



California Institute of Integral Studies

CULTIVATING CONSCIOUS LEADERSHIP AMONG WOMEN

TLD 6287, 3 units, online

Fall 2018

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COURSE DESCRIPTION

This course examines theories and practices related to women's leadership, with an emphasis on conscious and transformative leadership models. We will briefly address the historical barriers to women's leadership, while focusing primarily on the challenges and opportunities faced by U.S. women leaders today. Students will also have the opportunity to reflect upon and hone their own leadership skills through active engagement in the class and through a leadership project of their own choosing.

STUDENT LEARNING OBJECTIVES

By the end of this course, students will be able to:

- Critically engage with current theories on women and leadership, using an intersectional framework.
- Evaluate the challenges, constraints, and opportunities that women leaders face today.
- Integrate scholarship on leadership for social justice and transformation.
- Apply presentation and media skills.
- Evaluate their own goals, assumptions, strengths, and styles as leaders.

REQUIRED TEXTS

1. Sandberg, Sheryl, and Nell Scovell. *Lean in: Women, Work, and the Will to Lead*. New York: Alfred A. Knopf, 2016.
2. Simons, Nina. *Moonrise: The Power of Women Leading from the Heart*. Rochester, VT: Park Street Press, 2010.
3. Storberg-Walker, Julia and Paige Haber-Curran. *Theorizing Women & Leadership: New Insights & Contributions from Multiple Perspectives*. Charlotte, NC: Information Age Publishing, 2017.

Also, select at least one of these (both are recommended)

- 4a. King, Toni & Alease Ferguson, eds. *Black Womanist Leadership: Tracing the Motherline*. New York: SUNY Press, 2011.
- 4b. Kenny, Carolyn, and Tina Ngaroimata Fraser. *Living Indigenous Leadership: Native Narratives on Building Strong Communities*. Vancouver: UBC Press, 2012.

5. Supplementary articles will be avail via Coursepack or Canvas

COURSE ASSESSMENT MEASURES

- 1) Attendance and Active Participation. Ongoing 20%**
Posting: You are required to post at least twice on Canvas during each “posting week” in order to receive attendance credit; these posts should be spread out throughout the week. The posting week **begins on Tuesday and ends on Monday**. If you do not post at all during this time frame, you will be considered absent for the week, even if you go back and post later. Please note that per CIIS policy, you cannot pass a course if you are absent for more than 20% of class sessions, regardless of the reason for your absences. The quality of your posts will be assessed using a rubric that I will post on Canvas.

Mutual Mentorship Circles: You will be assigned to a small group that will meet offline (via phone or web conference) every few weeks. In your groups, you will deepen your reflection on course texts, offer each other support and mentorship, and (hopefully) cultivate connections that will continue beyond this course. Students in each group should take turns leading the small group process, from coordinating the logistics of the meeting to facilitating the discussion. Group size will depend on the number of students enrolled in the course. Note that these small group meetings are part of your required class attendance.

Large Group Meetings: We will convene 2-3 full group meetings via Zoom; you are required to attend at least one. Our TA will schedule these dates based on student availability.

- 2) Initial Leadership Reflection Essay (3 pages), Due Friday Sept 7 10%**
What role has leadership played in your life? Do you think of yourself as a leader? Why or why not? What do you believe to be the hallmarks of an effective leader? Have you seen models of exemplary leadership in your life? What role does gender play in your ideas about leadership? What leadership challenges, if any, have you faced in your life? In what ways do you wish to grow as a leader?

You do not need to address every question listed above; focus on what seems most relevant to you. You may also have other topics you want to include. Although this is primarily a reflective paper, please comment on how your own experience relates to at least one of the themes in our initial readings. You will revisit this essay at the end of the semester to assess how your thoughts on leadership have evolved as a result of this course.

- 3) Critical Response Paper (5-6 pages), Due Oct 19 or Nov 16 20%**
(You can choose to write your critical response paper first, and then work on your interview paper, or vice versa. One paper must be submitted in October and the other one in November.)

In this thesis-driven paper, you will evaluate at least one of the claims made in the texts and offer a thoughtful response that engages at least 4 of our class readings.

- 4) Interview and Reflective Paper (3-4 pages) Due Oct 19 or Nov 16 20%**
This paper will give you an opportunity to talk to a woman leader from your own life. This woman could be someone who holds a formal leadership position, or who exercises significant informal leadership. This interview can take place in person or via web conference.

This assignment is designed to give you a “lesson from the trenches.” Some sample questions are: How did you come into this leadership role? What challenges have you faced as a leader? Do you believe that women have a distinctive style of leadership? What are your goals as a leader? Who or what inspires you in the work you do?

The above are sample questions only; while you may use some of these questions, you should also develop your own questions as well. Please include your questionnaire in an appendix to your paper (the appendix will be in addition to the 3-4 content pages). Your paper will offer reflections on what you learned through this interview. You should also address how your interviewee’s comments confirm, extend, or challenge the literature on women and leadership. Please include at least 2-3 course readings.

5) Leadership Cultivation Project & Paper 20%

This project is designed to give you the opportunity to put leadership theory into practice. You will develop a *leadership challenge* focused on strengthening your leadership skills and behaviors. If you tend to be reticent, your challenge may be to speak up more in your workplace; on the other hand, if you find it easy to talk, you might challenge yourself to practice active listening. You might organize a woman’s circle or a political action; there are many possibilities for this project. Please share your challenge with the class on the dedicated Canvas space for this topic.

Your final paper will 1) revisit your initial reflection essay and comment on your growth throughout the semester 2) reflect upon the activities you undertook to meet your goal and 3) discuss opportunities and challenges that arose for you and 4) integrate at least 3 readings. Include your initial leadership essay as an appendix.

One-page outline: Due September 21

Final Paper (6-8 pages): Due December 17

6) Mini “TED talk,” Dates TBD 10%

What do you wish more people knew about women, gender, and conscious leadership? In this short presentation (about 10 minutes), you will share your ideas with your small group members and with the instructor via web conference. You are also encouraged but not required to videotape your presentation. These talks will take place at the end of the semester. We'll set up a schedule mid-semester.

POLICIES & RESOURCES

Evolving Curriculum

Please note that I may make modifications to the course calendar, based on student needs & interests, discovery of new research, availability of guest lecturers, and other factors. Changes will be made clear on Canvas; note that the information that is listed under the “Modules” tab of Canvas will supersede what is on the hard copy of the syllabus.

Office Hours:

I encourage all students – and especially new students – to have an individual meeting with me at least once during the semester.

In-person: Tu 11am or 4pm; some Thursdays and evenings avail by appt.

Phone/Zoom: Wed or Fri by appt.

When you email me to request an appointment, please suggest a few times within these parameters.

Email:

It's best to contact via me Canvas email. If sending an email to my ciis address, you must use your mymail.edu account (per CIIS policy). Please give me up to 2-3 business days to respond to your message. I do not generally check Canvas or answer emails on weekends.

Accessibility and Well-Being:

It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me so that we can explore potential options. Students with disabilities may also wish to work with CIIS Student Disability Services for additional resources, including official accommodations. Please contact sds@ciis.edu if you wish to contact their office. (Statement adapted from: <https://www.bates.edu/accessible-education/faculty/sample-syllabus-statement/>)

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students' office for support (yyip@ciis.edu). Furthermore, please notify me and/or your academic advisor if you are comfortable in doing so. Also let me know if you are facing a challenge with purchasing any of the required books or the Coursepack. (Adapted from a statement by Prof. Sara Goldrick-Rab of Temple University).

CIIS also provides students with wellness services and support for emotional challenges. Visit <https://www.ciis.edu/student-resources/health-and-wellness>

Incomplete Policy:

CIIS has adopted the following Incomplete Policy to be applied across the university: Permission to be given an "I" grade is given only in the following circumstances:

- a. medical reasons documented by a health-care professional.
- b. a family emergency verified with supporting documentation.
- c. decision by the faculty member based on exceptional pedagogical reasons.

For reasons "a" or "b," students are given a maximum of two semesters to finish their coursework. Please note that in many cases, a shorter extension will be granted (e.g. one month or one semester). Also note that reason "c" was developed for serious extenuating circumstances only; in this case, a maximum of one semester is granted for the Incomplete. If you believe that you will need to request an incomplete for this course, please let me know as soon as possible – Incompletes will not be granted on the day or two before the final paper is due.

Pre-Semester Assignment: Students are strongly encouraged to begin skimming the first few chapters of *Lean In* prior to the start of the semester. Also, please begin your initial leadership reflection essay.

MODULE ONE: Framing the Issues

Guiding Questions: What are some of the historical and contemporary challenges to women's leadership? Do women lead differently than men? Is women's leadership the same as feminist leadership? What do we learn by taking an intersectional perspective?

Week One: August 30-Sept 10 (Reading weeks)

This is a 12 day period that includes the WSE and TID Intensives. In light of your travel and intensive schedules, I am not requiring you to post on Canvas during this time.

- Sandberg, *Lean In*, Chapters 1-4
- AAUW, "Barriers and Bias: The Status of Women in Leadership" (skim and keep on hand as a reference)
- Storberg-Walker, *Theorizing Women and Leadership*: Ch 1, 2, 4, 14.
- Pittinsky et al., "The Great Women Theory of Leadership?: Perils of Positive Stereotypes and Precarious Pedestals"
- Kellerman, "Women and Power: New Perspectives on Old Challenges"
- *Living Indigenous Leadership* (LIL): Ch1 and/or *Black Womanist Leadership* (BWL): "Preface" and "Introduction"
- Take the Implicit Bias test (will be sent over email)

Assignment Due on 9/7: Submit Leadership Reflection Essay

Week Two: Sept 11-17 (Posting week)

- Continue reading
- Introduce yourself on Canvas
- Respond to discussion threads
- Organize meeting of your mutual mentorship circle

Week Three: Sept 18-24 (Small group week)

- First meeting of mentorship circles
- Begin reading for Module Two

Assignment Due on 9/17: Leadership Project Outline

MODULE TWO: Transformative Paradigms: The Interplay of Self and Community

Week Four: Sept 25-Oct 1 (Posting week)

Identity and Authenticity

- Storberg-Walker: Ch 11, 13, 15
- Moonrise: Ch 3 (Flora, "Standing in Relationship to Myself and Nature" and Ch 10 (Gray, "The Looks-Within Place")
- BWL: Ch 2 (Lee, "Sisterlocking Power: Or How is Leadership Supposed to Look?")

- Muhr, “None so queer as folk: Gendered expectations and transgressive bodies in leadership”

Week Five: Oct 2-8 (Reading week)

Mentoring and Professional Relationships

- Sandberg: Ch 5 & 6
- Susan Faludi “American Electra: Feminism’s Ritual Matricide”
- BWL: Ch 8, 10, 11, 12 and/or LIL: Ch 2, 7, 8
- Moonrise: Ch 23 (Simon, “Girl Power for Social Justice), Ch 25 (Vaughn, “My Life and the Gift Economy”) and Ch 26 (Simons, “Circles of Mutual Mentorship”)
- Nina Simons “Circles of Mutual Mentorship,” (Moonrise: pp. 201-212)

Week Six: Oct 9-Oct 15 (Small Group Week)

- Second meeting of mutual mentorship circle (discuss readings on mentoring)
- Begin reading about collaborative paradigms for week 7

Week Seven: Oct 16-22 (Posting week)

Collaborative Paradigms

- Batliwala, “Feminist Leadership for Social Transformation: Clearing the Conceptual Cloud”
- Montouri and Donnelly, “Transformative Leadership”
- Storberg-Walker, Ch 8 & 10
- Wheatley, excerpts from *Who Do We Choose to Be?: Facing Reality, Claiming Leadership, Restoring Sanity*
- Jo Freeman, “The Tyranny of Structurelessness”
- Simons: Ch 2, 27, and 28
- LIL: Ch 3 & 8 and/or BWL: Ch 6 & 14

MODULE THREE: Women’s Leadership in Spiritual Contexts

Week Eight: Oct 23-29 (Reading week)

- BWL: Ch 13 (Lewis, “Prophetic Principles from the Motherline – A Sermon”)
- Excerpt from *Sacred Instructions: Indigenous Wisdom for Living Spirit-Based Change*
- Ch 5&6 of *Women’s Spiritual Leadership: The Styles, Practices, and Beliefs of Women’s Leadership in Female-Centric Spiritual Spaces* (Dissertation)
- Excerpts from *Women’s Spirituality and Transformative Leadership*
- Maureen Fiedler “Women as Denominational or Organizational Leaders,” (*Breaking through the Stained Glass Ceiling: Chapter 1*)
- “Transitioning to Inclusion: Embracing Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in Faith Communities”

Videos by Spiritual Women Leaders (Links are on Canvas): Valerie Kaur, Rev Zenju Earthlynn Manuel, Maori Elder Rose Pere, Victoria Rue and Marianne Williamson

- (Optional) FILM: Pink Smoke over the Vatican

Week Nine: Oct 30-Nov 5 (Posting week)

- Wrap up reading and viewing for this module
- Online discussion

MODULE FOUR: Embodying Conscious Leadership

Week Ten: Nov 6-12 (Reading and Small Group week)

- Coughlin, “Coaching Practices of Body and Mind to Support the Shift to Self-authorship”
- Winther, “Professionals are Their Bodies: The Language of the Body as Sounding Board in Leadership and Professional Communication”
- Sinclair, “Body Possibilities in Leadership”
- Kay and Shipman, “Failing Fast and Other Confidence-Boosting Habits”
- Video: Anderson “TED’s Secret to Great Public Speaking”

Week Eleven: Nov 13-19 (Posting and small group week)

- Wrap up reading and viewing for this module
- Meet in your mentorship circles

MODULE FIVE: Women’s World-Changing Leadership

Week Twelve: Nov 20-26 (Thanksgiving Holiday & Reading week)

- Excerpts from *Junctures in Women’s Leadership: Social Movements* (chapters about Wangari Maathai and Gloria Steinem)
- Excerpt from *Grandmothers Counsel the World*
- LIL: Ch 10 & 13
- BWL: Conclusion
- Moonrise, Ch 2, 7, 8, 12, 13, 15
- Other TBD
- Videos: BLM leaders, Laverne Cox, Sakeena Yacoobi

Week Thirteen: Nov 27-Dec 3 (Posting week)

- Engage in online discussion

Week Fourteen & Fifteen (TED Talks) Dec 4-17

- Our last two weeks will be focused on student TED talks and integration of course material