

Perspectives on Career and Gender

Spring 2018 (FOR 496-04 & 797-01)

Class meets Wednesdays, 3:45-4:45, 324 Bray Hall
**IF THERE IS A GUEST SPEAKER,
THE ROOM WILL BE ANNOUNCED IN CLASS**

Instructors

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Speaker coordinator

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Course Overview:

This is a 1-credit, college-wide seminar geared towards a diversity of students from various departments at ESF. The main goal of the course is to provide an open forum for female and male faculty and students to interact and discuss gender issues pertaining to academia and other professional arenas. The course consists of one hour of lecture or discussion per week, with opportunities to interact with female professionals outside of class. Updates to this syllabus can be found on Blackboard.

Course Objectives:

After completing this course, the student should be able to:

1. Articulate the issues and challenges facing females in the STEM professions.
2. Discuss career strategies for professional development.
3. Formulate insightful questions that elicit discussion.
4. Demonstrate professional facilitation skills
5. Evaluate pertinent literature and discussions.

Course Layout:

This seminar is comprised of two types of class meetings: (1.) discussions of career-related topics facilitated by class members or staff with work responsibility in the topical area and (2.) guest speaker presentations that comprise the ESF "Women in Scientific and Environmental Professions (WiSE Professions)" lecture series (<http://www.esf.edu/womenscaucus/speakers.htm>). In addition, students are STRONGLY encouraged to attend the mentoring sessions (usually dinner) that are organized with each guest speaker of the lecture series.

Students' responsibilities:

- 1. Assist in the arrangements for speakers (30% of your grade).** Working with a group, you will assist with the visit for one WiSE Professions speaker during her visit. "Instructions for Student Hosts" offers tips and recommended timelines. Specifically, each Hosting Group is responsible for:
 - a. Making arrangements for a post-lecture reception;
 - b. Making arrangements for a mentoring lunch or dinner with the speaker and class participants;
 - c. Writing a Thank You note; and
 - d. Writing a press release.

To assist you, the speaker coordinator (Heather Engelman) will take primary responsibility for sending e-mails to ESF faculty and will arrange overnight accommodations, parking, publicity, and

reimbursements to the speaker for travel expenses. She will also arrange the date and location of each mentoring dinner. She has made initial contact with the speakers, event sponsors, and faculty members offering their homes for the mentoring dinners, and will provide you with this correspondence. She will continue to work with each hosting group through each visit.

2. Facilitate a discussion on one career-related topic (30%). Each student will lead or co-lead a discussion on one of the career-related topics listed below in the class schedule. The articles that each student is required to read in preparation for class discussions are listed below each topic. The facilitating student(s) may substitute or supplement these readings, provided that choice is articulated with sufficient time to relay information to participants.. If articles are not listed for a topic, it is the student's responsibility to invite guest speakers or to choose and distribute articles for the discussion. The student facilitator(s) should prepare questions based on the articles that will foster class discussion. The student should give the instructor the typed questions by noon on the day of the class so that photocopies can be made. You are encouraged to talk with the instructor about your facilitation prior to it.

3. Write two brief paragraphs stating the two most important points of your facilitated session (10%). These paragraphs should be no more than two to three sentences each, and should state the two most important discussion points resulting from the class that you facilitate. These should be e-mailed to the Diane by the Wednesday following your facilitated discussion.

4. Weekly class participation (30%). Every student is expected to participate in class discussions on a weekly basis by:

- a. Reading the **assigned articles** and participating in the class discussion.
- b. Completing a **discussion assessment form** at the end of each session facilitated by a student. Discussion assessment forms are due to Diane by the Wednesday following the session. Please put your name on the back of the assessment form before turning it in — anonymous copies will be given to the discussion facilitator to help them improve their facilitation skills. The instructors will assess and grade the original assessments and return them for the purpose of improving the constructive commentary of students.
- c. Attending **guest speaker lectures**. There will be a 10% deduction in final class grades for each lecture missed, unless a valid reason for not attending is provided in advance. You are encouraged to join all of the speakers for the mentoring dinners.

Deductions for lateness:

Written assignments and discussion evaluations are due to the instructor by the following class. Deductions of 10% of the grade per day for each day that assignments are late will be made on written assignments that are received after the due date.

Instructor responsibilities:

The instructors will answer any questions the student facilitator(s) have concerning appropriate questions for class discussions and will facilitate interactions with speakers and sponsors. The instructor will grade discussion assessment forms and written assignments and will provide constructive commentary in a timely manner. The instructors view this syllabus and its development as a work in progress, and we expect to modify it during the semester to better meet the needs of the students and speakers.

Schedule:

Readings are listed below. Students are expected to read the articles prior to class.

January 17: Introductions, expectations, and speaker preparations

January 24: Discussion: Feminism; demonstration of facilitation skills. Diane Kuehn to facilitate.

- Gilley, J. 2005. Writings of the Third Wave: Young feminists in conversation. *Reference and User Services Quarterly*, 44(3): 187-198. Read pages 187-191.
- Fort, D.C. 1997. Feminism's lessons for women in science. *Journal of College Science Teaching*, 27(1): 53-55.
- **Emma Watson Presentation to the UN on YouTube:** <https://www.youtube.com/watch?v=gkjW9PZBRfk>

January 31: Discussion: Mentoring and Networking

- Rowe, M. 2009. *Find yourself the mentoring you need*. MIT: Cambridge, MA.
- Brattstrom, B. 1995. Women in science: Do we ignore female role models? *Bulletin Ecol. Soc. of America*, 76 (3): 143-145.

February 7: Discussion: Gender and learning styles

- Hyde, J.S., and M. C. Linn. 2006. Gender similarities in mathematics and science. *Science*, 314: 599-600.
- Kulturel-Konak, S., D'Allegro, M. L., & Dickinson, S. 2011. Review of gender differences in learning styles: Suggestions for STEM education. *Cont. Issues in Educ. Research*, 4(3): 9 -18.
- **Freakonomics podcast:** Women are not men: <http://www.wnyc.org/story/270829-women-are-not-men/>

February 14: Discussion: Career differences of women and men

- Beede, D., Julian, T., Langdon, D., McKittrick, G., Khan, B., and Doms, M. 2011. *Women in STEM: A Gender Gap to Innovation*. US Dept. of Commerce.
- Yurkiewicz, I. 2012. Study shows gender bias in science is real. Here's why it matters. *Scientific American*. 1-7.
- Hewlett, S. A., and C. B. Luce. 2005. Off-ramps and on-ramps: Keeping talented women on the road to success. *Harvard Business Review*: 1-9

February 21: Discussion with Dr. Nacoulma

Thursday, February 22, Illick 5, 4-5 PM: Guest Speaker: Dr. Blandine Marie Ivette Nacoulma, Assistant Prof., Univ. Ouga 1, Burkina Faso and current Fulbright Scholar at UC Davis; Topic: Elephant impacts on Baobab Trees

February 28: Discussion: Developing your career negotiation skills

- Dietz, B.C. *Employment contracts: Everyone needs promise protection*. Online at: www.asktheheadhunter.com/gv050701.htm
- Kolb, D. M. 2008. Asking pays off: Negotiate what you need to succeed. *The Woman Advocate*, 13 (4): 1-2.
- *Negotiating job offers*. 2007. Florida State University Career Center. pp 1-4.
- Excerpts from Bowles, H. R., Babcock, L., & Lai, L. 2006. Social initiatives for gender differences in the propensity to initiate negotiations: Sometimes it does hurt to ask. *Org. Behavior and Human Decision Processes*, 103: 84-103; **Read only pp. 84-87 and 98-101**

March 7: Discussion: Whistle-blowing and harassment issues; Guest presenter: Marcia Barber, Director of Human Resources, SUNY ESF

- Gunsalus, C. K. 1998. How to blow the whistle and still have a career afterwards. *Sci. and Eng. Ethics*, vol. 4: 51-64.

March 14: Spring Break – no class

March 21: Discussion: Improving your interview skills; Guest facilitator: John Turbeville, ESF Student Life

- Keever, S. 2008. Behavioral-based interviewing. *Journal*: 31-36.
- Careers and Workplace. 2001. Illegal interview questions. pp 1-2.

Tuesday, March 27: Guest speaker: Christine O’Connell; Communicating Science to the Public. 3:30-4:30 PM, Room TBA

March 28: No class

April 4: Discussion: Balancing work and life

Guest panel to be selected by student facilitator.

- Ecklund, E. H. 2017. Academic science isn’t friendly to fathers, either. *The Chronicles of Higher Education*. Accessed online Jan. 11, 2017 at: <http://www.chronicle.com/article/Academic-Science-Isn-t/238799>
- Sandberg, S. 2013. *Lean In: Women, Work, and the Will to Lead* (Chapter 8).
- Excerpts from: *Equality in the University of Wisconsin System: A Focus for Action in the Year 2000; Report of the Committee on the Status of Women in the University of Wisconsin System; University of Wisconsin System Initiative on the Status of Women*; October 25, 1999, (<http://www.uwsa.edu/acadaff/status/equal.htm>).

April 11: No class

Thursday, April 12: Guest speaker: Robyn Reed, Afrofuturism and the Environment. 11 AM – 12:20 PM, Room TBA

April 18: Discussion: Diverse perspectives on gender and science.

Guest panel to be selected by student facilitator. Guests should include individuals who can speak to international, minority, and/or LGBT perspectives.

- Harro, B. 2000. The cycle of socialization. In M. Adams, W. Blumenfeld, R. Castaneda, H. Hackman, M. Peters, & X. Zuniga. *Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism classism, and ableism* (pp. 15-21). New York: Routledge.
- DiAngelo, R., 2011. White fragility. *International Journal of Critical Pedagogy*, 3(3), 54-70.

April 25: Getting your finances in order; Guest facilitator: Janet Marsden