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

Instructor

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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, 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 interviews with people of interest. 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. In addition, we will benefit from the powerful stories generated via Ted-Talks both in class and in homework assignments.

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. We will also explore women’s leadership in a global context. 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. This will be reinforced in reading of Sheryl Sandberg’s book, Lean In: Women, Work, and The Will to Lead.

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, diminished self-confidence and self-esteem, 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.

This semester we will have an opportunity to partner with a University of Maryland alumnus who serves as Deputy Director of DASH, the District’s largest shelter for women who are victims of violence. Working with Suzanne Marcus, we will have an opportunity to learn of leadership, resiliency, courage, wisdom, and power as it is expressed in the residents and staff of DASH. This partnership will complement the work we are doing to investigate some of the issues raised in our text Half the Sky.

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 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 instructor 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.
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

Course Learning Objectives:

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.
- To analyze women’s leadership including in global, domestic, and college-based settings.

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 ............ 15%
- Weekly Journals ................. 30%
- Autobiography ..................... 10%
- Book Analysis ...................... 15%
- Global Issues Presentation .... 10%
- Out of Class Projects .......... 5%
- Extended Project .................. 5%

Final grades will be assigned using the following scheme: A+ (98-100), A (94-97), A- (90-93), B+ (87-89), B (82-86), B- (80-82), C+ (77-79), C (72-76), and C- (70-72).

**Attendance**

It is expected that students will be present at all class sessions. Attendance is mandatory. Should the university be closed for inclement weather, class will be cancelled.

**Class Participation**

The instructor 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 instructor 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 areas of leadership, 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. If submitting the journal in hard-copy, please bring it to class. If you are e-mailing your journals to the instructor, please e-mail it to Marsha at mguenzle@umd.edu by 2:00 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
- Your strengths you affirm
- Ways you practice the behaviors described as leadership
- 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 11th.**

**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. Some of these books were selected by students in the past semesters. 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 theories/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 March 25th (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 February 18th journal.

Global Issues Presentation

Students will be reading the text, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. This book, by Nicholas Kristof and Sheryl WuDunn, explores the lives of women and as the flyleaf suggestions, the authors send forth “a passionate call to arms against our era’s most pervasive human rights violation: the oppression of women and girls in the developing world.” This book explores several global crises that affect women, particularly in developing countries. The class will be divided into groups and will be asked to explore the leadership lessons and methods of addressing the pervasive problems associated with each of the crises. Those groups will include those exploring:

- Sex trafficking and sexual slavery (chapters 1-3) (Supersize group)
- Rule by Rape and Rape as a Weapon of War (Chapters 4-5) (Supersize group)
- Maternal Mortality (Chapters 6-8) (Supersize group)
- Is Islam Misogynistic (chapter 9)
- Investing in Education (chapter 10)
- Microcredit and Financial Oppression (chapter 11)
- The Axis of Equality (chapter 12)
- The Grassroots v. Treetops (chapter 13)

Each group will prepare a 15 minute presentation for the class and will present this on April 22nd and April 29th.

Out of Class Project Reviews

On two occasions class members will be asked to participate in an out of class experiences.

Assignment One: You must undertake this assignment with at least one other individual from this class 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 engage in a discussion and reflection with the other participants and then individually each person will submit a paper that includes a 2 page summary of the experience and lessons learned about women’s leadership through this experience in their journal. This review is due on March 4.
Assignment Two: On March 11 we will visit the District Alliance for Safe Housing where we will have an opportunity to interface with residents and staff of this non-profit organization that serves women who are victims of violence. We will take time to reflect on our visit and you are asked to write a 2-4 page summary of your experience and lessons learned about DASH and women’s leadership. **DASH assignment is due April 1.**

**Extended Assignment**
Using the text, *Lean In: Women Work and the Will to Lead* by Sheryl Sandberg, students will be invited to work with a partner in the class to create a brief presentation/intervention that they might use with their friends, student group, mentees, and/or peers that would help them to understand how they might “lean in” to their lives and into their anticipated workplace. Creativity is welcomed and digital and new media is also very appropriate for this assignment. We will have an opportunity to hear of these presentations/interventions during our class time and you will be invited to evaluate the implementation of this strategy with its intended audience members.

**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 instructor 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 Conduct 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 instructors 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 Lean In: Women, Work, and The Will to Lead by Sheryl Sandberg and Half the Sky: Turning Oppression into Opportunity for Women Worldwide by Nicholas Kristof and Sheryl WuDunn and Strengths Quest: Discover and Develop Your Strengths in Academic, Career, and Beyond by Donal O. Clifton, Edward Anerson, and Laurie Schriener (Please make sure you have a new copy of this book as it includes a code for taking a test that can only be used once.) These books are available at the University Book Center under our course listing. I will also provide you with readings that will be available online for this course. Students are expected to complete all readings in advance of sessions in which they are listed. You should be prepared to provide a short 1-2 minute review/insight from readings when prompted in class.

TED Talks
In light of our commitment to women’s stories, we will use a variety of TED Talks as either homework viewing and/or during the class time. TED is designed to expose us to “ideas worth spreading.” It is intended to help us think about technology, entertainment, and design. In many respects it has become a way of unleashing great stories through short film pieces and presentations. In each of the listings for the course you will note that they are in “Italics.” You may locate the talk by going to www.ted.com/talks/the name of the speaker_the name of the presentation with underlines between each word.html

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 28, 2014**
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 – Chimamanda Ngozi Adichie: The Danger of a Single Story
  - Group Work and Group Dynamics
  - Partnership with DASH

**February 4, 2014**
Putting Leadership in Context

- Analysis of Leadership Theories including the Social Change Model
- Discussion of Your Definition of Leadership – The Metaphors

Assignment Due:

- Journal: What is leadership? Define leadership using a metaphor of your choice.
- Complete your Leadership Profile Instrument

Readings:

- Kouzes and Posner – Excerpt from The Student Leadership Practices Inventory, Facilitators Guide


- StrengthsQuest p. 1-17

- Sandberg Introduction and Chapter One – p. 3-26

- *TED Talk: Sheryl Sandberg – Why We have Too Few Women Leaders*
February 11, 2014
Social and Historical Context and Formative Influences
• Women’s Development (Belenky and Gilligan and others)
• Crafting your Personal Mission Statement - Authenticity
• Politics, History, and Feminism – Suzanne Marcus
• Telling your Stories: Biographies Revealed

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?
- Autobiography Paper Due Today
- Autobiography Presentation Today

Readings:

- StrengthsQuest page 21-70
- TED Talk: Courtney Martin: This Isn’t her Mother’s Feminism

Readings: (Small Group Presentations on Reading During Class)


February 18, 2014

Social Justice and Activism
• Race, Gender, Sexual Orientation, Age
• Social Change
• Politics
• Collaboration/Alliances
• StrengthsQuest Revealed
• Distribute Readings to Small Groups for Report in Next Class

Assignments Due:
- Identify Book of Choosing for Instructors
- Journal: This week you took the StrengthsFinder, do you feel the results inventory accurately reflects you as a person? leader? Which strengths/behaviors resonate with you the most? The least?

Readings:
• StrengthsQuest 73-137
• Sandberg page 27-52
• Ted Talk – Shabana Basij-Rasikh: Afghan Girls
February 25, 2014
Social Justice and Activism
- Environmental, Legal, and Social Issues
- Violence
- Alliance
- Discussion of Activism with Guest Speakers
- Activism Small Group Reports Delivered in this Class
- Introduction of Power

Assignments Due:
- Prepare and present the Activism Small Group Report
- Journal – Include in your journal a brief analysis of your roles as advocate, activist, and leader of causes. What are the issues/causes that stir your passion? Give an example of a person you know and/or an historical character that you admire because they followed their passion and/or pursued a cause.

Readings:
- Sandberg, p. 52-63

Each group will read one of the following and do a presentation in this class
- 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 4, 2014
Outcomes of Leadership Efforts

- Different Settings for Leadership
- The Campus Setting for Leadership
- Panel of Presenters (Military, Sports, Business, Non-Profit, Faith and Spirituality, Government, Grass Roots, Education)
- Culture – How media and culture and art affect our definition of women

Assignments Due:
- Determine (in consultation with the instructors) a person to interview during the week of April 8th, a person of interest because of their passion, career interest, lifestyle, or life story. The April 22nd Journal should report on this interview. Edit your resume to share at your interview.
- Journal: Prepare a reflection on your participation in a “women’s centered” event, service project or experience.
- Sandberg, p. 64-91
- Read StrengthsQuest pages 141-215
- TED Talk – Angela Patton: A Father Daughter Dance – In Prison
- Don’t forget to get your “Book of Choosing” read
- Don’t forget to start reading and plan for presentation for “Half the Sky”
- Resume due in Class for Review by Marsha

March 11, 2014

Trip to District Alliance for Safe Housing with Suzanne Marcus

We will be traveling to the DASH offices and residences for class on this day in Washington D.C. While there we will have a chance to meet with residents and staff of this - the largest shelter for women who are victims of violence in Washington D.C. We will explore leadership, courage, resiliency, wisdom, power, and other constructs with these wise sages. In anticipation of this visit, please visit the DASH web site at www.DASH.org.

Readings:
- StrengthsQuest pages 219-277
- Sandberg, p. 92-120
- TED Talk – Leymah Gbowee: Unlock the Intelligence, Passion, and Greatness of Girls

Assignments Due:
- Journal: Using the exercises in StrengthsQuest p. 281-287, talk about your aspirations for career, your values, your past engagement with mentors, and your long term dreams. You may reflect on particular exercises in this section.
March 18, 2014

No Class today because of Spring Break

March 25, 2014

Reading the Stories and Making Sense of People’s Lives

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.” 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 theories/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?

- During the course of the class, students will be invited to present a brief presentation on their findings. They are asked to submit a short book citation and brief paragraph describing the book which will be compiled for the class.
- During the class we will have the first half of our “extended project” presentations as well.

Assignment:

• Book Paper Due Today
• Don’t forget to read Half the Sky and prepare for your Group Presentation
• TED Talk – Candy Chang: Before I Die I Want to…. 
April 1, 2014

Dynamics of Leadership: Skills and Strategies
- Communication including Gender Communication
- True Colors
- Being Change Agents and using your Strengths

Assignments Due:
- Journal: Prepare a reflection on your visit to DASH. How did your visit impact your perceptions of leadership, resiliency, courage, power, authenticity, and community?

Readings:
- Sheryl Sandberg, p. 121-158
- TED Talks – Liza Donnelly: *Drawing on Humor for Change*

April 8, 2014

Making Sense of Your Own Journey
- Sharing Your Resume/Portfolio and Story
- Week of Interviews
- Practice Reflection and Discernment

- WE WILL NOT HAVE CLASS ON APRIL 8th. Use the week to find at least 2 hours to practice reflection and quiet contemplation and discernment. What did you learn from this time? What might you share in your journal of how you reacted to this and what lessons you learned from your own head and heart? What tools and/or vehicles did you use to help capture this (e.g. journal, prayer, labyrinth, long run, yoga).

- You will not have class today so you can conduct your interview and determine the best way to practice reflection.
April 15, 2014
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
- Second set of presentations on extended projects

Assignments Due:
- Journal: Report on Interview of Person of Interest

Readings:

- 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.)

- Sax, Linda J. (September 28, 2007). College Women Still Face Many Obstacles in Reaching Their Full Potential. The Chronicle of Higher Education. p. 46-47. (This will be provided to you as a separate handout.)

- Sax, Linda J. (September 26, 2008). Her College Experience is not His. The Chronicle of Higher Education. P. A32-A33

- TED Talk – Megan Kamerick: Women Should Represent Women in the Media
April 22, 2014

Costs of Leadership – Part One of Global Women’s Leadership Presentation
- Challenges, obstacles, pains
- Confrontation – Competition – Conflict
- What about “Mean Girls?”
- Balance – Having it all
- First Global Women’s Leadership Presentations

Assignments Due:
- Journal Part One: 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? What have been the costs of your leadership?

Readings:
- Sandberg, p. 159-172
- Anne-Marie Slaughter (July/August 2012). Why Women Still Can’t Have it All. The Atlantic
- TED Talk: Eve Ensler: Embrace your Inner Girl

April 29, 2014

Global Women’s Leadership
- Presentations on Global Leadership
- Women’s Rights and Human Rights
- TED Talk – Sheryl Wu Dunn: Our Century’s Greatest Injustice

Assignments Due:
Journal: Talk about your perceptions of the topics you are presenting for class today(or you presented last week). What did you learn as you worked with your group on this topic? What did you learn about the topic that you did not know before? What might you DO as a result of what you have learned?
Presentation in class: The class will be divided into groups and will be asked to explore the leadership lessons and methods of addressing the pervasive problems associated with each of the crises. Each group will prepare a 15 minute presentation for the class. Those groups will include those exploring:

- Sex trafficking and sexual slavery (chapters 1-3) (Supersize group)
- Rule by Rape and Rape as a Weapon of War (Chapters 4-5) (Supersize group)
- Maternal Mortality (Chapters 6-8) (Supersize group)
- Is Islam Misogynistic (chapter 9)
- Investing in Education (chapter 10)
- Microcredit and Financial Oppression (chapter 11)
- The Axis of Equality (chapter 12)
- The Grassroots v. Treetops (chapter 13)

May 6, 2014
Accomplishments of Women
- Will there Ever be a Woman in the White House?
- How do we make final sense about “Leaning In”…now and in our future lives
- Social Change
- Complete your Final Exam Embracing Change
- What is your Future and the Future of your Leadership?
- TED Talk – Caroline Casey: Looking Past Limits

Assignment Due:
Journal: Please reflect on your life 10 years from now. How will you be engaged in leadership? Don’t forget the transformative three points from last week’s reading.

- Readings:
May 13, 2014

- Finding Closure in the Semester
- Questions Drawn from Zainab Salbi to help us think about life
- Final Exam

Assignment Due:
- Complete your Final Exam

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


Gilligan, Carol. *In a Different Voice: Psychological Theory and Women’s Development* (Cambridge, Massachusetts: Harvard University Press, 1982).


Kolb, Judith, A. “The Effect of Gender Role, Attitude Toward Leadership, and Self-Confidence on Leader Emergence: Implications for Leadership Development,” 4
Kolb, Williams & Frohlinger. *Her Place at the Table: a Woman’s Guide to Negotiating Five Key Challenges to Leadership Success.*


