CIEE Prague, Czech Republic

Course title: Women and Leadership
Course code: SOCI 3003 PRAG
Programs offering course: Central European Studies
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Spring 2021

Course Description

While women have made considerable progress in obtaining leadership positions in the last century, there are still clearly much less women leaders compared to men. This course examines the issues facing women in leadership positions and offers strategies for handling them, focusing on the issues and barriers facing women both in their desire to become leaders and once they become leaders, and other relevant issues, such as the effects of the media and social roles on women as leaders whether or not women have a leadership advantage over men in the modern world, and the differences in leadership styles of men and women. The course also explores the history of the Czech Lands and its influence on the current status of Czech women as leaders. Students get a firsthand experience of the local situation through speaking to several Czech women, examining their experiences with leadership and cultivating their understanding to recognize when there is a gender dimension at play. In addition, students reflect on their view/style of leadership and gain critical skills that they can use in their pursuit of leadership positions.

Learning Objectives

By completing this course, students will:

- analyze the issues and barriers facing women both in their pursuit of leadership roles and once they become leaders in the Czech Republic;
- apply several relevant leadership theories, including the theories of transformational and transactional leadership in understanding the gender dimension of leadership;
- demonstrate a complex understanding of how the history of the Czech Lands has affected the current status of women and the feminist movement in the Czech Republic;
- develop a set of critical soft skills (emotional intelligence, leadership style repertoire) to empower themselves to become future leaders;
- analyze locally specific case studies, and identify and critically assess several current strategies to increase the number of women in leadership roles using, including strategies they can pursue to help them reach a leadership role in the future.

Course Prerequisites

None, however a basic understanding of psychology, interest in women’s issues, and a willingness to interview locals for research purposes are an advantage.

Methods of Instruction

PowerPoint presentations, class and group discussions, films, video clips, guest lecturers, case studies, experiential activities, and lectures.

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Assessment and Final Grade

1. Journal Entries  20%
2. Midterm Exam  10%
3. Group Presentations  10%
4. Final Exam                                        20%
5. Interviews/Report                                20%
6. Class Participation                               20%
    TOTAL                                            100%

**Course Requirements**

**Journal Entries**

Every week, except for the weeks of the midterm and final exam, students will cultivate their self-awareness by reflecting in writing their thoughts on that week’s readings, activities, or class sessions, or answer one of a list of questions provided by the teacher. There will be a total of 10 entries, and each journal entry should be around 250 words. High quality journal entries should include the following elements:

1. Demonstration of having thoughtfully considered the topic;
2. Appropriate application of the topic to the student’s life.

**Midterm Exam**

A mid-term take-home, requiring two short essay responses (c. 750-1000 words each) to questions arising from the first half of the course, will be due at the beginning of the second session of Week 6 of the course.

Students will be asked analytical questions arising from the classes and readings 1-4 – of the first half of the course.

**Group Presentations**

Groups of 4-5 students will be selected to facilitate a 15-minute interactive presentation on one (aspect) of the following topics: gender and the media, feminism, women activists, gender and politics, or a topic selected by the students (with the approval of the instructor). Presentation topics should be selected by the end of the second week of the course. Effective presentations should include the following elements:

1. A clear structure
2. Engaging visuals
3. Demonstration of careful preparation
4. Proper speech delivery
5. Interesting or amusing anecdotes
6. Evidence of critical thinking

**Final Exam**

A final in-class exam, requiring two short essay responses (c. 750-1000 words each) to questions arising from the second half of the course, will be due at the beginning of the final class of Week 13 of the course.

Students will be asked analytical questions arising from the classes and readings of the second half of the course.

**Interviews/Report**

Each student will be responsible for interviewing 5 Czech women and writing a 1500-3000 word report summarizing their interviews. A list with the names of potential interview candidates will be provided by the teacher, but students may seek out their own women to interview, if they wish. Students should briefly describe the individuals interviewed and weave together themes from each of the interviews and connect them to concepts taught in the course. The report should be formatted in MLA style. The interviews should include the following questions:

1. What are your future aspirations?
2. Is it important for women to be leaders? Why or why not?
3. Why are there so few women in leadership roles in the Czech Republic?
4. Do you think the number of women in leadership roles will improve in the future? Why or why not?
5. Do men represent women well?
6. What are some of the obstacles women face in becoming leaders?
7. Should the Czech government use quotas to increase the number of women in leadership positions? Why or why not? And, if not, should they do anything?

Other questions related to the subject are acceptable as well.
Class Participation

Students will receive a participation grade based on the quality of their engagement and contributions in class. High quality engagement includes all of the following features:

1. Demonstration of having carefully and critically read all readings for that class session
2. Integration of ideas from previous classes with the content in that class session
3. Attention and responsiveness to other students’ comments
4. Respect for others' viewpoints

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations. Students will receive a partial participation grade every three weeks.

Attendance

Regular class attendance is required throughout the program.

If you will miss a class for any reason, notify the Program Coordinator and your instructor beforehand via Canvas. You are responsible for any materials covered in class during your absence, and except in the specific cases listed below, credit will not be granted for missed assessments.

Excessive absences will result in a notification letter, and finally a warning letter, sent to you and your home school, based on the following:

<table>
<thead>
<tr>
<th>% of course hours missed</th>
<th>Number of CIEE classes</th>
<th>Minimum penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>One to Three 90-min. classes; or One 180-min. class</td>
<td>No penalty</td>
</tr>
<tr>
<td>10% - 20%</td>
<td>Four 90-min. classes</td>
<td>Written notification* to the student, followed by a warning letter to the student and home school; 3% reduction in the final grade</td>
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<tr>
<td></td>
<td>Five 90-min. classes</td>
<td></td>
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<tr>
<td></td>
<td>Two 180-min classes</td>
<td></td>
</tr>
<tr>
<td>More than 20%</td>
<td>Six 90-min. classes; or Three 180-min. classes</td>
<td>Automatic course failure, and possible expulsion with notification to the home school</td>
</tr>
</tbody>
</table>

* The notification letters are intended to ensure that you are well advised in advance of any potential for failure or dismissal, so that you can take steps to avoid this.

As the table shows, missing more than 20% of any class (e.g., due to undocumented illness, travel delays, flight cancellations, over-sleeping, etc.) results in automatic failure of the course.

If you miss an assessment in class due to an absence, you will be able to make it up in the following instances:

- You provide a relevant doctor's note from a local medical professional to your Program Coordinator within 24 hours of your absence (a scan or photograph sent via e-mail are acceptable)
- A CIEE staff member verifies that you were too ill to attend class.
- You provide evidence of a family emergency to your Program Coordinator.
- You have an approved absence related to the observance of a religious holiday from the Academic Director based on a request submitted before you arrived onsite.

Please note: Absences incurred due to documented illness, documented family emergency or the observance of a religious holiday approved before arrival onsite do not count towards the total of absences. Students may self-certify one absence due to illness without providing a doctor’s note as long as they notify the Program Coordinator within 24 hours of their absence by e-mail or a text message.

Other attendance-related policies
If you transfer from one CIEE class to another during the Add/Drop period, you will not be considered absent from the first session(s) of the new class provided you were marked present for the first session(s) of the original class.

If you are over 15 minutes late for a class, the instructor is required to mark you absent.

In case of class conflicts (irregularities in the class schedule, including field trips and make-up classes), always contact the Academic Department to decide the appropriate course of action.

Please remember to track your attendance on the Canvas Course Sites and report any errors in the record to the Academic Department within one week of the discrepancy date, as later claims may not be considered.

These attendance rules also apply to any required co-curricular excursion, activity, or event, and to for-credit internships.

CIEE staff does not manage absences at partner institutions providing direct enrolment classes (FAMU, ECES and FSV), but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1

Class: 1.1 Introduction to Gender and Leadership: Why?

This class will give an overview of the course material, explain why it is significant, discuss the assignments, and allow time for students to get to know each other.

Class: 1.2 A Brief History of Women in Leadership Roles: From Libuse to the Present, Part 1

This class will look at a brief history of women’s fight for equality in the Czech Lands and United States, starting with the Czech myths of Libuse and the Maidens’ War and finishing at World War II.

Required Readings:
Wolchik, 1996; pp. 525-531.

Week 2

Class: 2.1 A Brief History of Women in Leadership Roles: From Libuse to the Present, Part 2

(Guest speaker)

This seminar will continue where the previous class left off and discuss the reasons feminism has had problems attracting a following in the Czech Republic in the post-communist era. In addition, a guest speaker will talk about her experiences rising to a leadership role in the Czech Republic.

Required Readings:

Class: 2.2 A Brief History of Leadership Studies

This class will discuss the history of leadership studies, with particular importance placed on current views of leadership.

Required Readings:

Due: Topic for your group presentation

Week 3
The Gender Concept in America and the Czech Republic

These classes will take a close look at the concept of gender as it has been constructed in the United States and the Czech Republic. What experiences have helped to construct these concepts? What are the cultural messages being taught to children? We will also look at some artifacts projecting these cultural messages. Additionally, we will talk about gender role discrimination and its effects.

**Required Readings:**


**Due:** Journal entry 1-2

**Week 4**

**Class:** 4.1 The Glass Ceiling and Leaky Pipeline

This class will take an in depth look at the two most famous metaphors associated with the problem of the lack of women rising to leadership roles and think critically about the issue in global context.

**Required Readings:**


**Due:** Interview/Report

**Class:** 4.2 The Glass Ceiling and Leaky Pipeline (cont.)

This class will continue to take an in depth look at the two most famous metaphors associated with the problem of the lack of women rising to leadership roles.

**Required Audio:**

“Gender Balance on Corporate Boards: Europe is Cracking the Glass Ceiling,” 2015.

**Week 5**

**Class:** 5.1 The “Double Bind”, Glass Cliff, and Sexual Harassment

This class will take an in depth look at the difficulties that can arise once women take on leadership roles.

**Required Readings:**


**Class:** 5.2 The “Double Bind”, Glass Cliff, and Sexual Harassment

We will continue to examine that very common “double bind” and identify strategies to deal with it.

**Required Readings:**


**Due:** Journal entry 3-4

**Week 6**

**Class:** 6.1 Balancing Leadership and Household Responsibilities

This seminar will focus on the difficulties women (and men) face when combining leadership roles with taking care of the family. We will develop negotiation skills necessary to master to become effective leaders. We will also review for the midterm exam.

**Required Readings:**
Eagly & Carli, 2007; 49-66.

Class:  6.2  Midterm Exam Period

**Midterm Exam**

Week 7

Class:  7.1  Gender and the Media

This seminar will discuss the media’s portrayal of women and how that portrayal influences women and men. Advertisements used in the Czech Republic will be incorporated.

**Required Readings:**


Class:  7.2  Current Strategies and Tactics
to Increasing the Number of Women in Leadership Roles (Guest Speaker)

This class will take a look at what the Czech Republic has done to assist women and what women can do for themselves in their pursuit of leadership roles. Also, a guest speaker will talk about her personal experience with one of the discussed strategies: mentoring women.

**Required Readings:**

Stuckey, 2015.

**Due: Journal Entry 5-6**

Week 8

Class:  8.1  Leadership Theory

This class will begin discussing three leadership approaches: the trait approach, situational approach, and transformational leadership.

**Required Readings:**


**Due: Journal entries 4-6**

Class:  8.2  Leadership Theory

This class will continue to discuss three leadership approaches: the trait approach, situational approach, and transformational leadership.

**Required Readings:**


**Due: Group Presentations**

Week 9

Class:  9.0  Masculine vs. Feminine Leadership

(Class 9.1 and 9.2)

These classes will discuss whether or not women and men lead differently, paying particular attention to leadership traits, styles, and effectiveness. Interwoven into these sessions will be students reflecting on their personal leadership style. We will focus on emotional intelligence as an imperative for leadership and how to use it to our advantage to manage teams

**Required Readings:**

Due: Group Presentations

Week 10
Class: 10.0 Gender and Politics (guest speaker)

(Class 10.1 and 10.2)

These classes will look at the leadership styles and experiences of several female politicians, such as Hillary Clinton, Margaret Thatcher, and Angela Merkel. In addition, we will talk about the role gender plays in elections and the barriers women still face in politics. Also, a guest speaker will talk about her experiences in Czech politics.

Required Readings:

Due: Journal Entry 7-8

Week 11
Class: 11.0 Are Women Uniquely Qualified to be Modern Leaders?

(Class 11.1 and 11.2)

These classes will discuss the research regarding women as leaders and their effectiveness and what leadership characteristics are important for success in in the contemporary workplace. In addition, students will practice empowering techniques to become empowered leaders and take action.

Required Readings:
1. Young, 2016

Week 12
Class: 12.0 How Women Do Become Leaders (guest speaker)

(Class 12.1 and 12.2)

These classes will focus on how some women have been able to navigate the difficulties of becoming a leader. A guest speaker will talk about how she was able to succeed in moving up the ladder in a masculine-oriented organization.

Required Readings:

Due: Journal Entries 9-10

Week 13
Class: 13.1 Review

Students will review what has been discussed in the course so far.

Class: 13.2 Final Exam Week

In-class final exam.

Course Materials
Readings


• Tisdell, Elizabeth J. "Feminist Pedagogies." Women as Learners: The Significance of Gender in Adult Learning, 2000, pp. 155-184.


Media Resources

Films


