WST3371: Women/Leadership in the Global Environment
Syllabus

About Your Instructor

Dr. Anita Anantharam

I am a tenured Professor in the Center for Gender, Sexualities, and Women's Studies Research. I have worked in Higher Education for the past fifteen years and my research interests are in the fields of gender studies, international politics (particularly emerging markets), and social movements. My MBA training highlights my commitment to women and business, leadership, and executive education. I have won awards for my teaching and research from USAID-MEAS, J. William Fulbright, and the U.S. Department of Education. I hold a BA from Columbia University, a PhD from the University of California, Berkeley and an MBA from the Hough Graduate School of Business, University of Florida.

When I am not teaching or doing research, I am involved in community initiatives to grow community, wealth, and wellness for college women.

Contact Information

Use Canvas mail and/or email ONLY for personal questions related to the course content or of a personal nature, such as grades, special circumstances, and needed accommodations. For technical issues, please see the "Getting Help" section below.

Expect a response within 24 hours not including weekends and holidays. All online correspondence must originate from your ufl.edu account, have your full name in the message body, and contain your course and section number in the subject line.

Instructor: Anita Anantharam

- **Office Hours:** Virtual office hours are held online via [Zoom ConferencesLinks to an external site.](#) by scheduled appointment.
- **Messaging:** Use the [Canvas mail toolLinks to an external site.](#).
- **Email:** aanita@ufl.edu

Teaching Assistant: Jess Trochez (she/they)

- **Office Hours:** Virtual office hours are held online via [Zoom ConferencesLinks to an external site.](#) by scheduled appointment. :)
- **Messaging:** Use the [Canvas mail toolLinks to an external site.](#).
- **Email:** j.trollchez@ufl.edu

GETTING HELP

If you encounter a technical issue, please contact [UF Computing Help DeskLinks to an external site.](#), or utilize the one of the following self-help resources:

- [Video: Canvas Student OverviewLinks to an external site.](#) [7:04]
- [Which Browsers Does Canvas Support?Links to an external site.](#)
- [How Can I Use Canvas on My Mobile Device?](#)
- [Canvas Student Guide](#)
- [Canvas Video GuideLinks to an external site.](#)
- [Mediasite Viewing RequirementsLinks to an external site.](#) - technical requirements for watching lecture videos.
- [Zoom Conferences Student Step-by-Step GuidesLinks to an external site.](#)

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST message your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Learning Objectives

Students who successfully complete this course will be able to:

- Analyze and use key terms and concepts in leadership theory.
- Gain awareness of the value of strong leadership in knowledge-based economies.
- Connect knowledge about leadership theory to different workplace contexts, industries, and nationalities.
- Analyze how gender facilitates/disrupts opportunities for leadership across cultures/ethnic groups.
- Use leadership theory and analysis of gender and cultural differences to articulate key areas for professional development.

Course Description

This course examines key leadership concepts in general, and women in particular. The course is not set up to teach you how to be a leader (or be a better leader), per se, but it will operate with the assumption that if you know how successful women and men have navigated power and authority, applied knowledge and core competencies, and balanced life and work, you will be better able to direct your own academic endeavors and professional development.

We will explore leadership theory in general, examine the extent to which leadership, as it is currently researched/theorized is framed for American audiences, and consider whether or not these metrics are useful for understanding leadership in diverse populations and across national borders.

Why should you care about women and leadership? According to Barbara Kellerman, Director of the Public Leadership Center at Harvard's Kennedy School of Government, "of the 196 countries in the world only 21 are led by women; similarly women hold only approximately 20 percent of parliamentary seats. Further, in the US they head only about 4.6 percent of Fortune 500 companies, hold only about 17 percent of board seats, and constitute only about 19 percent of elected congressional officials. For women of color the gap is worse. They hold only 3 percent of board seats, and 5 percent of congressional seats. Along similar lines, women make up only about 15% of equity partners in law firms, and only about 16% of medical school deans."

While no one is denying that women are much better off today than of decades past, at all education levels and market sectors, women today continue to earn only 75% of

what their male counterparts earn (White House report on the Status of Women). While there is much work to be done to rectify this imbalance, these are also exciting times to make a difference. In fact, strong leadership in our global environment can be one of the most valued skills you can have. This is one of the goals of the course — to make you aware of the value of strong leadership in knowledge-based economies. This course should be of interest to students in business, organizational behavior, psychology, sociology/law, and women's and gender studies. In so far as it is increasingly difficult to separate the US economy from its global implications, we will evaluate leadership issues from a US perspective and in a transnational framework, i.e. the extent to which the values/culture of leadership cut across national boundaries. Leadership theory will be explained and situated through global and intercultural conditions and interdependencies.

This course is divided in two parts:

1. Modules 1-5 will focus on leadership strategies in a historical framework.
   o These readings will focus on early articulations of gender and the public sphere and consider whether or not those terms are still relevant today.
   o They will introduce key terms in leadership theory

2. Modules 7-10 will focus on leadership dilemmas in various industries (locally and globally).
   o The readings in these modules will help us connect knowledge about leadership theory to different workplace contexts
   o They will help us theorize how gender and other dimensions of diversity facilitate/disrupt opportunities for leadership
   o These readings will help us gain an awareness of the value of strong leadership in knowledge-based economies

Course Structure

This course is fully online and it does not have specific meeting times. However, this course is not self-paced which means that students must follow specified deadlines throughout the course. Thus, students must complete all module tasks and assignments by their due dates.

The course is based in Canvas. Instructions for using Canvas and the programs that will be accessed for this course are available upon logging into the course Canvas site. Students may log in to CANVAS using their GatorLink username and password.

This course is organized into a number of modules. For each module, the required activities include reading assigned chapters and articles, viewing online course content, completing quizzes, and completing additional assignments and activities. This variety of required activities is designed to introduce students to theory and research in each topic domain, to encourage students to think critically and in an integrative way about this information, and to help students connect this knowledge with real-life experiences.

The course is structured for students to experience a combination of individual and group learning. Many of the class activities will have a component that must be completed individually as well as a component that must be completed in a group format. Students will be assigned to small groups. Small groups will engage in interactive discussions and work together throughout the semester.

Class Materials and Requirements

Course Pack
There is a required digital coursepack for this class which you can purchase from the publisher or from the UF bookstore. Cost: $50

Articles
The articles (mostly from *Harvard Business Review*) are required reading and listed in each module.

UF offers free online subscriptions to *The New York Times* and *The Wall Street Journal*, so you will be able to access those readings as well as long as you have [activated your accountsLinks to an external site.](#).

Computer and Internet
This course is fully online and therefore requires a computer and high speed internet access, and access to e-Learning. Students are responsible for maintaining access to e-Learning. Please review the information on [system setup for use of e-LearningLinks to an external site.](#) and the [minimum UF computer requirementsLinks to an external site.](#).

Course Required Activities

Readings
Content assessed in Module Quizzes and to be integrated into Discussion Boards and Professional Development Activities:

- In most modules, students are responsible for readings from assigned book chapters, *Harvard Business Review* articles, and/or from a variety of online sources including *The Wall Street Journal*, *Forbes*, *The New York Times*, etc. and are all available in the e-Learning Course Reserves.

Online Course Content

Content covered in Module Quizzes and to be integrated into Discussion Boards and Professional Development Activities (Professional Development Activity):

- Each module includes online course content such as lectures, videos, or other online activities. Students are responsible for viewing and completing this entire online course content.

Module Quizzes

Total Points = 130

- There is a syllabus quiz (10 points) and 3 Module Quizzes (M 2, M4, M8 - 40 points each)
    - Module Quizzes cover all assigned readings for the module (i.e., online articles) as well as the Online Course Content.
    - Each quiz will be available during the specific dates and times. Once a quiz is started within this time frame, it must be completed within the time allocated for the quiz. This means that students cannot begin a quiz and come back to it later; once started, the quiz must be finished within the allocated minutes for that particular quiz. This also means that to submit a quiz prior to the 11:59pm due date, students must start the quiz early enough to meet the quiz deadline and in order to get the maximum allotted time.
    - Quiz grades will be available within 72 hours after each quiz closing date and time.

- There are NO MAKE-UP QUIZZES unless specifically allowed by university policies; see Attendance, Late Submissions, and Extensions section of the syllabus. Students may choose to drop one quiz to replace their lowest quiz grade. Thus, if a quiz is missed due to an illness, emergency, or technical problems, the zero grade on that quiz may be dropped.

Professional Development Activities

Total Points = 200 (2 Professional Development Activities x points each = 100 points):

- There are 2 Professional Development Activities throughout the course.

- Each 1/2 of the course will include an assignment that involves analyzing theoretical and scholarly concepts and communicating how these concepts translate into professional applications.
- Detailed instructions for how to complete and submit each assignment are provided in the assignment description in each module.
- Professional Development Activities should be completed individually.

- There are NO MAKE-UP Professional Development Activities unless specifically allowed by university policies; see Attendance, Late Submissions, and Extensions section of the syllabus.

Discussion Boards

Total Points = 220 (Introduce yourself discussion (20 points) + 8 Modules x 25 points [15 points for original post + 10 points for responses] = 220 points)

- For each module, students are required to participate in a discussion board within their small group, by submitting:
  - At least one original substantive post due by 11:59pm on the due date.
  - At least one response to posts made by other students due by 11:59pm on the due date.
  - Original posts are due prior to response posts to ensure that original posts are available in a timely manner for other group members to respond to..

- Discussion board posts are graded using the Discussion Board Participation Guide and Grading Rubric (below). Students should follow this rubric to inform their participation in discussion boards.
  - Discussion board grades are released by the end of the week

- There are NO MAKE-UP Discussion Boards unless specifically allowed by university policies; see Attendance, Late Submissions, and Extensions section of the syllabus. This means that original or response posts submitted after their due dates and times earn 0 points.

Assignments

- Total points: 200
  - Module 1 (Professionalism/Career Pathways/Teamwork, 100 points) and Module 10 (Purpose Statement, 100 points)

Grading

Quizzes and assignments will be returned, graded with feedback within one week (7 days) after submission.

Grade Distribution

Assessment	Total Points	Percentage of Final Grade
Assignments	200 points	20%
Discussions	220 points	40%
Quizzes	130 points	20%
Professional Development Activities	200 points	20%

Grading Scale

A   94% – 100%

A- 90% – 93%

B+ 87% – 89%

B   83% – 86%

B- 80% – 82%

C+ 77% – 79%

C   73% – 76%

C- 70% – 72%

D+ 67% – 69%

D   63% – 66%

D- 60% – 62%

E   0 - 59%

Information about UF's current grading policies may be found at the UF Grades and Grading Policies websiteLinks to an external site..

Class Policies

Late Work and Make Ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at the UF Attendance Policies websiteLinks to an external site..

UF Policies

University Policy on Accommodating Students with Disabilities
Students with disabilities requesting accommodations should first register with the [Disability Resource CenterLinks to an external site.](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

The instructor should be notified of any special accommodations required by the student when they begin their course.

UF Counseling Services
Resources are available on campus for students having personal problems or lacking a clear career and academic goals which interfere with their academic performance. These resources include:

- [UF Counseling & Wellness CenterLinks to an external site.](#), 301 Peabody Hall, 352-392-1575, personal and career counseling
- [UF Student Health Care CenterLinks to an external site.](#)
    - Student Mental Health, 352-392-1171, personal counseling
    - Sexual Assault Recovery Services (SARS), 352-392-1161, sexual counseling
- [U Matter We CareLinks to an external site.](#)
- [UF Career Resource CenterLinks to an external site.](#), Reitz Union, 352-392-1601, career development assistance and counseling

University Policy on Academic Misconduct
UF students are bound by [The Honor PledgeLinks to an external site.](#) which states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."
The [Honor CodeLinks to an external site.](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

From [Regulations of the University of Florida, 4.041 Student Honor Code and Student Conduct Code: Scope and ViolationsLinks to an external site.](#):
Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student."

From [Regulations of the University of Florida, 6C1-4.047 Student Honor Code and Student Conduct Code: SanctionsLinks to an external site.](#):
For a violation or violations of the Honor Code, a student may receive any of the sanctions that can be imposed for Student Conduct Code violations, including but not limited to conduct probation, suspension and expulsion as well as any educational sanctions. In addition, students may receive the following:

1. Assignment grade penalty. The student is assigned a grade penalty on an assignment including but not limited to a zero.
2. Course grade penalty. The student is assigned a grade penalty in the entire course including but not limited to an 'E'."

Netiquette
It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security
Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always logout when you are finished using the system.

General Guidelines
When communicating online, you should always:

- Treat your instructor with respect, even in email or in any other online communication.
- Always use your instructors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms. Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you".
- Use standard fonts such as Times New Roman and use a 12 or 14 pt. font size.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :).
- Be cautious when using humor or sarcasm, as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensively.
- Be careful with personal information (both yours and others').
- Do not send confidential patient information via email.

Email Netiquette
When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send an email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click "reply all".
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.

Message Board Netiquette and Guidelines
When posting on the Discussion Board in your online course, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit them before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.

- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks
- Be open-minded

Disclaimer

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change.

Course Summary:

Date	Details
Wed Jul 5, 2023	Quiz [Course Overview Quiz](#)
Thu Jul 6, 2023	Discussion Topic [Module 2 Discussion](#)
	Discussion Topic [Module 3 Discussion](#)
Fri Jul 7, 2023	Discussion Topic [Introduce Yourself](#)
Thu Jul 13, 2023	Discussion Topic [Module 6 Discussion](#)
	Discussion Topic [Module 7 Discussion](#)
Sun Jul 16, 2023	Assignment [Module 1 Assignment: Personal and Professional Growth](#)

Date	Details
Mon Jul 17, 2023	Calendar Event [MEET DR. A - OPEN OFFICE HOURS](#)
Thu Jul 20, 2023	Discussion Topic [Module 8 Discussion](#)
	Discussion Topic [Module 9 Discussion](#)
Sun Jul 23, 2023	Quiz [Module 8 Quiz](#)
Thu Jul 20, 2023	Assignment [Professional Development Activity 1: Are You Skilled (Emotionally)?](#)
Sun Aug 6, 2023	Assignment [Module 10 Assignment: Personal Mission Statement](#)
Thu Aug 10, 2023	Assignment [Professional Development Activity 2: Mindfulness & Leadership](#)
Fri Aug 11, 2023	Assignment [Extra Credit](#)
	Assignment [WST3371: Assignment Template](#)
	Quiz [WST3371: Quiz Template](#)