

EDCP 418G Section 0101
Special Topics in Leadership: Women's Leadership
Spring 2011
Tuesday, 2:00 – 5:00 p.m.
1222 LeFrak Hall

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. 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.

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.

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 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, 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.

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%
Periodic Journals	30%

Autobiography		20%
Book Analysis	10%	
Global Issues Presentation		10%
Out of Class Projects		5%

Attendance

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

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 journals throughout the semester. The goal of the journals are to provide a means for the instructors to personally communicate with regularly. 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 the past two weeks – 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. 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 **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 15th.

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 instructor 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 3rd (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 22nd journal.

The Book paper will be due on May 3rd.

Global Issues Presentation

This year students will be reading the new 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 19, 2011.

Out of Class Project Reviews

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

The first of these reviews is due on March 15 and the second on April 26.

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 instructor 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 instructor 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

Half the Sky: Turning Oppression into Opportunity for Women Worldwide
By Nicholas Kristof and Sheryl WuDunn.

Through the Labyrinth

By Alice H. Eagly & Linda L. Carli

StrengthsFinder 2.0

By Tom Rath

These books are available at the University Book Center under our course listing or at Amazon.com. 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 25, 2011

Putting the Class in Context

- Review of course syllabus
- Review of goals of the course
- Introduction of the texts and readings

Icebreaker

- Sign Up for Future Icebreakers/Teambuilders and Story Seat

Story Seat - Darian

Discuss StrengthsFinder Assignment

Distribute Learning Outcomes Pre-Test

February 1, 2011

Icebreaker/Teambuilder

Putting Leadership in Context – Guest Speaker

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

Story Seat - Laura

Assignment Due:

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

Submit your StrengthsFinder Top 5 Strengths.

Readings:

- Komvies, S, Lucas, N, & McMahon, T. (2007). *Exploring Leadership: For College students who want to make a difference.* (2nd Ed.). San Francisco: John Wiley & Sons, Inc. (Page 73-114)
- Chapter 1 & 2 of Through the Labyrinth
- StrengthsFinder 2.0

February 8, 2011

Icebreaker/Teambuilder

Social and Historical Context – Guest Speaker: Anne Turkos, University Archivist

- Women’s Development (Belenky and Gilligan and others)
- Crafting your Personal Mission Statement
- Politics, History, and Feminism
- Introduction of Power
- Legal and Social Issues
- Culture – How media and culture and art affect our definition of women

Small Group Reading Presentations

View [Iron Jawed Angel](#) (time permitting)

Readings: (Small Group Presentations on Reading During Class)

- 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) **GROUP ONE**
- 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) **GROUP TWO**
- 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) **GROUP THREE**
- 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) **GROUP FOUR**
- Chapter 3 of [Through the Labyrinth](#) **GROUP FIVE**

February 15, 2011

Icebreaker/Teambuilder

Formative Influences

- Family, Mentors, Role Models
- Authenticity
- Roadblocks

Autobiography Presentations

StrengthsFinder Presentation

Assignments Due:

- Autobiography Paper is due Today
- Autobiography Presentations are Today

Readings:

- Stephens, J. (2003). *The Rhetoric of Women’s Leadership: Language, memory and imagination*. *Journal of Leadership and Organizational Studies* (9) 3. p. 45-60.
- Chapter 4 of [Through the Labyrinth](#)

February 22, 2011

Icebreaker/Teambuilder

Social Justice and Activism, Guest Speaker: Debra Weintsein

- Race, Gender, Sexual Orientation, Age
- Social Change
- Politics
- Collaboration/ Alliances
- Distribute Readings to Small Groups for Report in Next Class

Assignments Due:

- Identify Book of Choosing for Instructor
- Journal: How will you capitalize on your 5 signature strengths in your personal, academic and professional lives?
- Resume Due in Class

Readings:

- Readings from Dr. Komives
- Chapters 5-7 of Through the Labyrinth

March 1, 2011

Icebreaker/Teambuilder

Social Justice and Activism, Guest Speaker: Suzanne Marcus, DASH

- 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 articles for discussion

Readings:

Each group will read one of the following

- Labaton, V. & Martin, D.L. (2004). *The fire this time: Young activists and the New Feminism*. New York: Random House, Inc.
- 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 8, 2011

Icebreaker/Teambuilder

Making Sense of Your Own Journey, Guest Speaker: Maurissa Stone

- Sharing Your Resume/Portfolio

Story Seat

Assignments Due:

- Determine (in consultation with the instructor) a person to interview during the week of March 8th, a person of interest because of their passion, career interest, lifestyle, or life story. The March 29th Journal should report on this interview. Edit your resume to share at your interview.
- Journal: 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).

March 15, 2011

Icebreaker/Teambuilder

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)

Story Seat

Assignments Due:

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

Readings:

- Chapters 8 & 9 of Through the Labyrinth

March 29, 2011

Icebreaker/Teambuilder

Outcomes of Leadership Effort - On Campus

- Discussion of the Chronicle of Higher Education Article on Women in Higher Education
- The context for your leadership on Campus

Panel of Women Campus Student Leaders

Story Seat

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.) ***This is not in your reader - it will be passed out in class.***
- 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.) ***This is not in your reader – it will be passed out in class.***

- Sax, Linda J. (September 26, 2008). Her College Experience is not His. *The Chronicle of Higher Education*. P. A32-A33. ***This is not in your reader – it will be passed out in class.***

April 5, 2011

Icebreaker/Teambuilder

Dynamics of Leadership: Skills and Strategies, Guest Speaker: Dr. Marsha Guenzler-Stevens

- Communication
- True Colors
- Being Change Agents

Guest Lecturer: Dr. Marsha Guenzler-Stevens

Story Seat

Assignments Due:

Readings:

- Tannen, Deborah. *You Just Don't Understand: Women and Men in Conversation* (New York: Ballantine Books, 1990). P. 23-48
- Senior Year Transitions Article

April 12, 2011

Icebreaker/Teambuilder

Costs of Leadership, Guest Speaker: Cynthia Tucker

- Challenges, obstacles, pains
- Confrontation – Competition – Conflict
- What about “Mean Girls?”
- Balance – Having it all

Story Seat

Assignments Due:

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? What have been the costs of your leadership?

Readings:

- Wilson, Chapter 6 and 7
- Chapter 10 of Through the Labyrinth
- Hewlett, S. (2002, April). Executive Women and the Myth of having it All. *Harvard Business Review*. (80) 4
- Time article on Marriage – provided in your reading packet

April 19, 2011

Icebreaker/Teambuilder

Global Women's Leadership

- Presentations on Global Leadership

- Women's Rights and Human Rights
- Global Issues Presentations
Story Seat

Assignments Due:

Journal: Talk about your perceptions of the topics you are presenting for class today. 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)

Readings:

- Wilson, Chapter 8 and 9
- Complete your reading of Half the Sky

April 26, 2011

Icebreaker/Teambuilder

Accomplishments of Women

- Will there Ever be a Woman in the White House?
- Finding Meaning in Marie Wilson's work with The White House Project

Story Seat

Assignment Due:

- Journal: Prepare a reflection on your participation in a "women's centered" event, service project or experience.
- Journal: Choose one construct from Marie Wilson's book and argue either why you believe women will eventually be elected President of the United States of America and/or why you believe a woman will not be elected President of the USA in your lifetime

Readings:

- Wilson - Afterward
- Coughlin, Linda, Wingard, Ellen, and Hollihan, Keith. *Enlightened Power: How Women are Transforming the Practice of Leadership* (San Francisco: Jossey-Bass, 2005). *(You will be asked to choose one of the readings in this set and prepare for your next week's journal three points from this article about what you learned about transformation of the author and three points that have transformative power for you. Report on this in your next*

- *journal. Be prepared to share these ideas in class this week).*
Chapter 11 of Through the Labyrinth

May 3, 2011

Icebreaker/Teambuilder

Accomplishments of Women

- Social Change
- A series of questions about life drawn from Marsha's book about strong women (Thank you, Zainab Salbi)

Book Presentations

Assignment Due:

- Book Paper Due. 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.

May 10, 2011

**Today's class will meet in our classroom first & then go to the Labyrinth at Memorial Chapel

The Future for Women Leaders

- Reflection and Renewal
- Self-Esteem and Women
- Who are your Inheritors
- Embracing Change
- What is your Future?
- What is Leadership?
- Finding Closure in the Semester
- What do I do with this Leadership

Assignments 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:

- Hewlett, S.A. & Buck Luce, C. (2005, March). Off Ramps and On Ramps: Keeping Talented Women on the Road to Success. *Harvard Business Review*. p. 2-12.

Potential Books for the "Book of Your Choosing" Assignment

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

Barsh, Cranston, & Lewis. *How Remarkable Women Lead: The Breakthrough Model for Work and Life*.

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).

Bornstein, David. *How to Change the World: Social Entrepreneurs and the Power of New Ideas* (2007).

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).
- Diamant, Anita. *The Red Tent*.
- Ehrenreich, Barbara. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. (New York: Metropolitan Books, 2002).
- Ehrenreich, Barbara. *Nickle and Dimed: On (Not) Getting By in America*. (New York: Metropolitan Books, 2005).
- 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
- Hosseini, Khaled. *One Thousand Splendid Suns*. (2007)
- 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).
- Kolb, Williams & Frohlinger. *Her Place at the Table: A Woman's Guide to Negotiating Five Key Challenges to Leadership Success*.
- Lippman-Blumen, Jean. "Connective Leadership: Female Leadership Styles in the 21st Century Workplace," 35 *Sociology Perspectives* 183 (1992).
- Monk Kidd, Sue. *The Secret Life of Bees*. (New York: Penquin Publishing, 2003).
- Mortenson, Greg and Hosseini, Khaled. *Stones for Schools* (2010).
- Mortenson, Greg. *Three Cups of Tea* (2007).
- Rhode, Deborah. *The Difference "Difference" Makes: Women and Leadership* (Stanford, California: Stanford University Press, 2003).
- Schiff, Karenna Gore. *Lighting the Way: Nine Women Who Changed Modern America*. (Miramax Books,).
- See, Lisa. *Snow Flower and the Secret Fan*.
- 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).
- Yan, Ma. *The Diary of Yan Ma: The Struggles and Hopes of a Chines Schoolgirl*.