

EDCP 418G Section 0101
Special Topics in Leadership: Women's Leadership
Spring 2007
Tuesday, 2:00 – 5:00 p.m. Cole Fieldhouse 3114

Meaning is not something you stumble across, like the answer to a riddle or the prize in a treasure hunt. Meaning is something you build into your life. You build it out of your own past, out of your affections and loyalties, out of the experience of humankind as it is passed on to you, out of your own talent and understanding, out of the things you believe in, out of the things and people you love, out of the values for which you are willing to sacrifice something. The ingredients are there. You are the only one who can put them together into that unique pattern that will be your life. Let it be a life that has dignity and meaning for you. If it does, then the particular balance of success or failure – as the world measures success or failure – is of less account.

John Gardner

Living, Leading and the American Dream

Instructors

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Course Introduction

The primary goal of this course is for students **to develop an understanding of women's leadership and women's ways of influencing organizations**. The course will rely heavily on the idea that you must know yourself first before you explore how "you" fit into the organization and how that organization fits into a broader context such as nation or culture or community.

The Importance of Stories

This class is structured around the theme of “women’s stories” and class participants will be invited to unearth their own stories, as is evident in class assignments including their autobiography and their interview with a woman family member and/or mentor. In many of the class sessions, the topical area will be addressed by a guest to the class who will share her own story, relating it to the particular topic and/or readings for the class session. Students will read a book of their choosing about a woman leading in an area of interest to the student. This “story” will be the fodder of a class assignment and in-class public presentation.

Women and Leadership

Class participants will be exposed to literature and leadership theory and will be invited to explore their own leadership attributes, styles, and strategies. The class will rely heavily on the concept of socially responsible leadership.

The discussion of women’s leadership and a review of the literature will be contextualized to include exploring leadership as expressed in different settings including: business, non-profit sector, community, education, politics, the armed forces, sports/athletics, faith/spirituality, education, family and other contexts. Class participants will be encouraged to apply theory and literature to their own areas of interest, including exploring the role of women in their fields of study (e.g. women in the sciences, women leaders in journalism).

Class participants will explore the dynamic of power and leadership and how women’s development and psychological theory have influenced both of these constructs.

Students will explore the paths of women leaders and they will engage in discussions and analysis of their own life paths. Discussion in this area will include issues of life balance, the choice of motherhood or partnering, stopping out of careers, the context of leadership, intersections of multiple identities, and how gender differences in leadership may alter life choices. Class participants will explore the strains and costs of leadership that may be unique for women.

The class will wrestle with strategies and skills including confrontation, competition, conflict, responding to or taking on authority, and communication. With regard to the latter, the discussion of communication will include gender communication. Students will explore the link between mentoring and leadership and will analyze the way women leaders avail themselves of coalitions and other relational strategies.

The exploration of women leaders will be broad based including the discussion of the impact of gender identity, race, and sexual orientation, country of origin, and

ethnicity/culture play in women's definition and the expression of their leadership. Particular attention will be paid to examples of women exhibiting leadership in a global context. In addition, class participants will explore the role media, television, movies and sports play in defining women and their leadership in a cultural context.

Barriers to women's leadership including the glass ceiling, disempowerment of women leaders, socialization that excludes women's styles or gender styles, sexual harassment, and historical trends that continue to uphold leadership traits that are not gender neutral will be discussed.

Contemporary reviews of women's development that are specifically targeted at college women, including the studies conducted by Duke University, and the recent article detailing the majority of women in college (New York Times, July 2006) will be used to enhance the application by college women in the classroom.

Building a Learning Community

Authenticity, and living an authentic life, will be a construct used for analyzing women's stories of leadership and will be a theme that students will explore in their own definition of their leadership and its application.

The instructors will join the students in the learning process. Students enrolled in this course should be prepared to share their wisdom and insights with trust that their co-learners will benefit from their stories. This is a class where all of us should feel safe to share our ideas and assumptions and to challenge each other with respect and care. Above all else, all learners should feel valued.

Grades will be assigned after analyzing class participation and completion of assignments including an autobiography, interview papers, a paper and presentation related to a book of choice, journal assignments, and issue forum/debate participation.

Course Learning Objectives:

Men trivialize the talk of women, in order to make women themselves downgrade it. Women must turn to one another for stories; they must share the stories of their lives and their hopes and their unacceptable fantasies...We must begin to tell the truth, in groups, to one another. Modern feminism began that way, and we have lost, through shame or fear of ridicule, that important collective phenomenon. Only when we recover it,...will women stop denying their life's experience, and write a narrative of their own."

Carolyn Heilbrun

Writing a Woman's Life

Our learning objectives include:

- To help learners expand their understanding of authority
- To unearth through analysis, assignments, conversation, and self-discovery the learner's ability and strengths
- To unleash ambition – in all areas of life including career and school and relationships – and to explore the self-esteem necessary to support this ambition
- To explore the construct of authenticity and to provide opportunities for students to explore their values, passions, opinions and beliefs.
- To outline future actions that the student might wish to take based on authority, ability, ambition, and an understanding of one's authentic self.
- To practice public speaking and the presentation of one's ideas in verbal form.
- To practice and improve writing skills in varied assignments including personal reflection, interview papers, and papers grounded in theory/reading/research.
- To practice and enlarge one's understanding of group dynamics, including experimenting in group assignments and analyzing group roles the student may have outside of class.
- To determine a personal definition of leadership that incorporates theories, past experiences, personal narrative, history, and human examples.

Grading

Class participants will be asked to complete a number of assignments that are important in allowing us to realize our course objectives. You will be asked to be "active learners." In order to be an "active learner," you will need to attend class and participate in class discussion. You will also need to complete class assignments in a timely fashion. Your final grade will be determined based on the following percentages:

Attendance.....	10%
Class Participation.....	20%
Weekly Journals.....	20%
Autobiography.....	10%
Interview Paper.....	10%
Book Analysis.....	10%
Position Paper.....	5%
Out of class Projects.....	15%

Attendance

It is expected that students will be present at all class sessions. Attendance is mandatory.

Class Participation

Instructors and students will combine to form the learning community in this class. As such, everyone's opinions, intellect, passions, and stories will influence the learning environment in the class. Students are invited to participate in the class through engaging in conversation, taking on the role of active listener, and by participating fully in exercises and assignments.

Journal

Each student will be asked to complete a weekly journal. At the beginning of each class, the weekly journal for the previous week will be collected and returned the following class. The goal of this journal is to provide a means for the instructors to personally communicate with you on a weekly basis. Journals may be submitted by e-mail. Each student is expected to keep a journal that will contain at least the following:

- What have you learned about yourself this week – especially in the area of authority, ability, ambition, authenticity and action?
- You will be invited to react to the prior class material, experiences, conversation, and/or presentation
- You will be asked to complete a specific question each week. Journals should include this topical response.

Journals should be approximately 2 pages double-spaced, and will be read by both instructors. If submitting the journal in hard-copy, only one copy must be submitted. If you are e-mailing your journals to the instructors, **please e-mail it to both Marsha and Katie by 2 p.m. on the Tuesday it is due.**

Autobiography

Students will be asked to write a 3-5 page autobiography that will reflect on the following:

- People who have influenced your growth, development and identity (e.g. mentors, friends, role models, family)
- Causes for which you have passion and/or experience
- Beliefs, Values and Passions that inform your action and that ground you
- Key transformative experiences
- Personal qualities that define you
- Obstacles and challenges that you have confronted or encountered

The paper should be typed and may be submitted on line or in hard copy. On the same day, students will be invited to publicly present an abridged version of their autobiography to the class.

The Autobiography will be due on February 20th.

Interview

You will be asked to write a 6-7 page paper that reports the findings of a series of three interviews you will conduct over the course of the early semester. Using the constructs of “Predecessor,” “Instigator,” and “Inheritor,” found in Astin and Leland, you will be asked to select people from your own family and/or mentoring life that serve those roles in your life. For instance, you might choose a grandmother as a predecessor and a mother or older sister as an instigator and someone who has “come after you” or whom you are mentoring as an inheritor. You will be asked to interview them to discover their personal narrative and their understanding of leadership. You may wish to use the same concepts and/or questions from your autobiography in your interviews. You may also want to use the interview material in the back of Astin and Leland.

You will present a succinct statement about each of these individuals in your interview paper. You will then be asked to take one page and reflect on how those individuals have been formative in your own personal and leadership development. You will also present an executive briefing version of your paper that includes lessons learned in a presentation in class on April 10th, the same day the paper is due.

The Interview paper will be due on April 10th.

Report on a Book of your Choosing

Each student will select a book of her own choosing – fiction or non-fiction – that either relates to her field of interest, a person of interest, and/or a passion. The subject of the reading should be a woman or a topic/review that is “women centered.” While the list is not exhaustive, a list of potential readings is attached to this syllabus. The instructors will help you identify other books if you wish. After reading the book, students will write a 3-5 page paper that reviews the book using the following themes:

- Briefly present an overview of the person/theory/practice
- How do the theory/readings of this class inform your review of this book and its subject?
- How would you analyze the leadership lessons of this book and its subject?
- What did this reading teach you about authority, ability, ambition, authenticity, and action?
- What life lessons did you garner from this book?

On May 1st (when the paper is due), the class discussion will require each student to share lessons learned from this assignment in a brief presentation. Students will identify what book they are reading in their March 6 journal.

The Book paper will be due on May 1st.

Out of Class Project Reviews

On two occasions class members will be asked to participate in an out of class experience. You may undertake this assignment individually and/or you may form a small group and do this assignment. You are asked to attend a women's sporting event, a women's centered event (either by topic or group), a women in the arts performance or visual arts show, an event or lecture that is directed to women and/or whose subject is women, or volunteer at a women's centered or focused project and/or service on or off campus. At the conclusion of the experience, students will include a 2 page summary of the experience and lessons learned about women's leadership through this experience in their journal.

The first of these reviews is due on March 13 and the second on April 24.

Position Paper

On April 24th in class, small groups will prepare and present a debate on one of two global issues affecting women. At the conclusion of the debate, class members will be invited to write position papers on the information covered in the debate. These position papers may take one of two forms - either a true position paper arguing a particular point from the debate (the position of your choosing and/or one that best reflects your belief) OR you may write it as an editorial for a newspaper, using the arguments of the debate and your opinions as the fodder for your editorial. The paper should be no longer than 2 typed pages, double spaced.

The position paper is due on May 1, 2007.

Written Assignments and Projects

All written assignments will be graded with the following criteria in mind:

- thorough presentation,
- thoughtful analysis,
- curious evaluation, and
- quality of writing

Story seat

During the course of our time together each member of the class and the instructor will be invited to spend a few moments in “the story seat.” For a few moments the individual in the story seat will accept and attempt to answer questions from class colleagues. This venture will help each of us to get to know each other a little better. An individual or two will be featured in each class period.

ADA Statement

Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact the instructors within the first week of the semester to discuss academic accommodations. Additional information and support is available through Disability Support Services at 301-314-7682.

Ethical Practices

Students will conduct themselves with the highest standards of academic integrity. The UMCP Code of Academic Integrity defines academic dishonesty as “cheating,” “plagiarism,” “fabrication,” or “facilitating academic dishonesty.” Academic dishonesty is a serious offense, which will not be tolerated in this class and may result in suspension or expulsion for the University. For more information, see p. 43-46 of the University Catalogue or Contact the Office of Student Judicial Programs and Student Ethical Development at 301-314-8204.

Religious Holidays or Observances

The instructors will work with all students to make certain they can observe all religious holidays that may conflict with the class and/or assignments. Please share any conflicts with the instructor in advance of the date in question. Accommodations will be honored if they are arranged in advance of the observance.

Texts for Class

This year our class will be using the book Closing the Leadership Gap: Why Women Can and Must Help Run the World by Marie C. Wilson as our text. In addition, we will be using the book Women of Influence, Women of Vision by Helen Astin and Carole Leland. The first book is available at the University Book Center under our course listing. The Astin and Leland book is out of print but available via Amazon.com and other on-line sellers in new and used form (and with varying prices!). We will also provide you with readings that will be copied and distributed during the first session of our class. Students are expected to complete all readings in advance of sessions and to use their appreciation of these to inform their engagement in the class.

When I dare to be powerful, when I use my voice in service to my vision, then it becomes less important whether or not I am afraid.
Audre Lorde

Schedule of Classes

January 30, 2007

Putting the Class in Context

- Review of course syllabus
- Review of goals of the course
- Introduction of the texts and readings
- Exercise: Icons and Symbols
- Exercise: Finding Your Own Voice
- Introduction of :
 - Authority, Ability, Ambition, Authenticity, Action
 - Women's Stories
 - Group Work and Group Dynamics

February 6, 2007

Putting Leadership in Context

- Presentation by Julie Owen
- Analysis of Leadership Theories
- Discussion of Your Definition of Leadership – The Metaphors

Assignment Due:

Journal: What is leadership? Define leadership using a metaphor of your choice.

Readings:

- Astin and Leland – Chapter 1 and Preface
- Kouzes and Posner – Excerpt from The Student Leadership Practices Inventory, Facilitators Guide
- Perreault, G. (2005). Rethinking *leadership: Leadership as Friendship*. Advancing Women in Leadership Online Journal (18), p.
- Komvies, S, Lucas, N, & McMahan, T. (2007). *Exploring Leadership: For College students who want to make a difference*. (2nd Ed.). San Francisco: John Wiley & Sons, Inc. (Page 73-114)

February 13, 2007

Social and Historical Context

- Women's Development (Belenky and Gilligan and others)
- Politics, History, and Feminism
- Introduction of Power
- Legal and Social Issues
- Culture – Media and Arts
- We will select small groups to present “historical stories of women” for our next class.

Assignment Due:

Journal: Do you consider yourself a feminist? Why or Why Not? How does the dimension of power fit into your personal response to the feminist question?

Readings:

- Astin and Leland, Chapter 2
- Wilson, C. Chapter 1 and Preface
- Freeman, Sue J.M., Bourque, Susan C., and Shelton, Christine. *Women on Power: Leadership Redefined* (Boston: Northeastern University Press, 2001). (page 3-24)
- Perry, E.I. (1995). *Women in Action: Rebels and Reformers 1920-1980*. League of Women Voters Education Fund. (Excerpt)
- Indivik, J. (2004). Women and leadership. In P.G. Northouse. *Leadership: Theory and practice (3rd ed)*. Thousand Oaks, CA: Sage. (p. 265-289)
- bell hooks: Feminism: A movement to end sexist oppression. In Adams, M, Blumenfeld, W.J., Casteneda, R, Hackman, H.W., Peters, M.L., Zuniga, X. (2000). *Readings for diversity and social justice: An Anthology on Racism, anti-Semitism, sexism, heterosexism, ableism, and classism*. New York: Routledge. (p. 238-240)
- Sojourner Truth: Ain't I a woman? In Adams, M, Blumenfeld, W.J., Casteneda, R, Hackman, H.W., Peters, M.L., Zuniga, X. (2000). *Readings for diversity and social justice: An Anthology on Racism, anti-Semitism, sexism, heterosexism, ableism, and classism*. New York: Routledge. (p. 241)
- Freedman, E.B. (2002). Race and the politics of identity in U.S. feminism. In *No Turning Back: The history of feminism and the future of women*. New York: Random House. (p. 73-94)

- Hernandez, D. & Leong, P.L. (2004). Feminism's Future: Young feminists of color take the mic. *In These Times*. Retrieved on http://www.inthesetimes.com/comments.php?id=7-3_0_1_0_C (p. 1-4)

February 20, 2007

Formative Influences

- Family, Mentors, Role Models
- Authenticity
- Telling Your Story - Biographies revealed
- Knowing yourself first before you lead others
- Crafting your Personal Mission Statement
- Identifying your strengths

Assignments Due:

- Autobiography Paper is due Today
- Autobiography Presentations are Today
- Journal

Readings:

- Astin and Leland, Chapter 3
- Stephens, J. (2003). The Rhetoric of Women's Leadership: Language, memory and imagination. *Journal of Leadership and Organizational Studies* (9) 3. p. 45-60.

February 27, 2007

Social Justice and Activism

*** Today's Class will be held in the Non-Print Media Section of Hornbake (ground level) in Room H ***

- Video - The Way Home (HQ1410B87 - 1998)
- Race, Gender, Sexual Orientation, Age
- Global Movements
- Social Change
- Politics
- Collaboration/Alliances
- Distribute Readings to Small Groups for Report in Next Class

Assignments Due:

- Identify Book of Choosing for Instructors
- Journal

Readings:

- Astin and Leland, Chapter 4
- Wilson, Chapter 2 and 3
- AAUW. (2005). *Drawing the Line: Sexual harassment on campus*. Washington D.C.: AAUW Educational Foundation
- Brehm, B.A. (2001). Knowledge is power: Our bodies, ourselves, and the Boston women's health book collective. In Freeman, Sue J.M., Bourque, Susan C., and Shelton, Christine. *Women on Power: Leadership Redefined* (Boston: Northeastern University Press, 2001). (p. 149-170)

March 6, 2007

Social Justice and Activism

- Legal and Social Issues
- Violence
- Activism
- Alliance
- Workshop on Activism with Guest Speakers
- Activism Small Group Reports Delivered in this Class

Assignments Due:

- Prepare and present the Activism Small Group Report
- Journal

Readings:

- Patricia Hill Collins: Toward a new vision: Race class, and gender as categories of analysis and connection.
In Adams, M, Blumenfeld, W.J., Casteneda, R, Hackman, H.W., Peters, M.L., Zuniga, X. (2000). *Readings for diversity and social justice: An Anthology on Racism, anti-Semitism, sexism, heterosexism, ableism, and classism*. New York: Routledge. (p. 457-462)
- ***Small Groups will use:***
Labaton, V. & Martin, D.L. (2004). *The fire this time: Young activists and the New Feminism*. New York: Random House, Inc.

Each group will read one of the following (to be assigned on Feb. 27th)

- She Who Believes in Freedom: Young Women Defy the Prison Industrial Complex (Robin Templeton)
- Domestic Workers Organize In the Global City (Ai-jen Poo and Eric Tang)
- Claiming Jezebel: Black Female Subjectivity and Sexual Expression in Hip-Hop (Ayana Byrd)
- Exporting Violence: The School of the Americas, U.S. Intervention in Latin America, and Resistance (Kathryn Temple)

March 13, 2007

Outcomes of Leadership Efforts

- Different Settings for Leadership
- The Global Setting of Leadership
- The Campus Setting for Leadership
- Panel of Presenters (Military, Sports, Business, Non-Profit, Faith and Spirituality, Government, Grass Roots, Education)

Assignments Due:

Journal: Prepare a reflection on your participation in a “women’s centered” event, service project or experience.

Readings:

- Wilson, Chapter 4-5
- Kane, M.J. (2001). Leadership, sport, and gender. In Freeman, Sue J.M., Bourque, Susan C., and Shelton, Christine. *Women on Power: Leadership Redefined* (Boston: Northeastern University Press, 2001). (p. 114-146)

March 27, 2007

Outcomes of Leadership Effort - On Campus

- Duke Report and the Status of Women
- Discussion of the Chronicle of Higher Education Article on Women in Higher Education
- The context for your leadership on Campus
- Students will be assigned a person for mock interviews which will take place during the week of April 3.

Assignments Due:

- Journal: Analysis of Campus - Climate, Engagement, And Authenticity
- Resume/portfolio
 - Each student will turn in a resume and/or review a portfolio to the instructors. Feedback from the instructors will be returned prior to March 29th so that students can use this material in their mock interviews.

Readings:

- Duke University. (2003). *The Duke Report on the women's initiative: The Steering Committee Report*. P. 1-16
- Wilson, R. (January 26, 2007). The New Gender Divide: Data shows that more women than men now enroll in college, but is there really a "boy crisis?" *The Chronicle of Higher Education*. p. A36-A39. (This will be provided to you as a separate handout.) *This is not in your reader - it will be passed out in class.*

April 3, 2007

CLASS WILL BE CANCELLED THIS WEEK

Assignment: Students will conduct mock interviews with individuals identified in class the prior week using the resume and/or portfolio collected on March 27. Interviews will be completed during this week and comments related to the experiences will be discussed in class on April 10. The journal you submit for April 10 should reflect lessons learned during the mock interview.

April 10, 2007

Dynamics of Leadership: Skills and Strategies

- Communication
- Confrontation - Competition - Conflict
- Being Change Agents
- Shaping your Life - Discussion about Mock Interviews and review of Resume/Portfolio
- Reports of Interviews conducted by classmates - presentations in class

Assignments Due:

- Report on the Interviews conducted with predecessors, instigators, inheritors is due Today
- Executive briefing handout of "lessons learned" from interviews to give to class members. Each student will present a brief presentation on her findings.
- Journal

Readings:

- Astin and Leland, Chapter 6
- Tannen, Deborah. *You Just Don't Understand: Women and Men in Conversation* (New York: Ballantine Books, 1990). P. 23-48

April 17, 2007

Costs of Leadership

- Challenges, obstacles, pains
- Finding renewal
- What about “Mean Girls?”
- Balance – Having it all
- Students will be assigned “Debate Teams” for next week’s assignment

Assignments Due:

Journal: What have been the costs of your leadership? In what manner do you find renewal?

Readings:

- Astin and Leland, Chapter 7
- Wilson, Chapter 6 and 7
- Hewlett, S. (2002, April). Executive Women and the Myth of having it All. *Harvard Business Review*. (80) 4
- Kelly, B.T. & Torres, A. (2006, January/February). Campus Safety: Perceptions and Experiences of Women Students. *The Journal of College Student Development* (47) 1. p. 20-36

April 24, 2007

Accomplishments of Women Leaders

- Debate on Global Leadership
- Women’s Rights and Human Rights
- Women in U.S. Politics

Assignments Due:

- Journal: Prepare a reflection on your participation in a “women’s centered” event, service project or experience.
- Prepare for in-class debate
 - o Small groups will prepare for their debate on two global women’s issues. Each “debate team” will prepare an introduction of 3-5 minutes, and then be afforded a chance to refute their opponents with 3 points, and they will then present closing statements (3-5 minutes). Each team will then be interviewed by “class journalists.” At the conclusion of the debate, students will be asked to write a position paper that reflects their belief about the “winning side” of the issue. This paper will be turned in next week.

Readings:

- Astin and Leland, Chapter 8
- Wilson, Chapter 8 and 9
- Rourke, J.T. (2000). Taking Sides: Clashing views on controversial issues in world politics. New York: Dushkin/McGraw Hill. p. 254-273 and p. 292-309

May 1, 2007

Accomplishments of Women

- Social Change
- Self-Esteem and Women
- Who are Your Inheritors
- Report on the "Book of Your Choosing."

Assignment Due:

- Book Paper Due. During the course of the class, students will be invited to present a brief presentation on their findings.
- Students will turn in their position paper from the debate.
- Journal: Students will be invited to write in their journal about their experiences with groups and particularly their experiences in sharing their leadership in the context of groups. What has worked? What hasn't worked? What roles have you seen yourself and others play in group situations? What lessons have you learned?

Readings:

- Coughlin, Linda, Wingard, Ellen, and Hollihan, Keith. *Enlightened Power: How Women are Transforming the Practice of Leadership* (San Francisco: Jossey-Bass, 2005). (Excerpts provided in class)

May 8, 2007

The Future for Women Leaders

- Return to the discussion of Authority, Ability, Ambition, Authenticity, and Action
- What is your Future?
- What is Leadership?

Assignments Due:

Journal: Please reflect on your life 10 years from now. How will you be engaged in leadership?

Readings:

- Wilson – Afterward
- Allen, J. & Taylor, K. (2006, November/December). The Senior Year Transition: Women undergraduates search for a path. *Journal for College Student Development* (47) 6. p. 595-608
- hooks, b. (2002). *Communion: The female search for love*. New York: Harper-Collins Publishers, Inc. p. 46-59 & p. 218-231 & p. 121-139

Thought for the Class

I beg you to have patience with everything unresolved in your heart and try to love the questions themselves as if they were locked rooms or books written in a very foreign language. Don't search for the answers, which could not be given you now, because you would not be able to live them. And, the point is, to live everything. Live the questions now. Perhaps then, someday, far in the future, you will gradually without ever noticing it, live your way to the answers.

Rainer Maria Rilke

Potential Books for the "Book of Your Choosing" Assignment

Alvarez, Julia. (1994). *In the Time of the Butterflies*. New York: Penguin Books.

Bateson, Mary Catherine. *Composing a Life* (New York: Penguin Books, 1989).

Baxandall, Rosalyn, and Gordon, Linda. *Dear Sisters: Dispatches from the Women's Liberation Movement* (2001).

Couglin, Linda, Wingard, Ellen, and Hollihan, Keith. *Enlightened Power: How Women are Transforming the Practice of Leadership* (San Francisco: Jossey-Bass, 2005).

Curry, Barbara K. *Women in Power: Pathways to Leadership in Education* (New York: Teachers College Press, 2000).

Ehrenreich, Barbara. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. (New York: Metropolitan Books, 2002).

Freeman, Sue J.M., Bourque, Susan C., and Shelton, Christine. *Women on Power: Leadership Redefined* (Boston: Northeastern University Press, 2001).

Friedan, Betty. *The Feminine Mystique* (New York: W.W. Norton, 1963).

Gerber, Robin. *Leadership the Eleanor Roosevelt Way: Timeless Strategies from the First Lady of Courage* (New York: Prentice Hall Press, 2002).

- Gilligan, Carol. *In a Different Voice: Psychological Theory and Women's Development* (Cambridge, Massachusetts: Harvard University Press, 1982).
- Helgesen, Sally. *The Female Advantage: Women's Ways of Leadership* (New York: Doubleday, 1995).
- hooks, bell (1981). *Ain't I a Woman: Black Women and Feminism*. New York: South End Press
- Jamieson, Kathleen Hall. *Beyond the Double Bind: Woman and Leadership* (, 1995).
- Kanter, Rosabeth Moss. *Men and Women of the Corporation* (New York: Basic Books, 1977).
- Kingsolver, Barbara. (1989). *Holding the Line: Women in the Great Arizona Mine Strike of 1983*. Ithica, NY: ILR Press.
- Klenke, Karin. *Women and Leadership: A Contextual Perspective* (New York: Spring Publishing Company, 1996).
- Kolb, Judith, A. "The Effect of Gender Role, Attitude Toward Leadership, and Self-Confidence on Leader Emergence: Implications for Leadership Development," 4 *Human Resource Development Quarterly*. 305 (1999).
- Lippman-Blumen, Jean. "Connective Leadership: Female Leadership Styles in the 21st Century Workplace," 35 *Sociology Perspectives* 183 (1992).
- Rhode, Deborah. *The Difference "Difference" Makes: Women and Leadership* (Stanford, California: Stanford University Press, 2003).
- Schiff, Karena Gore. *Lighting the Way: Nine Women Who Changed Modern America*. (Miramax Books,).
- Tademy, Lalita. (2001). *Cane River*. New York: Warner Books.
- Tannen, Deborah. *You Just Don't Understand: Women and Men in Conversation* (New York: Ballantine Books, 1990).
- Warnock Fernea, Elizabeth. (1965). *Guests of the Sheik: An Ethnography of an Iraqi Village*. New York: Anchor Books.
- Weddington, Sarah. *A Question of Choice: The Lawyer Who Won Roe v. Wade* (New York: Grosset/Putnam Books, 1992).

