

Women, Gender, and Leadership
Women's & Gender Studies/Educational Leadership, Research, & Counseling 3600
Section: 1
Louisiana State University

Contact Information

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Community Partners

East Baton Rouge Parish School System
Dr. Marybeth Lima, Professor of Biological and Agricultural Engineering
& her Service-Learning Students

Course Description

WGS/ELRC 3600 Women, Gender, and Leadership.(3) Interdisciplinary study of gender and leadership; with an emphasis on women as leaders in a range of settings in education and society.

The course is designed to prepare students to work in leadership roles in professional and community roles. Students will learn different styles of leadership and how leadership differs depending on the organizational setting.

Service-Learning The course will use the pedagogy of Service-Learning to connect students' academic study with problem solving in a local community setting. Through action and reflection students will develop a deeper appreciation for civic and social responsibility while learning real-world skills for future employment. (Howard, 1993)

Students who major in Women's and Gender Studies frequently go on to work as leaders in nonprofit sectors. An important skill for such individuals is the ability to raise funds to accomplish the mission of the nonprofit organization. Students who major in Education will also experience the need to generate their own funds to support the work of schools. This course will give students an opportunity to learn fund-raising skills while also serving a real community need. The class will partner with Dr. Marybeth Lima's groundbreaking Service-Learning work to build playgrounds at local elementary schools. The course project will further emphasize women's philanthropy as a resource for identified needs.

Course Goals & Objectives

Goal #1: Describe leadership in all its forms and setting.

Objectives:

- Define leadership as articulated in a variety of interdisciplinary settings.
- Identify several styles of leadership.
- Compare and contrast male and female leadership styles.
- Discuss organizational and social impacts on leadership.

Goal #2: Explore fund-raising as a process and a tool.

Objectives:

- Describe the role of leaders in fund-raising in nonprofit organizations.
- Chronicle the history of fund-raising with women.
- Identify reasons why women give to charitable causes.

Goal #3: Develop skills in service of others.

Objectives:

- Collaborate with others on developing and implementing a fund-raising project targeted at women.
- Commit to assisting another Service-Learning course in carrying out its mission.
- Develop personal skills in leadership, fund-raising, and group participation that will transfer to a future job.

Texts

Eagly, Alice H. and Carli, Linda L. (2007). **Through the Labyrinth: The Truth About How Women Become Leaders.** Boston, MA: Harvard Business School Press.

Shaw, Sondra C. and Taylor, Martha A. (1995). **Reinventing Fundraising: Realizing the Potential of Women's Philanthropy.** San Francisco, CA: John Wiley & Sons.

Course Requirements and Evaluation

Midterm Exam	25%
Final Exam	25%
Weekly Reflections	10%
Case Statement	15%
Fund-Raising Project	25%

The midterm and final exams will be essay in nature and are designed to test the material covered in the readings and in the class discussions.

Each week students will post a reflection on the course discussion board on Moodle in response to the question posed for the week. Students will be evaluated in terms of their ability to integrate the academic knowledge and Service-Learning experience.

A case statement is a written document that articulates to donors why they should give to a particular cause. The case statement should be no more than one page in length. It

should state the vision for the project, excite donors about giving to the project, and describe how people can contribute, either through in-kind contributions or through gifts of money. The case statement also provides “talking points” when approaching donors in person. Your case statement will be evaluated not only on your success in incorporating the above components but also on your written communication skills.

For the fund-raising project the class will be split into teams. Teams may elect to do one of two kinds of fund-raisers: an activity-based event or a direct solicitation. **Because of the many regulations for fund-raising at LSU, the professor must approve all projects in advance.** At the conclusion of the semester each team will give a presentation summarizing their work to a panel consisting of a community partner, an individual from the LSU Foundation, and a third person to be announced later. The presentation should cover the following points:

- What you did.
- How successful you were at raising money.
- What you would change were you to do it again.
- What you learned about each other and the community project.
- How the experience changed you as a person.

The panel will provide you with feedback on your presentation. You will also be asked to do a self-evaluation and an evaluation of the work of the other members of the group. These three sources of feedback will be combined to form your individual grade on the project. You will *not* be graded on how much money you raise. However, at the end of the semester the team who raises the most money will get a prize.

Course Schedule

Date	Topic	Readings/Assignments
August 26	Course Overview	
August 28	Building Playgrounds; Dr. Lima	Read Student Manual
September 2	The Glass Ceiling	Ch. 1 Eagly & Carli
September 4	Women as Prospects	Ch. 1 Shaw & Taylor
September 9	Women Leaders	Ch. 2 Eagly & Carli
September 11	History of Women’s Philanthropy	Ch. 2 Shaw & Taylor
September 16	Men Leaders	Ch. 3 Eagly & Carli
September 18	Women Philanthropists	Ch. 3 Shaw & Taylor
September 23	How & Why Women Give	Case Statements Due; Ch. 4 Shaw & Taylor
September 25	Overcoming Barriers to Giving	Ch. 5 Shaw & Taylor
September 30	Family & Leadership	Ch. 4 Eagly & Carli
October 2	Developing a Gender-Sensitive Fundraising	Ch. 6 Shaw & Taylor

	Program	
October 7	Discrimination	Ch. 5 Eagly & Carli
October 9	Fall Holiday	No Class
October 14	Midterm Exam	Midterm Exam
October 16	Communicating with Women	Ch. 7 Shaw & Taylor
October 21	Prejudice toward Women Leaders	Ch. 6 Eagly & Carli
October 23	Developing a Plan	Ch. 8 Shaw & Taylor
October 28	Resistance to Women's Leadership	Ch. 7 Eagly & Carli
October 30	Training Women Volunteers	Ch. 8 Shaw & Taylor
November 4	Different Leadership Styles	Ch. 8 Eagly & Carli
November 6	Capital Campaigns	Ch. 10 Shaw & Taylor
November 11	Organizations and Leadership	Ch. 9 Eagly & Carli
November 13	Case Studies	Ch. 11 Shaw & Taylor
November 18	Finding the Way to Leadership Positions	Ch. 10 Eagly & Carli
November 20	Working with Women of Wealth	Ch. 12 Shaw & Taylor
November 25	Open	Open
November 27	Thanksgiving Holiday	No Class
December 2	Project Presentations	Project Presentations
December 4	Closure; Review; Future Directions	Ch. 11 Eagly & Carli; Ch. 13 Shaw & Taylor
December 10 or 12	Final Exam	Final Exam