></td>
<td>Owen lectures on existential and situation-ethics and on contemporary trends in ethical theory: virtue-based ethics, communitarianism, distributive justice, and feminine - feminist ethical theory.</td>
<td>Rhodes gives guest lecture on ethics, women, and leadership. (Also, designated Sat. workshop on a related topic.) Scott gives guest lecture on leadership, moral power, and the African American community. Begin student presentations and student-led discussion. (Linkage with 1sh Lab.) Mid-term exam by end of month.</td>
</tr>
</tbody>
</table>
March: Owen lectures on specific issues in Ethics and Leadership with reference to selected readings. Possible topics include: the concept of the "courageous conscience," the challenges of dissent in an organizational setting that emphasizes "command and control," humanistic and psychosocial models of moral development and ethics-in-leadership, and the ideal of "servant leadership."

Hunt gives guest lecture/presentation on Mediation and conflict resolution (also, designated Saturday workshop on mediation skill training.)

Metraux gives lecture on Asian and cross-cultural ethics

Student presentations and discussions on ethics and leadership case studies and articles and books on ethics and leadership continues.

Student essays based upon presentations due. (In concert with 1sh lab.)

April: Student Presentations and structured discussions conclude.

Course Evaluation; faculty evaluation; final examination.
C5: Completed survey from Peace College, (1).
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal ___________ not at all ___________
   I------------------I-___________I------------------I
   Comments: _________________________
   Please note the titles of texts or articles you use in the course or program that include gender issues. Article: "How do socialization factors influence leadership style?"
   "Breaking the Glass Ceiling"

2. To what degree do course or program discussions include gender issues?
   a great deal ___________ not at all ___________
   I------------------I-___________I------------------I
   Comments: _________________________
   Please note the titles of texts or articles you use in the course or program that include gender issues. Article: "Sex role socialization: How does it happen?"
   "Breaking the Glass Ceiling"

3. To what degree do course or program activities include gender issues?
   a great deal ___________ not at all ___________
   I------------------I-___________I------------------I
   Comments: _________________________
   Please note specific activities if any: Video: CNN "Beyond the Glass Ceiling"

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal ___________ not at all ___________
   I------------------I-___________I------------------I
   Comments: _________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal ___________ not at all ___________
   I------------------I-___________I------------------I
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?
   a great deal \( \times \) not at all

Comments: 

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?
   a great deal \( \times \) not at all

Comments: Because little thought has been given to the issue unless student takes gender roles class.

8. To what extent do students in your course or program put into practice gender-related learning?
   a great deal \( \times \) not at all

Comments: They become more aware so begin looking

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?
   a great deal \( \times \) not at all

Comments: Depends upon students and their motivation some very active

Your name: Janice Edwards
Your college or university: Peace College
The course/program you utilized as the base for filling out the survey: Leadership; Theory and Development
C6: Completed surveys from Albertson College (4), and attached description of their minor in Leadership Studies, as well as a list of the texts they use for Leadership.
ALBERTSON LEADERSHIP PROGRAM (ALP)

Living, Learning, and Leading

Albertson College of Idaho takes pride in being a residential campus where students can participate in a wide variety of leadership activities.

While reading, writing and arithmetic are the established building blocks of education, the three R’s are complemented at Albertson College by the three L’s - living, learning, and leading.

The message here is to get involved. That is what Albertson College is about. Going to class and then back to a dorm room each day does not cut it at Albertson College. A person could do that, leave here with a 3.9 g.p.a. and not have a total, holistic education. Research conducted by an AT&T Resources Study Group found that “collegiate leadership experiences were more powerful predictors of managerial success than were college grades or selectivity of the college attended.”

At Albertson College, opportunities to expand one’s competencies and personal growth through leadership responsibilities are plentiful. There are all kinds of possibilities ranging from clubs, sports and residential hall positions to student government and the Ambassadors.

Our Early Leadership Identification Program, as the name implies targets new and transfer students who exhibit leadership capabilities. We look at leadership as a circle. Students are encouraged to become involved in the program. As they become upper level students, they are encouraged to assume positions of responsibility in their groups or campus organizations. As they do, they become mentors and group facilitators for younger students, thus completing the circle.

The leadership education area the college provides programs designed to teach students competencies in communication skills, problem solving, and decision making and group or team development, using a creative, interdisciplinary approach. Many case examples are used. It is a "hands on" participative learning experience. Learn to lead by leading. The program helps students develop a pattern of involvement from their freshman through senior years to assure that students receive the maximum benefit of their time here. Our goal is to involve more Albertson College students on an annual basis in activities that further their personal development and make them better leaders.

ALBERTSON COLLEGE OF IDAHO IS NOW OFFERING:

An Extradenartmental Minor in Leadership Studies

Leadership is a specialized ability necessary for success in particular endeavors and for success in life in general. Successful use of leadership potential depends on proper development of the ability. The Leadership Studies minor consists of 22 units and is designed to fit the liberal arts curriculum of the College. Leadership studies are multidisciplinary. All the key institutions in our society -- arts, business, education, government, health care, human services, religious, scientific and social -- require effective leaders.

Students in consultation with their advisors and the program director, will elect courses that match their organizational and career interests. All participants will be encouraged to take Leadership 101 and 102 in the freshman year, and Leadership 201 and 202 in their sophomore year. Unless students have public speaking training, they will be encouraged to take Speech 105 or 111. A course required in a student’s major may not be counted as part of this minor.

In the junior and senior years, students will take th Leadership Seminar series, Leadership 396 and 496. Students who have developed an interest in leadership and who have not taken the lower division courses may join the seminar group with the permission of the program director. A reading program will be worked out with the student to help them join the seminar. The seminars are designed to help students integrate curricular and co-curricular programs into a strategy for continuing leadership development.

LEADERSHIP SEMINARS

Leadership Seminars involve education in integrative thinking. The major challenge in modern democratic societies is no longer our capacity to produce experts, but rather our capacity to marry expertise to purpose -- to produce leaders who can relate disparate facts to a coherent theory, fashion programs that are designed to be such an education for breadth. The seminars are a creative, interdisciplinary inquiry into the nature, content and personal qualities of leadership in democratic societies and in the many organizations in which leadership is exercised. The issues around which the seminars revolve are those most likely to be critical during the coming decades.

MENTORS AND INTERNSHIPS

Other features of the program are mentoring relationships with a person in a key leadership position. This includes members of the Business Committee of the Board of Trustees. They will help the student understand his/her leadership role within an organization or community context. Also offered is a junior-senior summer internship in an organization which will help future leaders apply their abilities in real leadership situations.
DESCRIPTION OF COURSES

Leadership Development (LSP 101) - 2 units
A study of leadership roles and skills in college organizations and activities. The course is designed for students who want to assume leadership positions during college and in their careers afterwards. Should be taken in the freshman year. Limited enrollment.

Leadership Practicum (LSP 102) - 2 units
A continuation of Leadership 101 for students who are interested in leadership roles in college and other organizations and wish to continue improving their leadership competencies.

Leadership Theories, Styles & Realities (LSP 201) - 2 units
Prereq.: LSP 101 and 102 or permission. This course is a continuation of Leadership 201 designed to help and support students in leadership positions on campus and off campus groups and organizations to improve their leadership style, motivation, group process, team building communication, power and authority, and ethics in leadership.

Leadership in Groups & Organizations (LSP 202) - 2 units
Spring. Prereq.: LSP 201 or permission. This course is a continuation of Leadership 201 designed to help and support students in leadership positions on campus and off campus groups and organizations to improve their leadership competencies and to reflect on their experiences.

Leadership Seminar (LSP 396) - 1 unit
Prereq.: LSP 201 or permission. May be repeated for a maximum of 3 units. A continuous series of seminars each semester for juniors. Leadership competencies such as communication, problem solving, decision making, objectives setting and self-development are emphasized throughout. Organizational sponsors and mentors are involved in the seminar.

Independent Study (LSP 494) - 1-3 units
Prereq.: LSP 396 or 496 or permission. This culminating experience provides students with the opportunity to pursue an approved interdisciplinary project of choice to increase their understanding of leadership effectiveness in the real world. This course will fulfill the general graduation requirement for independent work.

Leadership Seminar (LSP 496) - 1 unit
Prereq.: LSP 396 or permission. May be repeated for a maximum of 3 units. A continuous series of seminars each semester for seniors. Leadership competencies such as communication, problem solving, decision making, objectives setting and self-development are emphasized throughout. Organizational sponsors and mentors are involved in the seminar.

Leadership Internship & Integrating Seminar - 1-3 units
Prereq.: LSP 396 and 496 or permission. The intern will assume the role of leadership at an approved site to apply the theoretical aspects of leadership in a real organization. In addition to meeting the on-site requirement of the internship sponsor, students will share their interpretation of organizational dynamics during campus seminar sessions. This course will fulfill the general graduation requirement for independent work.

FOR MORE INFORMATION on the Albertson Leadership Program, please feel free to contact:

Professor Wallace Lonergan
Business Division  x802

Nick Piccollo
Dean, Student Affairs  x527
EXTRADEPARTMENTAL MINOR IN LEADERSHIP STUDIES

Leadership is a specialized ability necessary for success in particular endeavors and for success in life in general. Successful use of leadership potential depends on proper development of the ability. The Leadership Studies minor consists of 22 units and is designed to fit the liberal arts curriculum of the College. Leadership studies are interdisciplinary. All the key institutions in our society -- arts, business, education, government, health care, human services, religious, scientific and social - require effective leaders.

Students, in consultation with their advisors and the program director, will elect courses that match their organizational and career interests. All participants will be encouraged to take Leadership 101 and 102 in the freshman year, and Leadership 201 and 202 in their sophomore year. Unless students have public speaking training, they will be encouraged to take Speech 105 or 111. A course required in a student’s major may not be counted as part of this minor.

In the junior and senior years, students will take the Leadership Seminar series, Leadership 396 and 496. The seminars are designed to help students integrate curricular and co-curricular programs into a strategy for continuing leadership development.

101. Leadership Development 2 units
A study of leadership roles and skills in college organizations and activities. The course is designed for students who want to assume leadership positions during college and in their careers afterwards. Should be taken in the freshman year. Limited enrollment.

102. Leadership Development 2 units
A continuation of Leadership 101 for students who are interested in leadership roles in college and other organizations and wish to continue improving their leadership competencies.

201. Leadership Theories, Styles and Realities 2 units
Prereq.: LSP 101 and 102 or permission. This course is designed to challenge students to apply the theoretical and philosophical aspects of leadership to their organizations. Topics addressed include leadership style, motivation, group process, team building communication, power and authority, and ethics in leadership.

202. Leadership in Groups and Organizations 2 units
Spring. Prereq.: LSP 201 or permission. This course is a continuation of Leadership 201 designed to help and support students in leadership positions on campus and off campus groups and organizations to improve their leadership competencies and to reflect on their experiences.

396. Leadership Seminar 1 unit
Prereq.: LSP 201 or permission. May be repeated for a maximum of 3 units. A continuous series of seminars each semester for juniors. Seminars involve reading, directed research, discussions, experiments, speakers and skill practice. An internship plan is developed for each participant.

494. Independent Study 1-3 units
Prereq.: LSP 396 or 496 or permission. This culminating experience provides students with the opportunity to pursue an approved interdisciplinary project of choice to increase their understanding of leadership effectiveness in the real world. This course will fulfill the general graduation requirement for independent work. (See independent study guidelines.)

496. Leadership Seminar 1 unit
Prereq.: LSP 396 or permission. May be repeated for a maximum of 3 units. A continuous series of seminars each semester for seniors. Leadership competencies such as communication, problem solving, decision making, objectives setting and self-development are emphasized throughout. Organizational sponsors and mentors are involved in the seminar.

497. Leadership Internship and Integrating Seminar 1-3 units
Prereq.: LSP 396 and 496 or permission. The intern will assume the role of leadership at an approved site to apply the theoretical aspects of leadership in a real organization. In addition to meeting the on-site requirement of the internship sponsor, students will share their interpretation of organizational dynamics during campus seminar sessions. This course will fulfill the general graduation requirement for independent work. (See internship guidelines.)

Note: The leadership minor is designed to complement any major. In the past five years it has attracted students from many parts of the College. Our business trustees advisory committee and the administration believe that the program should be available to students from every discipline who are interested in improving their leadership competencies.
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal not at all
   I-------------------I-------X------I-------------------I-------------------I
   Comments: _________________________

Please note the titles of texts or articles you use in the course or program that include gender issues. _________________

2. To what degree do course or program discussions include gender issues?
   a great deal not at all
   I-------------------I-------X------I-------------------I-------------------I
   Comments: _________________________

3. To what degree do course or program activities include gender issues?
   a great deal not at all
   I-------------------I-------X------I-------------------I-------------------I
   Comments: _________________________

   Please note specific activities if any: _________________

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal not at all
   I-------------------I-------------------I-------------------I-------------------I
   Comments: _________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal not at all
   I-------------------I-------------------I-------------------I-------------------I
   Comments: _________________________
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

a great deal  X  not at all  

Comments: ____________________________________________________________

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

a great deal  X  not at all  

Comments: ____________________________________________________________

8. To what extent do students in your course or program put into practice gender-related learning?

a great deal  X  not at all  

Comments: ____________________________________________________________

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

a great deal  X  not at all  

Comments: ____________________________________________________________

Your name:  Wallace Lonergan  
Your college or university:  Albertson College of Idaho  
The course/program you utilized as the base for filling out the survey:  250 101+102
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   - a great deal
   - not at all
   Comments:________________________________________________________________________

Please note the titles of texts or articles you use in the course or program that include gender issues. See attached list.

2. To what degree do course or program discussions include gender issues?
   - a great deal
   - not at all
   Comments:________________________________________________________________________

3. To what degree do course or program activities include gender issues?
   - a great deal
   - not at all
   Comments:________________________________________________________________________

Please note specific activities if any:

________________________________________________________________________________

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   - a great deal
   - not at all
   Comments:________________________________________________________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   - a great deal
   - not at all
   Comments:________________________________________________________________________
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

<table>
<thead>
<tr>
<th></th>
<th>a great deal</th>
<th>not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>I---</td>
<td>X</td>
<td>I----------</td>
</tr>
</tbody>
</table>

Comments: ____________________________________________________________

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

<table>
<thead>
<tr>
<th></th>
<th>a great deal</th>
<th>not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>I---</td>
<td>X</td>
<td>I----------</td>
</tr>
</tbody>
</table>

Comments: ____________________________________________________________

8. To what extent do students in your course or program put into practice gender-related learning?

<table>
<thead>
<tr>
<th></th>
<th>a great deal</th>
<th>not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>I---</td>
<td>X</td>
<td>I----------</td>
</tr>
</tbody>
</table>

Comments: ____________________________________________________________

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

<table>
<thead>
<tr>
<th></th>
<th>a great deal</th>
<th>not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>I---</td>
<td>X</td>
<td>I----------</td>
</tr>
</tbody>
</table>

Comments: ____________________________________________________________

Your name: Wallace Longden
Your college or university: Alberson College
The course/program you utilized as the base for filling out the survey: 25P201
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
a great deal not at all
I- - - - - - - - - X - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - I
Comments: ________________________________

Please note the titles of texts or articles you use in the course or program that include gender issues. See attached

2. To what degree do course or program discussions include gender issues?
a great deal not at all
I- - - - - - - - - X - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - I
Comments: ________________________________

3. To what degree do course or program activities include gender issues?
a great deal not at all
I- - - - - - - - - X - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - I
Comments: ________________________________

Please note specific activities if any: ____________________________________________

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
a great deal not at all
I- - - - - - - - - X - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - I
Comments: ________________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
a great deal not at all
I- - - - - - - - - X - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - I
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?
   a great deal [X] not at all
   I-------------------I-------------------I-------------------I-------------------I-------------------I
   Comments: ____________________________________________________________

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?
   a great deal [X] not at all
   I-------------------I-------------------I-------------------I-------------------I-------------------I
   Comments: ____________________________________________________________

8. To what extent do students in your course or program put into practice gender-related learning?
   a great deal [X] not at all
   I-------------------I-------------------I-------------------I-------------------I-------------------I
   Comments: ____________________________________________________________

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?
   a great deal [X] not at all
   I-------------------I-------------------I-------------------I-------------------I-------------------I
   Comments: ____________________________________________________________

Your name: Wallace Lonergan
Your college or university: Albertson College
The course/program you utilized as the base for filling out the survey: LSP 394
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal not at all
   I---------------------I---------------------I---------------------I---------------------I
   Comments: ____________________________________________________________

   Please note the titles of texts or articles you use in the course or program that include gender issues. see attached

2. To what degree do course or program discussions include gender issues?
   a great deal not at all
   I---------------------I---------------------I---------------------I---------------------I
   Comments: ____________________________________________________________

3. To what degree do course or program activities include gender issues?
   a great deal not at all
   I---------------------I---------------------I---------------------I---------------------I
   Comments: ____________________________________________________________

   Please note specific activities if any: ______________________________________

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal not at all
   I---------------------I---------------------I---------------------I---------------------I
   Comments: ____________________________________________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal not at all
   I---------------------I---------------------I---------------------I---------------------I
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

<table>
<thead>
<tr>
<th>a great deal</th>
<th>not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Comments: Based on student self reports

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

<table>
<thead>
<tr>
<th>a great deal</th>
<th>not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Comments: Based on student self reports

8. To what extent do students in your course or program put into practice gender-related learning?

<table>
<thead>
<tr>
<th>a great deal</th>
<th>not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Comments: Same as above

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

<table>
<thead>
<tr>
<th>a great deal</th>
<th>not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Comments: Same as above

Your name: Wallace Loneyan
Your college or university: Albertson College
The course/program you utilized as the base for filling out the survey: LSPY96
Leadership Texts

Leadership 101 - We use cases that involve leadership issues and problems in a residential Liberal Arts College.


*Hartwick Classic Leadership Cases*, from Hartwick Humanities in Management Institute.

Other books in use in the Seminars:


Articles by Wallace Lonergan that have been adapted for the Albertson Leadership Program and are in use for specific objectives during the seminar series.

1. Strategies for Leadership Development
2. Future Executives Will Need the Liberal Arts
3. Changing Approaches to Managerial Leadership
4. The Process of Leadership
5. The Management of Change
6. The Leader’s Role in Objective Setting
7. The Planning Processing of an Organization
8. The Impact of Strategic Planning on Executive Behavior
9. Management by Objectives and Results
10. Coaching the Coaches to Coach
11. How to Be a More Effective Coach
12. Leadership and Management
13. Motivating People to Build Excellent Enterprises
14. Leadership, Creativity and Innovative Organizations
15. Corporate Improvement
16. Thinking About Management Development
17. Implementation Strategy and Organizational Behavior
18. American Management Practices, Problems and Opportunities
C7: Completed surveys from Columbia College, (4).
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

<table>
<thead>
<tr>
<th>1. To what degree do course or program texts and articles include gender issues?</th>
<th>a great deal</th>
<th>not at all</th>
</tr>
</thead>
</table>
| ![Circle](
| ![Comments](At a women’s college, all courses are required related to gender.)

Please note the titles of texts or articles you use in the course or program that include gender issues.

<table>
<thead>
<tr>
<th>2. To what degree do course or program discussions include gender issues?</th>
<th>a great deal</th>
<th>not at all</th>
</tr>
</thead>
</table>
| ![Circle](
| ![Comments](Not at all)

<table>
<thead>
<tr>
<th>3. To what degree do course or program activities include gender issues?</th>
<th>a great deal</th>
<th>not at all</th>
</tr>
</thead>
</table>
| ![Circle](
| ![Comments](Please note specific activities if any: Role playing / Gender Analyses)

<table>
<thead>
<tr>
<th>4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?</th>
<th>a great deal</th>
<th>not at all</th>
</tr>
</thead>
</table>
| ![Circle](
| ![Comments](All discussions raised gender issues in analogies & theories & perspectives)

<table>
<thead>
<tr>
<th>5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?</th>
<th>a great deal</th>
<th>not at all</th>
</tr>
</thead>
</table>
| ![Circle](

6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?
- a great deal
- not at all

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?
- a great deal
- not at all

8. To what extent do students in your course or program put into practice gender-related learning?
- a great deal
- not at all

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?
- a great deal
- not at all

Your name: Linda Salame
Your college or university: Columbia College
The course/program you utilized as the base for filling out the survey: Leadership 100
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   - a great deal
   - not at all
   I------------I------------I------------I------------I
   Comments: "Feminist Scholarship on Political Leadership" by Sharon <br> Polly + John J. Luce, American Women: Four Centuries of Progress<br>

   Please note the titles of texts or articles you use in the course or program that include gender issues.

2. To what degree do course or program discussions include gender issues?
   - a great deal
   - not at all
   I------------I------------I
   Comments:

3. To what degree do course or program activities include gender issues?
   - a great deal
   - not at all
   I------------I------------I
   Comments:

Please note specific activities if any: **Our 2 major assignment do not contain references to gender issues.** Throughout, due to the "learning job of the 21st century" assignment, students can express their views on gender-related issues.

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   - a great deal
   - not at all
   I
   Comments: **We discuss the concept of "Women's Ways of Leading" and we discuss it in the context of paradigm shifts and changing views of leadership.**

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   - a great deal
   - not at all
   I
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?
   a great deal
   not at all
   Comments:

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?
   a great deal
   not at all
   Comments:

8. To what extent do students in your course or program put into practice gender-related learning?
   a great deal
   not at all
   Comments:

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?
   a great deal
   not at all
   Comments: As women leaders at a women's college, our students constantly are acting upon a gender-related consciousness.

Your name: Christine Hart
Your college or university: Columbia College
The course/program you utilized as the base for filling out the survey: Lead 100 (Intro to Leadership)
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal not at all
   I-------------------I-------------------I---------X---------I-------------------I
   Comments: ______________________________________________________________

   Please note the titles of texts or articles you use in the course or program that include gender issues. "Feminist Scholarship on Political Leadership ___________________

2. To what degree do course or program discussions include gender issues?
   a great deal not at all
   I-------------------I-------------------I---------X---------I-------------------I
   Comments: ______________________________________________________________

3. To what degree do course or program activities include gender issues?
   a great deal not at all
   I-------------------I-------------------I---------X---------I-------------------I
   Comments: ______________________________________________________________

   Please note specific activities if any: _______________________________________

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal not at all
   I-------------------I-------------------I---------X---------I-------------------I
   Comments: ______________________________________________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal not at all
   I-------------------I-------------------I---------X---------I-------------------I
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

a great deal not at all

I-------------------I---------x---------I-------------------I---------I-------------------I---------I

Comments:__________________________________________________________

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

a great deal not at all

I-------------------I-------------------I-------------------I---------x---------I-------------------I---------I

Comments:__________________________________________________________

8. To what extent do students in your course or program put into practice gender-related learning?

a great deal not at all

I-------------------I-------------------I-------------------I-------------------I---------x---------I-------------------I---------I

Comments:__________________________________________________________

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

a great deal not at all

I-------------------I-------------------I-------------------I-------------------I-------------------I---------x---------I-------------------I---------I

Comments:__________________________________________________________

Your name: Darrell Gardner
Your college or university: Columbia College
The course/program you utilized as the base for filling out the survey: LEAD 100
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   - a great deal
   - not at all
   
   Comments: Our institution is a women's college

Please note the titles of texts or articles you use in the course or program that include gender issues. “Women's Way of Leading” "American Women: Four Centuries of Progress and Feminism Scholarship on Politics and Leadership”

2. To what degree do course or program discussions include gender issues?
   - a great deal
   - not at all
   
   Comments:

3. To what degree do course or program activities include gender issues?
   - a great deal
   - not at all
   
   Comments: Our students are all women

Please note specific activities if any:

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   - a great deal
   - not at all
   
   Comments:

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   - a great deal
   - not at all
   
   Comments:
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

a great deal not at all

Comments: We show linkages between gender and race

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

a great deal not at all

Comments:

8. To what extent do students in your course or program put into practice gender-related learning?

a great deal not at all

Comments:

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

a great deal not at all

Comments:

Your name: Trudie L. Reed, Ed.D.
Your college or university: Columbia College
The course/program you utilized as the base for filling out the survey: Leadership Studies
C8: Completed survey from Wells College (1), and attached information about their Women's Leadership Institute.
The Women's Leadership Institute of Wells College

A New Kind Of Leadership For A New Century
A New Kind of Leadership for a New Century

The issues of the 21st century confront us today:

✶ How do we assure that women and people of color are fully included in leadership positions?

✶ How do we learn to value and utilize our differences while we work for common purposes?

✶ How do we build organizations that are less hierarchical but remain efficient and productive?

✶ How do we share responsibility and build accountability?

✶ How do we cultivate the leadership necessary for 21st century communities and organizations?

The Women’s Leadership Institute was established by Wells College:

✶ To promote the new models of leadership for women and men required for the 21st century

✶ To facilitate the participation of women in leadership and organizational change

✶ To extend beyond the campus Wells’ mission of preparing women for socially responsible leadership.

The Institute’s framework defines the need for leadership that:

✶ Is based on reciprocity and cooperation

✶ Is dependent on clear, widely disseminated information

✶ Promotes the ability of others to think creatively and work collaboratively

✶ Is socially responsible.
Effective leadership is dependent on a range of skills, perspectives, and attitudes that can be learned and utilized by everyone. Leadership for the new century requires attention to both individual and organizational change.

The Women's Leadership Institute is committed to fostering leadership that is inclusive of all people and many styles and is directed toward a common good. Research indicates that increased employee participation and creativity improve bottom lines.

Institute programs explore new models of leadership and help prepare participants to:

- Tolerate ambiguity, limits, and complexity
- Participate in, build, and lead teams
- Work effectively in horizontal organizations
- Listen to others and clearly express ideas
- Collaborate in multi-cultural settings and appreciate diversity
- Manage and reduce conflict
- Find systemic connections among issues and people
- Clarify values and make ethical judgments.

"We can't allow women and people of color to be excluded from leadership roles and can no longer afford a narrow, exclusionary concept of leadership. Leadership can be taught and environments that foster participation and responsibility can be created. The results, as many organizations are discovering, are beneficial for everyone. The Women's Leadership Institute is committed to increasing our understanding of leadership and applying that knowledge to assist diverse audiences."

— Dr. Gloria Nemerowicz
Executive Director, The Women's Leadership Institute

The Women’s Leadership Institute:
- Offers short courses and seminars
- Organizes and hosts conferences and retreats
- Provides speakers, consultations, and resources to facilitate your project
- Designs and conducts research on organizational change and leadership and publishes findings.

Selected Program and Consultation Topics:
- Women and Leadership: How women can achieve effective leadership; glass ceilings and how to break them; networking and problem-solving.
- Inclusive Leadership: A new concept for leading, how to use it and promote it.
- The 21st Century Workplace: The need to design horizontal organizational structures, to build cross-functional teams and capitalize on diversity.
- The Socially Responsible Company: Values, vision, and doing business.
- Collaborative Strategic Planning: How to design and get participatory planning; the relationship between planning and learning.
- Teachers as Leaders/Teaching for Leadership: A teacher development program.
- The Decentered Classroom: Interactive teaching and learning.
- Wellspring: A program for precollege girls including a summer residency at Wells College.
- Liberal Arts and Leadership: How to use the liberal arts as a foundation for leadership skills.
- Creativity and Work: How to promote thinking and decision-making beyond narrow boundaries.

Serving Your Needs

The Women's Leadership Institute will construct programs to meet your needs — on the Wells campus or at your site. All programs and services reflect the framework of socially responsible, inclusive leadership and can help you and your organization discover and implement new approaches to leading and organizing.

Wells is a private liberal arts college for women established in 1868 by Henry Wells, founder of the Wells Fargo and American Express Companies. The Institute is an extension of Wells' mission to prepare women for leadership in the 21st century.
The Institute will help you cultivate and promote more effective leadership by enhancing your own abilities, as well as improving the health of your organization. Please contact the Institute to discuss how we can work together.

The Women’s Leadership Institute
Wells College
Aurora, New York 13026

Telephone: 315-364-3421
Fax: 315-364-3423

The Institute Staff

Gloria Nemerowicz, executive director of the Women’s Leadership Institute (PhD, sociology, Rutgers University). Before coming to Wells College to establish the Leadership Institute, she was a faculty member and most recently dean of the School of Arts and Sciences at Monmouth College (New Jersey). She is the author of *Children’s Perceptions of Gender and Work Roles* and has received widespread recognition for the philosophy and design of “Education for Leadership and Responsibility,” which was awarded nearly $3 million in grants, co-authored and implemented with Eugene Rosi.

Eugene Rosi, deputy director of the Women’s Leadership Institute (PhD, political science/international relations, Columbia University). He was professor and chair of the political science department of Dickinson College (Penn.) and for a decade was provost/senior vice president for academic affairs at Monmouth College where he began his work on leadership with Gloria Nemerowicz. In 1976-77, he served as special assistant to the Secretary’s chief of staff and as senior analyst in the Department of Health, Education and Welfare in Washington, DC. Dr. Rosi has published and lectured on international relations and leadership education.

Meg Rogers, program director, (BA, art history, University of California, Santa Barbara). She has 14 years of successful involvement in sales, administration, and personnel functions relating to conference organization in the United States and abroad.

Karen Kirkpatrick, executive assistant, (BA, English, State University of New York at Albany). She has a background in office management and market research.

Leadership Institute Faculty: Seminars, consultancies, and other Institute programs are primarily conducted by Gloria Nemerowicz and Eugene Rosi who are joined by faculty members of Wells College, other specialists, and visiting Leaders-in-Residence.
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal not at all
   [ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]
   Comments: All of our programs include gender issues

   Please note the titles of texts or articles you use in the course or program that include gender issues. Too numerous

   2. To what degree do course or program discussions include gender issues?
   a great deal not at all
   [ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]
   Comments: __________________________

   3. To what degree do course or program activities include gender issues?
   a great deal not at all
   [ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]
   Comments: __________________________

   Please note specific activities if any: Role playing, same sex small group work

   4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal not at all
   [ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]
   Comments: __________________________

   5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal not at all
   [ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]------------------------------[ ]

   __________________________
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?
   a great deal [ ]
   not at all [ ]
   Comments: ____________________________

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?
   a great deal [ ]
   not at all [ ]
   Comments: ____________________________

8. To what extent do students in your course or program put into practice gender-related learning?
   a great deal [ ]
   not at all [ ]
   Comments: ____________________________

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?
   a great deal [ ]
   not at all [ ]
   Comments: ____________________________

Your name: Gloria Namerowicz
Your college or university: Wells College
The course/program you utilized as the base for filling out the survey: Women's Leadership Institute program
See attached general brochure.
C9: Completed surveys from University of Maryland at College Park, (5).
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal not at all
   I---------------I----------------I----------------I---------------X---------------I
   Comments: There are three chapters that specifically address women’s leadership. The majority of the authors are male and there is a great deal of sexist language due to the times the selections were written.

2. To what degree do course or program discussions include gender issues?
   a great deal not at all
   I----------------I---------------I----------------I---------------I
   Comments: We try to use inclusive language at all times and address gender differences in leadership throughout the course.

3. To what degree do course or program activities include gender issues?
   a great deal not at all
   I---------------I----------------I---------------X---------------I
   Comments: As often as appropriate.

Please note specific activities if any: We did an activity asking students to reflect on their growing up as if they were the opposite sex.

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal not at all
   I--------------X----------------I----------------I---------------I
   Comments: When it is appropriate we spent lot of time on leadership theory and gender was an important component for critiquing traditional theories.

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal not at all
   I---------------I----------------I----------------I---------------X---------------I
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

- a great deal
- not at all

Comments: We discuss these issues (especially in our course topics) theory, power, and influence. Values, communication skills, group dynamics, and all their nuances.

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

- a great deal
- not at all

Comments: This is a tough one—how do we know if we truly transformed the consciousness of students?

8. To what extent do students in your course or program put into practice gender-related learning?

- a great deal
- not at all

Comments: What is gender-related learning?

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

- a great deal
- not at all

Comments: I don’t know. There are 20 of them, so I can’t give one collective answer. I believe they are all over the place.

Your name: Tracy Tye

Your college or university: Univer of Maryland at College Park

The course or program you utilized as the base for filling out the survey: Introduction to Leadership
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the "comments" space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal / not at all
   I------------------I------------------I------------------I------------------I
   Comments: I supplement with other readings also

   Please note the titles of texts or articles you use in the course or program that include gender issues. Rosenau, Eagan, Kornides

2. To what degree do course or program discussions include gender issues?
   a great deal / not at all
   I------------------I------------------I------------------I------------------I
   Comments: 

3. To what degree do course or program activities include gender issues?
   a great deal / not at all
   I------------------I------------------I------------------I------------------I
   Comments: 

   Please note specific activities if any: 

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal / not at all
   I------------------I------------------I------------------I------------------I
   Comments: particularly current paradigms & gender related aspects e.g. collaboration / relationship standards

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal / not at all
   I------------------I------------------I------------------I------------------I
   Also using spirituality
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

- a great deal
- not at all

Comments: *Also consider influences - we do*

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

- a great deal
- not at all

Comments:

8. To what extent do students in your course or program put into practice gender-related learning?

- a great deal
- not at all

Comments:

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

- a great deal
- not at all

Comments:

Your name: *Fill in name*

Your college or university: *Fill in college or university*

The course/program you utilized as the base for filling out the survey: *Fill in course/program*

Our grad program does lots with gender, race & other social constructions of identity - that perspective bears influenced this also!
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal  not at all
   I-----------------I-----------------I-----------------I-----------------

   Comments: ____________________________

   Please note the titles of texts or articles you use in the course or program that include gender issues. ________________________________

2. To what degree do course or program discussions include gender issues?
   a great deal  not at all
   I-----------------I-----------------I-----------------I-----------------

   Comments: ____________________________

3. To what degree do course or program activities include gender issues?
   a great deal  not at all
   I-----------------I-----------------I-----------------I-----------------

   Comments: ____________________________

   Please note specific activities if any: ____________________________

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal  not at all
   I-----------------I-----------------I-----------------I-----------------

   Comments: ____________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal  not at all
   I-----------------I-----------------I-----------------I-----------------
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?
- a great deal
- not at all

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?
- a great deal
- not at all

8. To what extent do students in your course or program put into practice gender-related learning?
- a great deal

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?
- a great deal

Your name: Sharon L. Voy
Your college or university: U of MD CP
The course/program you utilized as the base for filling out the survey: doctoral program in CAPS - college student personnel
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the "comments" space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal not at all
   X
   Comments: ---------------------------

Please note the titles of texts or articles you use in the course or program that include gender issues. *A woman's place: the freshman women who change the face of consumer Margonew-Medinsky*

2. To what degree do course or program discussions include gender issues?
   a great deal not at all
   X
   Comments: ---------------------------

3. To what degree do course or program activities include gender issues?
   a great deal not at all
   X
   Comments: ---------------------------

Please note specific activities if any: __________________

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal not at all
   X
   Comments: ___________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal not at all
   X
   Comments: ---------------------------
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

- a great deal
- not at all

Comments: __________________________

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

- a great deal
- not at all

Comments: __________________________

8. To what extent do students in your course or program put into practice gender-related learning?

- a great deal
- not at all

Comments: __________________________

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

- a great deal
- not at all

Comments: __________________________

Your name: ________
Your college or university: ________
The course/program you utilized as the base for filling out the survey: ________
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the "comments" space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd.

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal [ ] not at all [X]
   Comments: ___________________________

2. To what degree do course or program discussions include gender issues?
   a great deal [X] not at all [ ]
   Comments: ___________________________

3. To what degree do course or program activities include gender issues?
   a great deal [X] not at all [ ]
   Comments: ___________________________

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal [ ] not at all [X]
   Comments: ___________________________

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal [X] not at all [ ]
   Comments: ___________________________

Please note the titles of texts or articles you use in the course or program that include gender issues.  

Leadership Challenge

Please note specific activities if any:

______________________________
6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?

a great deal  
not at all

Comments:  

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?

a great deal  
not at all

Comments:  

8. To what extent do students in your course or program put into practice gender-related learning?

a great deal  
not at all

Comments:  

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?

a great deal  
not at all

Comments:  

Your name: Amy C. Schroeder
Your college or university: umcp
The course/program you utilized as the base for filling out the survey: EDCP 489
Gender in Leadership Survey

Please fill out the survey to the best of your ability and use the “comments” space for comments so that I can obtain some qualitative information as well as quantitative data. Thank you very much for taking the time. If you have any questions please feel free to contact me (Olivia Wilkinson) at (804) 662-3218. I would be grateful if you could return this form in the stamped envelope by March 22nd. ← Sorry - I didn't get this until march 29. →

Please use an X to mark anywhere along the continuum.

1. To what degree do course or program texts and articles include gender issues?
   a great deal not at all
   I--------------X I--------------------I--------------------I--------------------I
   Comments: WLT is centered around gender issues, generally we use short brochures that relate to our workshops, i.e., we used info on osteoporosis, arthritis, and cloning for women and wellness. Please note the titles of texts or articles you use in the course or program that include gender issues.
   WE USED THE MENCIA-SUGGESTED BASIC TACTICAL IDEAS BY
   Albert Ellis (Assurance Training). Your Perfect Right Robert Alberti
   Michael Emmins
   Arthur Langer
   Patricia Takashi

2. To what degree do course or program discussions include gender issues?
   a great deal not at all
   I--------------X I--------------------I--------------------I--------------------I
   Comments: discussing "Dealing with the 'F' Word."
   Please note specific activities if any: "Dealing with the F’ Word" (Feminism)
   please see enclosed brochure

3. To what degree do course or program activities include gender issues?
   a great deal not at all
   I--------------X I--------------------I--------------------I--------------------I
   Comments: All of our discussions relate somewhat to gender issues.

4. To what extent does your course or program use gender issues as a means of critiquing existing knowledge paradigms?
   a great deal not at all
   I--------------X I--------------------I--------------------I--------------------I
   Comments: This comes up a lot in discussions

5. To what extent does your course or program use gender issues as a means of formulating new knowledge paradigms?
   a great deal not at all
   I--------------X I--------------------I--------------------I--------------------I
Comments: This occasionally happens, but is definitely not the focus. We do have many of the speakers come to re-think existing "knowledge paradigms."

6. To what extent does your course or program offer an integrative approach to gender, race, and class issues?
- a great deal
- not at all

Comments: We have tried very hard to have speakers from multi-cultural backgrounds.

7. To what extent do you believe your course or program makes use of gender issues as a means of truly transforming the consciousness of students?
- a great deal
- not at all

Comments: Although most are WITI all already very conscious of gender issues and have integrated them into their lives.

8. To what extent do students in your course or program put into practice gender-related learning?
- a great deal
- not at all

Comments: I wish this were more--although many students eventually use what they have learned--practice is sadly only stressed onto the assertiveness module--i.e. design & carry out an assertive act.

9. To what extent do students in your course or program go beyond learning about gender to actually acting upon gender-related consciousness both inside and outside the classroom?
- a great deal
- not at all

Comments: I believe WITI women really use the skills & advice from speakers in their lives--we know I certainly have for example in & x.

Your name: Christina Hamilton
Your college or university: Colorado College
The course/program you utilized as the base for filling out the survey: Women's Leadership Training Institute

Please feel free with any questions you may have.

Christina Hamilton
(719) 389-7152
MODULE 9
Wednesday, April 10, 5-7 p.m.
Superwomen
A panel of superwomen representing different careers will discuss their experiences as leaders in their field and the challenges they face balancing their personal and professional lives.

MODULE 10
Friday, April 26, 12-6 p.m.
Women in the Public Eye
On this trip to Denver, we will meet with women in important social or government positions. Lunch and transportation will be provided.

FINAL BANQUET AND SPEAKER
Utilizing the skills acquired during the year, WLTI participants will plan and implement a recognition banquet for outstanding women on campus.

All modules will be held in Hamlin House unless otherwise announced.

Dinner will be served at each module.

WOMEN’S LEADERSHIP TRAINING INSTITUTE
1995 - 1996

The Women’s Leadership Training Institute is designed to develop and enhance the leadership skills of women students. The institute incorporates theory and practice during a year-long training program that is divided into 10 modules, a weekend retreat and a recognition banquet. Participants are nominated by faculty, staff and peers and are selected on the basis of merit and interest in the program.

The following description of the Women’s Leadership Training Institute outlines the basic content of the training program.
MODULE 1
Wednesday, October 18, 7-9 p.m.

This module will introduce you to the wonderful women of WLTI, in a fun and interactive atmosphere. There will also be a short orientation for the Baca retreat. Snacks will be provided.

MODULE 2
Wednesday, November 29, 5-7 p.m.

Assertiveness Training

Assertiveness is vital to effective leadership. As women, we are often socialized to be non-assertive and deferring, thus limiting our leadership abilities. Participants will be trained to utilize assertive and effective communication.

MODULE 3
Wednesday, December 13, 5-8 p.m.

Leading and Speaking with Style

"To each her own..." We all have different styles of leading and communicating with others. The Myers-Briggs Personality Type test will help identify your leadership style.

Communication with confidence projects competence. We will focus on strengthening speaking skills by utilizing our own personal leadership styles. Verbal and non-verbal skills will be addressed.

MODULE 4
Wednesday, January 24, 5-7 p.m.

Sexual Harassment

We will discuss issues of sexual harassment on campus and in the workplace with questions and facilitators.

MODULE 5
Wednesday, February 7, 5-7 p.m.

"Kathryn and Laurel on Leadership"

This session will give participants an opportunity to meet informally with Kathryn Mohrman, President of Colorado College, and Laurel McLeod, Vice President of Student Life.

MODULE 6
Wednesday, February 28, 5-7 p.m.

Women and our Sexuality's

Guest speakers will facilitate a discussion embracing all areas of sexuality that apply to women. Reproductive health, orgasms, birth control, abstinence and other topics will be covered.

MODULE 7
Wednesday, March 6, 5-7 p.m.

Women and Wellness

Guest speakers will talk with us about women’s physical, mental and spiritual well-being such as health, nutrition and relaxation.

MODULE 8
Wednesday, March 27, 5-7 p.m.

Women in a Diverse World

We will discuss diversity as it pertains to women in the workplace, home and academics.