\textbf{COURSE NO/TITLE:} BUS 2020-08  
\textbf{CATALOG DESCRIPTION:} Studies contemporary issues and problems facing women in roles as organizational leaders and managers. Uses recent research and cases to explore personal and organizational barriers and success factors. Appropriate for both women and men.  

\textbf{SEMESTER/TERM:} SPRING 2014 TERM 1  
\textbf{COURSE START:} Wed, Jan 15  
\textbf{CLASS HOURS:} 6:00-10:15  

\textbf{COURSE MATERIAL:}  
1. THE FOLLOWING TEXT IS NOT AVAILABLE FROM THE PUBLISHER. THERE ARE SOME USED COPIES AVAILABLE FROM AMAZON. FOR THOSE OF YOU WHO ARE UNABLE TO FIND A USED COPY, I WILL MAKE COPIES CHAPTER BY CHAPTER AND ASK THAT YOU REIMBURSE FOR THE COPYING COST.  
   Margaret Heffernan, \textit{The Naked Truth, A Working Woman’s Manifest on Business and What Really Matters}, 2004. Please let me know if you can’t find a copy.  
2. The following report is available at: \url{http://shriverreport.org/special-report/a-womans-nation-changes-everything/} to be read online. It is also available for download on Kindle for \$12.99: The Shriver Report, A Woman’s Nation Changes Everything, eds. Heather Boushey and Ann O’Leary 2009  
3. Other readings as assigned  

\textbf{INSTRUCTOR:} Barbara Kaplan  
\textbf{TELEPHONE:} (650) 454-7575  
\textbf{E-MAIL:} bkaplan@ndnu.edu, barbarakap@gmail.com  
\textbf{OFFICE HOURS:} 30 minutes prior to the start of each class or by prearranged appointment.  

\textbf{INSTRUCTOR BACKGROUND:} Barbara Kaplan holds a BA and MPA from College of Notre Dame. Her career has included management in the nonprofit sector of San Mateo County as well as in Health Services for San Mateo County and Stanford University  

\textbf{ACADEMIC HONESTY:} Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work.
PRIVACY and CONFIDENTIALITY: One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

LEARNING and OTHER DISABILITIES If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Program for Academic Support and Services (PASS) to arrange for possible accommodations (650-508-3670).

SYLLABUS UPDATES: Refer to this syllabus for course assignments. However the course syllabus and schedule are subject to change in the event of extenuating circumstances. Your will be notified of any changes made to the syllabus. In all circumstances University policies will be strictly adhered to.

CLASS ATTENDANCE: Intensive classes require a stringent absence policy since even once absence may significantly affect achievement of course learning objectives. With only 28 class contact hours as opposed to the traditional 45 contact hours, all class time is critical. A student who misses more than one class period or the equivalent (four accumulated hours) must withdraw from the class and will be assigned a failing grade for the course unless officially dropping the class. It is the student’s responsibility to initiate the drop or withdrawal. There are no exceptions.

WORKLOAD: In addition to class attendance, every Intensive class at NDNU includes assignments estimated to take approximately three (or more) hours per week per unit outside of class (14 hours). The distribution of average weekly hours of instruction/study for this class will follow that norm, equaling a total of 18 hours a week, generally in accordance with the following:

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Distribution of Average Weekly Hours of Instruction/Study = Total of 18 per week

Instructor: Please tailor the following as appropriate for your course content/requirements

Class Contact Hours: 4
Text Readings and Note Taking 4
Research and Writing Assignments 6
Term Projects Research 4
TOTAL NUMBER OF HOURS PER COURSE 126
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WRITTEN ASSIGNMENTS: The School of Business and Management requires the use of the American Psychology Association (APA) publication guidelines as a standard for all papers. If you need help with your writing or need more information about writing in the APA format, please make an appointment at the NDNU Writing Center. You can also visit the APA Style webpage at www.apastyle.org/previoustips.html.

TEACHING METHODS: This is an interactive class with the need for each student to participate and contribute. There will be guest speakers, film clips and student presentations. Students will interview a different woman each week and report findings to the class for discussion. Assigned readings will be discussed each session. Because the emphasis is on weekly participation, discussion in class and sharing of interviews, any missed class will require a special assignment to be discussed between student and instructor. Students are encouraged to bring to class any recent news articles concerning women.
PROGRAM LEARNING OBJECTIVES (PLO): Students will:

1. acquire and demonstrate **analytical and problem solving skills** within various disciplines of business—accounting, economics, finance, management and marketing;

2. learn to describe, discuss and analyze **current events in American business** with attention to the global, social and ethical dimensions of events;

3. acquire the **communication, research and technological skills** needed to analyze a business situation, and prepare and present a management report;

4. develop **critical thinking abilities** and a foundation of **ethical principles** that allows them to work effectively, respectfully, ethically and professionally with people of diverse ethnic, cultural, gender and other backgrounds.

COURSE LEARNING OBJECTIVES:

1. Students will have a factual introduction to the position of women in the workplace in the United States. PLO#2
2. Students will learn tools for addressing the challenges facing women in the workplace. PLO#1
3. Students will have a basic introduction to the differences that women face in the workplace, both between women and men as well as the differences between women, including class, ethnicity, race, physical ability and sexual orientation. PLO#4
4. Students will develop a basic understanding of the role that society can and has played in shaping the opportunities for women in the workplace, including both civil society and government. PLO#1

Grading: Grading will be based on attendance, participation, preparation, weekly reflection papers and interviews.

Points will be calculated including the following categories:

Participation, Weekly papers. Interviews and Final paper.

Participation (includes attendance) 100 points
Papers, Interviews: 50 points
Final Paper: 50 points
Total: 200 possible points.

Students will have the opportunity to be inspired, gain confidence and improve her/his presentation skills while learning the history, place, roadblocks, and experiences of becoming and working as a woman in management. Being an active member of the class is essential and members will be asked to evaluate the strength and weaknesses of the participation and presentations of other class members, with the goal of being helpful to the participants. Anyone who is especially fearful of participating in class for whatever reason should discuss the situation with instructor.

Weekly papers will be on the reading assigned in The Shriver Report as well as alternative assignments. In general the focus will be on the thesis of the author, the important facts given and the points made by the author in support of the thesis, and finally the experiences of the student in relation to the thesis of the author. The papers will be no longer than three pages, typed or the equivalent. Spelling and grammar will be counted. You will present your paper’s important points and your relevant comments each week to the class.
Grades will be given as follows: 96-100% A, 90-95% A-, 87-99% B+, 84-86% B, 80-83% B-,77-79% C+, 74-76% C, 70-73% C-, 60-69% D, below 69% F.

Course Calendar and Assignments:
NOTE: There will be guest speakers and film clips shown in some of the class sessions. Changes in the syllabus will be announced in time for you to prepare for a different assignment.

January 15
For the first class on January 15, please read the section of the Shriver report entitled”A Woman’s Nation”. Come to the first class prepared to discuss this section.
Introduction to what it is to be a woman in management, consider why you are taking the class and what you hope to learn. Explanation of class and homework expectations including readings, weekly papers, weekly interviews, and final paper. Handout on tips and tricks for public speaking, discussion of the importance of your presentation skills as a manager. Choose interview questions.

Homework due for January 22 will be: Write a 2-3 page paper on one event of the history of women in the workplace. A list of historical events to choose from will be distributed in class. Read Section of Shriver Report entitled: “The New Breadwinners” Interview a woman of your choice; someone different to be chosen each week.

January 22
Class discussion on Shriver reading and Interview results.
Be prepared to present your papers on the history event you chose to write about.

Homework due for January 29 will be: Read: Chapters 2 & 3 Heffernan.
Read and write a paper on the section of the Shriver Report entitled: “Family Friendly for all Families” Conduct your interview.

January 29
Class discussion on Shriver reading & Heffernan. Present your papers, discuss interview results.

Homework due for February 5 will be: Read: Heffernan, Chapters 4 and 5, Read and write a paper on the section of the Shriver Report entitled: “Invisible Yet Essential” Conduct interview.

February 5
Class discussions on Heffernan & Shriver readings; Present your papers, discuss interview results.

Homework due for February 12: Read Heffernan chapters 6 and 7. Read and write a paper on section of Shriver Report entitled: “Better Educating our New Breadwinners”. Conduct interview
**February 12**
Class discussions on Heffernan & Shriver readings. Present your papers, discuss interview results.

**Homework due for February 19:** Read Heffernan, Chapters 8 and 9. Read and write a paper on the section of the Shriver Report entitled: Where Have You Gone Roseanne Barr? Conduct interview

**February 19**
Class discussions on Heffernan and Shriver readings. Present your paper, discuss interview results.

**Homework due for February 26:** Final papers

**February 25:** Present your final papers.