



## **CIEE Prague, Czech Republic**

<b>Course Name:</b>	Women and Leadership
<b>Course Code:</b>	SOCI 3003 PRAG
<b>Programs offering course:</b>	CES/CNMJ
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Spring 2020

### **Course Description**

While women have made considerable progress in obtaining leadership positions in the last century, there are still clearly much less women leaders compared to men. This course will examine the issues facing women in leadership positions and will offer strategies for handling them. We will focus on the issues and barriers facing women both in their desire to become leaders and once they become leaders, and other relevant issues, such as the effects of the media and social roles on women as leaders whether or not women have a leadership advantage over men in the modern world, and the differences in leadership styles of men and women. We will also investigate the history of the Czech Lands and its influence on the current status of Czech women as leaders, talk to a number of Czech women to get a firsthand look at their experiences with leadership and cultivate our understanding to recognize when there is a gender dimension at play. Finally, students will learn about their view/style of leadership and gain critical skills that they can use in their pursuit of leadership positions.

### **Learning Objectives**

At the end of the semester, students will be able to:

- Analyze the issues and barriers facing women both in their pursuit of leadership roles and once they become leaders in the Czech Republic;
- Apply several relevant leadership theories, including the theories of transformational and transactional leadership in understanding the gender dimension of leadership;
- Demonstrate a complex understanding of how the history of the Czech Lands has affected the current status of women and the feminist movement in the Czech Republic;
- Develop a set of critical soft skills (emotional intelligence, leadership style repertoire) to empower themselves to become future leaders;
- Using locally specific case studies, analyze several current strategies to increase the number of women in leadership roles, including strategies they can pursue to help them reach a leadership role in the future.

### **Course Prerequisites**



A basic understanding of psychology, interest in women's issues, and a willingness to interview locals for research purposes.

### **Methods of Instruction**

PowerPoint presentations, class and group discussions, films, video clips, guest lecturers, case studies, experiential activities, and lectures.

### **Assessment and Final Grade**

1. Journal Entries:	20%
2. Midterm Exam:	10%
3. Group Presentation:	10%
4. Final Exam:	20%
5. Interviews/Report:	20%
6. Class Participation:	20%

### **Course Requirements**

#### **Journal Entries**

Every week, except for the weeks of the midterm and final exam, students will cultivate their self-awareness by reflecting in writing their thoughts on that week's readings, activities, or class sessions, or answer one of a list of questions provided by the teacher. There will be a total of 10 entries, and each journal entry should be around 250 words. High quality journal entries should include the following elements:

1. Demonstration of having thoughtfully considered the topic;
2. Appropriate application of the topic to the student's life.

#### **Interviews/Report**

Each student will be responsible for interviewing 5 Czech women and writing a 1500-3000 word report summarizing their interviews. A list with the names of potential interview candidates will be provided by the teacher, but students may seek out their own women to interview, if they wish. Students should briefly describe the individuals interviewed and weave together themes from each of the interviews and connect them to concepts taught in the course. The report should be formatted in MLA style. The interviews should include the following questions:

1. What are your future aspirations?
2. Is it important for women to be leaders? Why or why not?
3. Why are there so few women in leadership roles in the Czech Republic?
4. Do you think the number of women in leadership roles will improve in the future? Why or why not?
5. Do men represent women well?



6. What are some of the obstacles women face in becoming leaders?
7. Should the Czech government use quotas to increase the number of women in leadership positions? Why or why not? And, if not, should they do anything?

Other questions related to the subject are acceptable as well.

### **Midterm Exam**

A mid-term take-home, requiring two short essay responses (c. 750-1000 words each) to questions arising from the first half of the course, will be due at the beginning of the second session of Week 6 of the course.

Students will be asked analytical questions arising from the classes and readings 1-4 – of the first half of the course.

### **Group Presentations**

Groups of 4-5 students will be selected to facilitate a 15-minute interactive presentation on one (aspect) of the following topics: gender and the media, feminism, women activists, gender and politics, or a topic selected by the students (with the approval of the instructor). Presentation topics should be selected by the end of the second week of the course. Effective presentations should include the following elements:

1. A clear structure
2. Engaging visuals
3. Demonstration of careful preparation
4. Proper speech delivery
5. Interesting or amusing anecdotes
6. Evidence of critical thinking

### **Final Exam**

A final in-class exam, requiring two short essay responses (c. 750-1000 words each) to questions arising from the second half of the course, will be due at the beginning of the final class of Week 13 of the course.

Students will be asked analytical questions arising from the classes and readings of the second half of the course,

### **Class Participation**

Students will receive a participation grade based on the quality of their engagement and contributions in class. High quality engagement includes all of the following features:

1. Demonstration of having carefully and critically read all readings for that class session
2. Integration of ideas from previous classes with the content in that class session
3. Attention and responsiveness to other students' comments
4. Respect for others' viewpoints



The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations. Students will receive a partial participation grade every three weeks.

### **CIEE Prague Attendance Policy**

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

**Missing classes** will lead to the following penalties:

#### ***90-minute semester classes:***

<i>Number of 90-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one to two</b> 90-minute classes	up to 10%	no penalty
<b>three</b> 90-minute classes	10.1–15%	reduction of the final grade by 3%
<b>four</b> 90-minute classes	15.1–17%	reduction of the final grade by 5%; <b>written warning</b>
<b>five</b> 90-minute classes	17.1–20%	reduction of the final grade by 7%; <b>written warning</b>
<b>six and more</b> 90-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion

#### ***180-minute semester classes:***

<i>Number of 180-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one</b> 180-minute class	up to 10%	no penalty
<b>two</b> 180-minute classes	10.1–20%	reduction of the final grade by 5%; <b>written warning</b>



three and more 180-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion
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Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student’s home school, and possibly a dismissal from the program.

**Missing more than 20% of the total class hours** will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

**Late arrival to class** will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**

**Students must notify their professor and Program Coordinators (PC) beforehand if they are going to miss class for any reason** and are responsible for any material covered in class in their absence.

If missing a class during which a test, exam, the student’s presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor’s note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor’s notes may be submitted via e-mail or phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**

Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

**Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.**

**For class conflicts** (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.

Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.



CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

### **CIEE Academic Honesty Policy**

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These are related to the fundamental tenet that one should not present the work of another person as one's own.

**The first principle** is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

**The second principle** applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

**The third principle** is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

### **Weekly Schedule**

#### **Week 1**

#### **Class 1.1 Introduction to Gender and Leadership: Why?**

This class will give an overview of the course material, explain why it is significant, discuss the assignments, and allow time for students to get to know each other.



### **Class 1.2 A Brief History of Women in Leadership Roles: From Libuse to the Present, Part 1**

This class will look at a brief history of women's fight for equality in the Czech Lands and United States, starting with the Czech myths of Libuse and the Maidens' War and finishing at World War II.

#### **Required Readings:**

Wolchik, 1996; pp. 525-531.

## **Week 2**

### **Class 2.1 A Brief History of Women in Leadership Roles: From Libuse to the Present, Part 2 (Guest speaker)**

This seminar will continue where the previous class left off and discuss the reasons feminism has had problems attracting a following in the Czech Republic in the post-communist era. In addition, a guest speaker will talk about her experiences rising to a leadership role in the Czech Republic.

#### **Required Readings:**

1. Siklova, 1999.
2. Vaknin, 2001.

### **Class 2.2 A Brief History of Leadership Studies**

This class will discuss the history of leadership studies, with particular importance placed on current views of leadership.

#### **Required Readings:**

Daft, 2008; pp. 2-30.

#### **Due: Topic for your group presentation**

## **Week 3**

### **Class 3.1 and 3.2 The Gender Concept in America and the Czech Republic**

These classes will take a close look at the concept of gender as it has been constructed in the United States and the Czech Republic. What experiences have helped to construct these concepts? What are the cultural messages being taught to children? We will also look at some artifacts projecting these cultural messages. Additionally, we will talk about gender role discrimination and its effects.

#### **Required Readings:**



Valian, 1998; pp. 23-46.

**Due: Journal entry 1-2**

#### **Week 4**

##### **Class 4.1 The Glass Ceiling and Leaky Pipeline**

This class will take an in depth look at the two most famous metaphors associated with the problem of the lack of women rising to leadership roles and think critically about the issue in global context.

**Required Readings:**

Eagly & Carli, 2007; pp. 13-28.

**Due: Interview/Report**

##### **Class 4.2 The Glass Ceiling and Leaky Pipeline (cont.)**

This class will continue to take an in depth look at the two most famous metaphors associated with the problem of the lack of women rising to leadership roles.

**Required Audio:**

“Gender Balance on Corporate Boards: Europe is Cracking the Glass Ceiling,” 2015.

#### **Week 5**

##### **Class 5.1 The “Double Bind”, Glass Cliff, and Sexual Harassment**

This class will take an in depth look at the difficulties that can arise once women take on leadership roles.

**Required Readings:**

“The Double Bind Dilemma for Women in Leadership: Damned if You Do, Doomed if You Don’t”, 2007.

##### **Class 5.2 The “Double Bind”, Glass Cliff, and Sexual Harassment**

We will continue to examine that very common “double bind” and identify strategies to deal with it.

**Required Readings:**





Ryan, Haslam & Kulich, 2010, pp. 56–64.

**Due: Journal entry 3-4**

**Week 6**  
**Midterm Exam**  
**Period**

**Class 6.1 Balancing Leadership and Household Responsibilities**

This seminar will focus on the difficulties women (and men) face when combining leadership roles with taking care of the family. We will develop negotiation skills necessary to master to become effective leaders. We will also review for the midterm exam.

**Required Readings:**

Eagly & Carli, 2007; 49-66.

**Class 6.2 Midterm Exam**

**Week 7**  
**Midterm Exam**  
**Period**

**Class 7.1 Gender and the Media**

This seminar will discuss the media's portrayal of women and how that portrayal influences women and men. Advertisements used in the Czech Republic will be incorporated.

**Required Readings:**

Hoyt & Blascovich, 2007; pp. 595-616.

**Class 7.2 Current Strategies and Tactics to Increasing the Number of Women in Leadership Roles (Guest Speaker)**

This class will take a look at what the Czech Republic has done to assist women and what women can do for themselves in their pursuit of leadership roles. Also, a guest speaker will talk about her personal experience with one of the discussed strategies: mentoring women.

**Required Readings:**

Stuckey, 2015.

**Due: Journal Entry 5-6**

**Week 8**

**Class 8.1 Leadership Theory**



This class will begin discussing three leadership approaches: the trait approach, situational approach, and transformational leadership.

**Required Readings:**

Northouse, 2016; pp. 19-32 & 93-103.

**Due: Journal entries 4-6**

**Class 8.2 Leadership Theory**

This class will continue to discuss three leadership approaches: the trait approach, situational approach, and transformational leadership.

**Required Readings:**

Northouse, 2016; pp. 161-181.

**Due: Group Presentations**

**Week 9**

**Class 9.1 and 9.2 Masculine vs. Feminine Leadership**

These classes will discuss whether or not women and men lead differently, paying particular attention to leadership traits, styles, and effectiveness. Interweaved into these sessions will be students reflecting on their personal leadership style. We will focus on emotional intelligence as an imperative for leadership and how to use it to our advantage to manage teams

**Required Readings:**

1. Eagly & Johannesen-Schmidt, 2001; 781–797.
2. Pew Research Center. *Men or Women: Who's the Better Leader?* 2008, pp. 14-27.

**Due: Group Presentations**

**Week 10**

**Class 10.1 and 10.2 Gender and Politics (guest speaker)**

These classes will look at the leadership styles and experiences of several female politicians, such as Hillary Clinton, Margaret Thatcher, and Angela Merkel. In addition, we will talk about the role gender plays in elections and the barriers women still face in politics. Also, a guest speaker will talk about her experiences in Czech politics.

**Required Readings:**



Wilson, 2004; pp. 33-52 & 53-70.

**Due: Journal Entry 7-8**

**Week 11**

**Class 11.1 and 11.2 Are Women Uniquely Qualified to be Modern Leaders?**

These classes will discuss the research regarding women as leaders and their effectiveness and what leadership characteristics are important for success in the contemporary workplace. In addition, students will practice empowering techniques to become empowered leaders and take action.

**Required Readings:**

1. Young, 2016
2. Folkman, 2015.

**Week 12**

**Class 12.1 and 12.2 How Women Do Become Leaders (guest speaker)**

These classes will focus on how some women have been able to navigate the difficulties of becoming a leader. A guest speaker will talk about how she was able to succeed in moving up the ladder in a masculine-oriented organization.

**Required Readings:**

1. Eagly & Carli, 2007; 161-182.
2. Valian, 1998; pp. 303-332.

**Due: Journal Entries 9-10**

**Week 13**

***Final Exam Week***

**Class 13.1 Review**

Students will review what has been discussed in the course so far.

**Class 13.2 In-class final exam.**

**Course Materials**

**Readings**

- Brannon, Linda. *Gender: Psychological Perspectives*. 4th ed., Pearson, 2004.
- Burchard, Brendon. *The Student Leadership Guide*. Experts Academy Press, 2009.
- Daft, Richard L. *The Leadership Experience*. 4th ed., Thomson/South-Western, 2008.
- Davies, Paul G., et al. "Clearing the Air: Identity Safety Moderates the Effect of Stereotype Threat on Women's Leadership Aspirations." *Journal of Personality and Social Psychology*, vol. 88, no. 2, 2005, pp. 276-287, doi: 10.1037/0022-3514.88.2.276. Accessed 20 May 2017.
- Dugan, John P., et al. "Developing Leadership Capacity in College Students: Findings from a National Study." *Journal of Leadership Studies*, vol. 7, no. 3, 2013, pp. 6-23, [www.mslreviewteam.wiki.usfca.edu/file/view/MSLReport+06.pdf](http://www.mslreviewteam.wiki.usfca.edu/file/view/MSLReport+06.pdf). Wiley Online Library, doi: 10.1002/jls.21292. Accessed on 21 May 2017.
- Eagly, Alice H., and Linda L. Carli. *Through the Labyrinth: The Truth about How Women Become Leaders*. Boston, Mass: Harvard Business School Press, 2007.
- Eagly, Alice H., and Mary C. Johannesen-Schmidt. "The Leadership Styles of Women and Men". *Journal of Social Issues*, 57, 2001: 781–797. doi:10.1111/0022-4537.00241. [https://is.muni.cz/el/1421/jaro2009/PSB\\_516/6390561/the\\_leadership\\_styles\\_of\\_women\\_and\\_men.pdf](https://is.muni.cz/el/1421/jaro2009/PSB_516/6390561/the_leadership_styles_of_women_and_men.pdf). Accessed on 19 November 2017.
- Eagly, Alice H., and Steven J. Karau. "Role Congruity Theory of Prejudice Toward Female Leaders." *Psychological Review*, vol. 109, no. 3, 2002, pp. 573-598. American Psychological Association doi: 10.1037//0033-295X.109.3.573. Accessed on 20 May 2017.
- Eagly, Alice H., et al. "Social Role Theory of Sex Differences and Similarities: A Current Appraisal." *The Developmental Social Psychology of Gender*. Edited by Thomas Eckes and Hanns M. Trautner, Psychology Press, 2000, pp. 123-174.
- Folkman, Z. "A Study in Leadership: Women Do It Better Than Men". 2015, <http://onlinelibrary.wiley.com/doi/10.1002/9781119207573.oth2/pdf>. Accessed on November 19, 2017.
- "Gender Balance on Corporate Boards: Europe is Cracking the Glass Ceiling." European Commission, Oct. 2015, [www.ec.europa.eu/justice/gender-equality/files/womenonboards/factsheet\\_women\\_on\\_boards\\_web\\_2015-10\\_en.pdf](http://www.ec.europa.eu/justice/gender-equality/files/womenonboards/factsheet_women_on_boards_web_2015-10_en.pdf). Accessed on 21 May 2017.
- Havelkova, Hana. "The Political Representation of Women in Mass Media Discourse in the Czech Republic 1990-1998." *Czech Sociological Review*, vol. 7, no. 2, 1999, pp. 145-165.
- Heitlinger, Alena. "Framing Feminism in Post-Communist Czech Republic." *Communist and Post-Communist Studies*, vol. 29, no. 1, 1996, pp. 77-93, doi: 10.1016/S0967-067X(96)80013-4.
- Hoyt, Crystal L. and Jim Blascovich. "Leadership Efficacy and Women Leader's Responses to Stereotype Activation." *Group Processes & Intergroup Relations*, vol. 10, no. 4, 2007, pp. 595-616. Sage, doi: 10.1177/1368430207084718.
- James, Kevin. "Women in Transition: The Role of the Woman in Czech Republic and Slovakia Post 1989." *Human Affairs*, vol. 6, no. 1, 1996, p. 57, [www.sav.sk/journals/hum/full/hum196e.pdf](http://www.sav.sk/journals/hum/full/hum196e.pdf). Accessed 20 May 2017.
- Jancar, Barbara W. *Women Under Communism*. The Johns Hopkins University, 2008.

- Koenig, Dagmar K. "Moderate and Sensible: Higher Education and the Czech Women's Rights Movement." *Central Europe Review*, vol. 1, no. 14, 27 Sept. 1999, [www.ce-review.org/99/14/koenig14the.html](http://www.ce-review.org/99/14/koenig14the.html). Accessed 20 May 2017.
- Koldinska, Kristina. *The Policy of Gender Equality in the Czech Republic: In-Depth Analysis*. Directorate General for Internal Policies, Policy Department C: Citizens' Rights and Constitutional Affairs, Women's Rights & Gender Equality, European Parliament, April 2015, [www.europarl.europa.eu/RegData/etudes/IDAN/2015/510009/IPOL\\_IDA\(2015\)510009\\_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/IDAN/2015/510009/IPOL_IDA(2015)510009_EN.pdf). Accessed on 21 May 2017.
- Komives, Susan R, et al. *Exploring Leadership: For College Students Who Want to Make a Difference*. Jossey-Bass Publishers, 1998.
- Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge*. 3rd ed., Jossey-Bass, 2007.
- "LN: 'Gender police' watch Czech textbooks". *Prague Daily Monitor*, 10 Feb. 2017, [www.praguemonitor.com/2017/02/10/In-gender-police-watch-czech-textbooks](http://www.praguemonitor.com/2017/02/10/In-gender-police-watch-czech-textbooks). Accessed on 21 May 2017.
- Michalkova, Eva. "Gender Quotas in the Czech Republic: Polemics and Future of Gender Equality." *Gender Information Network of South Caucasus*, 29 Oct. 2014, [www.ginsc.net/home.php?option=article&id=30751&lang=en#.WSFMudwIF6o](http://www.ginsc.net/home.php?option=article&id=30751&lang=en#.WSFMudwIF6o). Accessed on 21 May 2017.
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- Mottlova, Marketa and Katerina Merklova. "Fierce Resistance to Legislative Gender Quotas in the Czech Republic and Potential for its Repoliticization." *International Political Science Association*, 23-28 Aug. 2016, [www.paperroom.ipsa.org/papers/paper\\_57523.pdf](http://www.paperroom.ipsa.org/papers/paper_57523.pdf). Accessed on 21 May 2017.
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- Rhode, Deborah L. "Gender Balance in Law & the 'Leaky Pipe' Metaphor". Bloomberg - BNA - Big Law Business, 2016, <https://biglawbusiness.com/gender-balance-in-law-the-leaky-pipe-metaphor-audio/>. Accessed on 19 November 2017.
- Rost, Joseph C. "Leadership for the Twenty-First Century." Praeger, 1991.
- Ryan, M. K., Haslam, S. A. and Kulich, C. "Politics and the Glass Cliff: Evidence That Women Are Preferentially Selected To Contest Hard-To-Win Seats". *Psychology of Women Quarterly*, 34, 2010: 56–64. doi:10.1111/j.1471-6402.2009.01541.x.
- Siklova, Jirina. "Are Women in Central and Eastern Europe Conservative?" *Gender Politics and Post-Communism: Reflections from Eastern Europe and the Former Soviet Union*. Edited by Nanette Funk and Magda Mueller, Routledge, 1993, pp. 74-83.

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## Films

*Iron Jawed Angels*. Dir. Katja von Garnier. Perf. Hillary Swank, Frances O'Connor, Julia Ormond, and Anjelika Huston. HBO Films, 2004. DVD.



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