

## SYLLABUS, COURSE REQUIREMENTS AND GRADING CRITERIA

### UNIVERSITY OF MARYLAND SCHOOL OF LAW SPRING SEMESTER 2003

**Professor Paula Monopoli**

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**Room: 309**

**Women and Leadership Seminar**

**Thursday 11:10-1:00**

#### **REQUIRED TEXTS:**

- 1) Karin Klenke, *Women and Leadership, A Contextual Perspective* (Springer 1996).
- 2) Kathleen Hall Jamieson, *Beyond the Double Bind, Women and Leadership* (Oxford University Press 1997).
- 3) Freeman, Bourque & Shelton, *Women on Power: Leadership Redefined* (Northeastern University Press 2001).
- 4) Sophocles, *Antigone* (Dover Thrift Editions) (Dover 1993).
- 5) Photocopied materials (available for purchase at Bookstore).

#### **RECOMMENDED TEXT:**

Fajans & Falk, *Scholarly Writing for Law Students*, (2d ed. West 2000).

#### **January 16: Leadership Theory and Gender**

- 1) W. Chan Kim and Renee A. Maulborgne, *Parables of Leadership*, HAR. BUS. REV., July-August 1992.
- 2) Daniel Goleman, *What Makes a Leader?*, HAR. BUS. REV., November-December 1998.
- 3) Klenke, Chapter 1 & 3.
- 4) Freeman, Introduction, 3-20.

#### **January 23: Leadership Theory and Gender**

- 1) Klenke, Chapters 4 and 6
- 2) Judy B. Rosener, *Ways Women Lead*, HAR. BUS. REV., November-December 1990.
- 3) The Radcliffe Public Policy Institute, *Suiting themselves: Women's Leadership Styles in Today's Workplace* (1999).
- 4) Gary N. Powell, *Gender & Work*, 224-31 (1999).
- 5) Freeman, Chapter 1, 27-53.

#### **January 30: Images of Women and Power in Literature**

- 1) Sophocles, *Antigone* (Dover Thrift Editions 1993).

**February 6: Law Practice**

- 1) ABA Commission on Women in the Profession, *A Current Glance at Women in the Law*
- 2) ABA Commission on Women in the Profession, Deborah L. Rhode, *The Unfinished Agenda* (American Bar Association 2001).
- 3) Kathleen E. Hull and Robert L. Nelson, *Gender Inequality in Law: Problems of Structure and Agency in Recent Studies of Gender in Anglo-American Legal Professions* 23 LAW & SOC. INQUIRY 681 (1998).
- 4) Jennifer L. Pierce, *Gender Trials, Emotional Lives in Contemporary Law Firms* 103-42 (1995).
- 5) Catalyst Press Release, 1/30/01, *Woman in Law: Making the Case*.
- 6) Karen Czapanskiy, *Women in the Legal Profession ...*, 2 VA. J. SOC. POL'Y & L. 13 (1994).

**February 13: Legal Education**

- 1) Herma Kay Hill, *The Future of Women Law Professors* 77 IOWA L. REV. 5 (1991).
- 2) Richard K. Neumann Jr., *Women in Legal Education: What the Statistics Show* 50 J. LEGAL EDUC. 313 (2000).
- 3) Dan Subotnik, *Bah, Humbug to the Bleak Story of Women Law Faculty: A Response to Professor Neumann* 51 J. LEGAL EDUC. 141 (2001).
- 4) Jana Singer, *Women in the Law School: It's Time For More Change*, 6 LAW & INEQ. 135 (1988) (with Karen Czapanskiy).
- 5) Taunya Banks, *Two Stories: Reflections of One Black Woman Law Professor*, 6 BERKELEY WOMEN'S L. J. 46 (1990-91).

**February 20: Glass Ceiling Issues**

- 1) Klenke, 171-175
- 2) Debra E. Meyerson and Joyce K. Fletcher, *A Modern Manifesto for Shattering the Glass Ceiling*, HAR. BUS. REV., January-February 2000.
- 3) Jamieson, Chapters 4, 5 and 6.
- 4) Freeman, Chapter 2, 61-78.

**February 27: Work/Family Balance Issues**

- 1) Jamieson, Chapter 3.
- 2) Klenke, 175-187.
- 3) Jana Singer, *Still Hostile After All These Years? Gender, Work & Family Revisited* 44 VILL. L. REV. 297 (1999).
- 4) Mary Anne Case, *Commentary: How High the Apple Pie? A Few Troubling Questions about Where, Why, and How the Burden of Care for Children Should Be Shifted* 76 CHI.-KENT L. REV. 1753 (2001).
- 5) Betsy Morris, *The New Trophy Husband*, Fortune (October 14, 2002).

**March 6: Community Activism**

- 1) Marilyn Gittell, et al., *Social Capital and Social Change Women's Community Activism*, 36 URB. AFF. REV. 123 (2000).

- 2) Klenke, 44-54
- 3) Freeman, Chapter 8, 236-258.

**Politics**

- 4) James Devitt, *Framing Gender on the Campaign Trail*
- 5) Freeman, Chapter 3, 84-107.
- 6) Jamieson, Chapter 2.

**March 13: Diversity Issues and Leadership**

- 1) APAWLI, *Leadership Challenges and Opportunities: An Asian American and Pacific Islander Woman's Lens*
- 2) Patricia Parker et al., *Gender, Culture, and Leadership: Toward a Culturally Distinct Model of African-American Women Executives' Leadership Strategies*
- 3) Catalyst Press Release, 2/10/98; *Advancement Opportunities Lacking for Corporate Women...*
- 4) Karen Clanton, *Glass Ceilings and Sticky Floors: Minority Women in the Legal Profession* 49 U. KAN. L. REV. 761 (2001).
- 5) Suzanne Pharr, *Homophobia: A Weapon of Sexism* (1988).

**March 20: The Judiciary**

- 1) Deanall Reece Tacha, "*W*" *Stories: Women in Leadership Positions in the Judiciary* 97 W. VA. L. REV. 683 (1995).
- 2) Jan Gradwohl, *The Spirit of '76*
- 3) Megan McCarthy, "*Judicial Campaigns: What Can They Tell Us About Gender on the Bench?*" 16 WIS. WOMEN'S L.J. 87 (2001).

**March 27: SPRING BREAK**

**April 3 – May 1: Student Presentations & Peer Review:  
Review Handout on Presentation Guidelines**

**GRADING CRITERIA:**

The goal of this seminar is to familiarize the student with the issues surrounding women and leadership. In pursuit of this goal, the student will research and write on a topic relating to these issues. The student will also be required to present the paper topic to the class. This presentation is graded pass/fail, i.e., the student must give a presentation that comports with the Presentation Guidelines in order to receive credit for the course. The final grade for this course will be determined by the student's performance on the research paper.

## RESEARCH PAPER:

1. Topic: Each student must meet with the professor to choose a topic. The topic should be narrow enough to allow full development yet important enough to merit discussion. The professor will discuss with the student his or her areas of interest and suggest a list of topics that fit with the students interest and/or expertise.
2. Deadlines: The student must comply with the following deadlines in order to fulfill the paper/writing requirement:
  - a) The student must choose a topic by January 30, in consultation with the professor.
  - b) The student must submit an outline and bibliography by February 20.
  - c) The student must submit the first draft of the paper by March 20.
  - d) The final paper is due on or before May 8.
3. Authorities: A research paper must be properly supported by citation to significant authorities. While there is no required number of footnotes, each paper must inform the reader of the research conducted, must provide additional material the reader may consult and must verify the accuracy of statements made and the source of ideas other than those of the author. Citation form should conform to the current edition of A Uniform System of Citation.
4. Form and Length: The research paper must be typewritten (double spaced) with margins of at least one inch on all sides. The paper must have a title page, a table of contents and a bibliography and the pages must be numbered consecutively. The text must be properly annotated with consecutively numbered footnotes. (See Authorities above.)

Generally, research papers which adequately discuss and explore a topic should be at least 25 pages. Quality and originality of analysis rather than number of pages will be the primary criteria for evaluating the paper.

Students who wish to write a cert paper in this seminar must have their research topic approved by the professor by January 30. Such papers will require additional original research and analysis and must be a minimum of 40 pages to qualify for certification.

3/25/03