

## **SOWK 705**

### **Leading Public Discourse**

*“WHAT AFTER ALL, HAS MAINTAINED THE HUMAN RACE ON THIS OLD GLOBE DESPITE ALL THE CALAMITIES OF NATURE AND ALL THE TRAGIC FAILINGS OF HUMANKIND, IF NOT FAITH IN NEW POSSIBILITIES, AND COURAGE TO ADVOCATE FOR THEM.” JANE ADDAMS 1922*

**Summer 2020**

**Instructor: Murali Nair, DSW, PhD**

**Course Day: Tuesday**

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**(<https://zoom.us/j/4098496540>)**

**Course Time: 5:00 – 7:00 pm PST**

**Course Location: VAC**

**Office Hours: by appointment**

#### **I. COURSE PREREQUISITES**

None

#### **II. CATALOGUE DESCRIPTION**

This doctoral course will develop a range of skills in leading public discourse for the purposes of increasing civic engagement and public participation, building broad based public support, and enabling competencies such as the following:

1. Utilizing knowledge to generate change for the benefit of vulnerable and at-risk populations and the Social Work profession;
2. facilitating social connectivity;
3. constructing and defining critical perspectives;
4. ensuring transparency and accountability; and
5. strengthening civic agency.

A necessary focus of the course is to effectively navigate and understand social media, how to build social media marketing strategies to communicate, and how to track their effectiveness (message management). Discourse is written or spoken communication or debate. Public

Discourse, for the purposes of this doctoral course, is defined as using all forms of media, social, written, and oral, with professional presentational skills to communicate thought and influence others at personal, organizational, governmental, and societal levels. Doctoral students are expected to become thought leaders in their selected Grand Challenge(s).

### III. COURSE DESCRIPTION

This doctoral course creates a learning environment for each candidate to utilize three organizing principles in leading public discourse: Discovery, Communication, and Action. Leading Public Discourse combines analyses of civil society and the role of media in transformational change. The course will examine the utilization of contemporary and historical sources, the current state and future directions for social work, the public media, and the information needs of communities, organizations, and American society. Professional social work must communicate core expertise and empirically informed interventions vital for informed citizenship to sustain and create a dynamic and responsive democratic culture. Across the trajectory of the course, a range of other institutions and practices that have similarly contributed to an informed democracy will be analyzed.

This doctoral course examines leading public discourse as it relates to: culture & media; social networking & social capital; measuring, monitoring, & analyzing social media trends & impacts; social media & the government; race, class & the digital divide; economics & ownership; privacy; law & ethics; identity & reputation; and, historical antecedents, theoretical (focusing on how different speakers and writers have conceived of civic engagement, public participation, political economy, and social capital), technological (understanding how the affordances and uses of different kinds of media enabled achievement of goals), and applied (seeking future models for how professional social workers, citizens, policy makers, and journalists might collaborate to better meet the informational and cultural needs of our times). Also explored is how new media practices may be altering our conception of democracy, government, citizenship, and community; seeking to better grasp what remains the same and what changes are required as we interact with each other via virtual worlds and social networks rather than in physical coffee houses, town halls, and other public meeting places. Employing the Grand Challenges for Social Work, students will design strategies and publicly present their ideas to lead public discourse through the themes of effective change strategies and influencing public perception.

### IV. COURSE OBJECTIVES:

Objective #	Objectives
1	Create a communication strategy for leading public discourse by applying personal, interpersonal, team, constituency, and organizational skills grounded in behavioral science theory and research. [DSW #1, 3, 4, 5, 7]
2	Apply and communicate advocacy skills to evaluate and influence public discourse across practice arenas to achieve social & economic justice for society. [DSW #1, 2, 3, 4, 5, 6, 7, 9]
3	Analyze public and political discourse to understand: power and influence, ethics & values, diversity, inclusion, & multiculturalism, when leading and engaging followers, clients, constituents, and diverse populations as in communities, organizations, and systems. [DSW #1, 2, 3, 4, 5, 6, 7, 9]

4	Communicate change strategies and support healthy functioning in groups, teams, communities, organizations, and systems to respond to the needs of diverse and multicultural populations. [DSW #1, 2, 3, 4, 5, 6, 7, 9]
5	Master the application of innovative strength-based leadership skills in public discourse and create a plan to communicate a public discourse strategy as a means to effect change. [DSW #1, 2, 3, 4, 5, 6, 7, 9]

**V. COURSE FORMAT / INSTRUCTIONAL METHODS:**

This doctoral course will employ lectures, interactive discussions, experiential exercises, videos, presentations, public speaking, and guest lectures from experts across a wide variety of leadership positions. Individual and group in-class activities will be employed to provide application of content, theories, and concepts.

The course will be taught from the perspective that doctoral students will be engaged throughout their professional lives in leading public discourse to influence social and organizational contexts; whether as internal employees, managers, directors, or as external advocates, or consultants. This practical orientation drives the structure of the course which will involve experiencing and participating in activities that provide insights, knowledge, and practical skills about the nature of public discourse and leadership in society, organizations, and social service contexts. Appearances of guest experts, lectures, discussions, and activities are intended to exceed boundaries of conventional wisdom. The intent is to extend, provide insight, employ actual examples, and generate innovative ideas from guest experts and students’ experiences.

**VI. STUDENT LEARNING OUTCOMES:**

Objective #	Objectives
1	Demonstrate a communication strategy for leading public discourse applying personal, interpersonal, team, followership, and organizational skills grounded in behavioral science theory and research. [SLO #1, 3, 4, 5, 7]
2	Demonstrate, apply, and communicate skills of evaluation, advocacy, and influence employing the skills in leading public discourse across a spectrum of practice arenas to achieve social & economic justice for society. [SLO #1, 2, 3, 4, 5, 6, 7, 9]
3	Demonstrate the knowledge and skills related to communication, evaluation, and analyzing public discourse to include: power and influence, ethics & values, diversity, inclusion, & multiculturalism, when leading and engaging followers, clients, constituents, and diverse populations as change agents in communities, organizations, and systems. [SLO #1, 2, 3, 4, 5, 6, 7, 9]
4	Demonstrate skills in leading and evaluating public discourse to motivate, communicate, change, and support healthy functioning in groups, teams, communities, organizations, and systems; and to respond to the needs of diverse and multicultural populations. [SLO #1, 2, 3, 4, 5, 6, 7, 9]
5	Demonstrate innovative strength-based leadership skills to lead public discourse and develop a plan to employ a public discourse strategy as a means to effect change. [SLO #1, 2, 3, 4, 5, 6, 7, 9]

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
Assignment 1: Grand Challenge-Public Discourse paper & Talk	Week 3	15%
Assignment 2: Leading & Influencing Public Discourse paper &Talk	Week 6	25%
Assignment 3: Proposal for TED-like Talk based on Grand Challenge	Week 7	15%
Assignment 4: Live TED-like Talk rehearsal to classmates	Weeks 7-9	15%
Assignment 5: Final Ted-like Talk on Grand Challenge	Week 12>	15%
Assignment 6: Final Talk: Lessons learned	Week 12	15%

Each of the major assignments is described below:

**Note:** Precise oral and written skills are developed in this course. Written assignments will be evaluated on the quality of the ideas presented & the ability to use and cite pertinent literature correctly using the appropriate writing style for the media source. Written assignments must be clear and concise, well organized, and reflect an integrated understanding of the reading assignments, lectures, outside sources of literature, and relevant experiences and information.

**Assignment One:**

**Grand Challenge Public Discourse Paper & Talk (15%)**

- a. Writing Component (10%)
- b. Presentation Component (5%)

*What do the pundits say?* In assignment one, the doctoral student will investigate and write a paper using sources from the popular press (newspapers, magazines, trade journals, blogs, Ted Talks, YouTube, etc.) or think tanks (<https://thebestschools.org/features/most-influential-think-tanks/>) describing the current public discourse, deliberation, and rhetoric about their selected Grand Challenge. This paper will include a brief commentary about the **current** state of the Grand Challenge to include **current discourse about the problem** (at least **five** current sources supporting the paper are required-current within the past three years). This paper will be a minimum of five pages (no maximum). Submit as a word document. Doctoral students will also **briefly speak (30 seconds)** about their **WHY** during the third class and **upload** a \*30 second taped Talk onto the course assignments (see below). **Due: Week Three**

**Talk Component:**

**Video Companion: The Kinetic Communicator and the Modern Social Worker**

(DSW version) (located on asynchronous) **(Immediately following this asynchronous presentation you will be prompted to upload your 30 second video)**

This instructional video provides an introduction to the concept of *ethos* (how you are being perceived by your audience) & articulating your personal “WHY”. The video will challenge doctoral students to develop a heightened awareness of personal default or habituated patterns that will lead to make more effective choices in HOW they communicate to specific audiences. The video introduces the principles of *Kinetic Communication*<sup>TM</sup> and *Solutions-based Journalism* to enhance doctoral

students' abilities to become **highly effective communicators**. Utilizing active and engaged language, doctoral students will upload a **\*30 second** video that clearly articulates the **WHY** behind their chosen Grand Challenge.

**Assignment Two:**

**Leading & Influencing Public Discourse Paper & Talk (25%)**

- a. **Writing Component (20%)**
- b. **Talk Component (5%)**

**Grand Challenge Discourse Assignment: Leading & influencing your Grand Challenge (20%)**

In assignment two, the doctoral student will build upon assignment one and contribute to the current discourse about their selected Grand Challenge(s) and write either a **scholarly paper, Op-ED, or News Analysis**. All three involve equal academic rigor.

**For this assignment, doctoral students will choose one of the following options:**

**First**, the student can opt to write a **scholarly paper**, minimum of 10 pages with a minimum of **20 current sources** (within the past three years) (no maximum). The paper must include a brief literature review and provide historical and current data, testimony, and public rhetoric/discourse about the selected Grand Challenge(s). An array of inputs from various sources including peer reviewed scholarly journals, trade journals, and popular magazines (*The New Yorker, The Economist, Harvard Business Review*, etc.) should inform this paper.

**Second**, for those doctoral students interested in making this a document for **mass consumption** they can attempt to write in one of two journalistic styles: Op-Ed or news analysis. Each will come with its own set of requirements, as follows:

- **Op-ED**: Not only will students write a 600-word Op-Ed, but they will include a five-page paper elaborating on the themes explored therein. In addition, they will include a bibliography with a minimum of **20 current sources** (within the past three years).
- **News Analysis**: Not only will students write a 2000-word News Analysis, but will also include a bibliography with a minimum of **20 current sources** (within past three years).

**\*Upload as one document in Word format.** These papers can be written as a journalistic story written for a magazine, newspaper, trade journal, or other type of journal/periodical. **Please clearly state what option you are choosing. Due: Week Six**

a. **Writing Component: (20%)**

The writing component of the Communications Lab for this assignment will provide doctoral students with **video** descriptions (**embedded in the asynchronous**) of writing style, structure, and news gathering techniques that could be applied to news style publications like those listed above. The intent is to show how reporting is an invaluable tool of any academic inquiry, whether writing for a newspaper or formulating research questions.

b. **Talk Component: (5%)**

**VIDEO COMPANION: Precision Messaging Process™**

This video will guide doctoral students step-by-step through a process to laser-focus messaging. The doctoral student will be challenged to formulate an Overall Objective (one to two sentences) that describes what they are fighting to accomplish in tackling this Grand Challenge. The objective will be phrased in ACTIVE terminology and in a way that reflects each individual doctoral student's VOICE; it will serve as a guiding principle that focuses each student's ability to clearly and concisely VERBALLY articulate the personal & professional investment in tackling their chosen Grand Challenge.

**Challenge:** Upload Video (**two minutes**) (5%)

**“From the page to the stage.”** Utilizing the Precision Messaging Process™, doctoral students will actualize their ideas into a **two minute** “highlight reel” oral Talk that articulates and defines a path forward for tackling their chosen Grand Challenge. **Note: View the unit asynchronous before writing your paper.**

### Assignment Three:

#### **Proposal for TED-like talk based on Grand Challenge (15%)**

In assignment three the doctoral student will write a proposal that will include an **outline and narrative (including the four points noted below)** of what will be articulated and in the format it will be presented. Relevant information garnered from the previous papers can be included. TED requires this outline of all potential speakers. The paper should be a minimum of three pages (no maximum). **Due: Week Seven**

**a. Writing Component (15%):**

Begin by joining TED and follow their directions. Doctoral students will be given real life examples of **good, bad, & ugly TED pitches** (\*see unit three) and will view video's relative to TED on how applicants conceive of and articulate their ideas for a TED talk, ahead of ever actually delivering it. After viewing these videos, the doctoral student will write their TED-like Talk proposal. **There is no video upload for this assignment.**

**Include:**

- 1) a compelling opening sentence;
- 2) a two-paragraph description of what the proposed talk is about;
- 3) a descriptive narrative with bullet points;
- 4) a compelling conclusion with an ask.

**b. VIDEO COMPANION: Your Moment to Inspire: WHY Ted Talks work**

These short videos located on the asynchronous will focus on the discourse framework of a TED TALK as a potential vehicle to deliver your vision for tackling your chosen Grand Challenge. Highlighting the special considerations that make a Ted Talk unique and why choosing a Ted Talk could serve as an effective platform in delivering your vision to an audience. This video will lay out a template for a Ted Talk and focus on WHY this template is effective. Refer to the Ted Talk links that exemplify elements of a successful presentation (\*see unit three). **No video upload is required for this assignment.**



**Assignment Four:**

**Live TED-like TALK rehearsal to classmates (15%)**

***Live and recorded:*** Doctoral students will present a portion (**five minutes-be precise**) of their TED-like talk live to the class (**10%**). Class members will provide critique. This assignment provides the doctoral student with the opportunity to practice and refine speaking & presenting skills. *\*Dates will be selected by doctoral students.* **Due: Weeks 7, 8, 9**

**Live in class Talk will be graded on the following performance points:**

1. (25%) 60% to 90% direct eye contact with audience
2. (10%) Toggle effectively between notes and audience
3. (10%) Lighting allows face to be clear
4. (10%) Face fully in camera frame
5. (10%) Talk within time parameters
6. (35%) Content clearly communicated

**Assignment Five:**

**Ted-Like Talk on Grand Challenge (10%)**

Doctoral students will upload their full **15+ minute Ted-like Talk** onto the LMS and are encouraged to upload to YouTube. Follow performance points. **Due: Week Twelve (12)**

**Assignment Six:**

**Final Talk: Lessons learned (15%)**

This final “Lessons Learned” live talk will outline and provide an overview of the doctoral students learning gained throughout the course about: a) the selected Grand Challenge, b) leadership in the Grand Challenge, & c) leading public discourse and how these may be applied in the future. The talk must be three minutes. **Due: Week 12**

**Class Participation:** There are no points awarded for participating as doctoral students are expected to be present for every class and contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active class participation. Class participation consists of meaningful, thoughtful, and respectful participation based on completed required & independent readings & assignments prior to class. When in class, doctoral students demonstrate understanding of the material & are prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material. **Placing camera on hold for longer than a few minutes is not considered participation. Placing a camera on hold for the entire class is equivalent to an absence.** Doctoral students are expected to participate & complete in-class exercises. Exercises are used to stimulate discussion, encourage critical thinking, and reinforce learning. Doctoral student’s participation in the weekly asynchronous exercises is monitored. **Although no points are awarded, failure to participate will lead to a reduction in grade.**

**Grades will be based on the following:**

4 point scale		100 point scale	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

**OR:** If class is graded Credit/No Credit (CR/NC): Students must earn at least 73 out of a possible 100 points in the course in order to receive a CR.

**USC School of Social Work Grading Standards**

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

(2) A grade of B+ will be given to work which is judged to be very good. This grade denotes the student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

(3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

(5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

(6) Grades between C- to F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

**As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. More than two unexcused absences in class will result in the lowering of your grade by a half grade. Additional absences will result in additional deductions. Meaningful participation requires active engagement in class discussions and maintaining an active screen. Additional absences in the live class will result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission will also lower your final grade by a half grade. Not completing additional units will also result in additional deductions.**



## VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

### **Required Textbooks:**

Kotter, J. (2012). *Leading Change*. Harvard Business Review Press.

Rodin, J. & Steinberg, S.P. (Eds.). (2003). *Public Discourse in America: Conversation and Community in the 21<sup>st</sup> Century*. University of Pennsylvania Press.

### **Required Articles and Readings:**

There are required and recommended readings that are assigned and may be found on ARES (see below). Also, your instructor may assign and recommend additional readings throughout the course.

The assigned readings, other than the recommended textbooks, can be obtained through our Library ARES system: <https://usc.ares.atlas-sys.com/ares/> under Michael Rank, Ph.D., lead professor.

### **Recommended Textbook:**

Salzman, M. (2017). *Agile PR: Expert Messaging in a Hyper-Connected, Always-On World*. New York: AMACOM

### **Recommended Guidebooks for APA Style Formatting & Writing:**

Aimes, N. & FitzGerald, K. (2015). *Writing Clearly for Clients & Colleagues: The Human Service Practitioners Guide*. Lyceum.

American Psychological Association (2012). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington: APA.

Szuchman, L. T., & Thomlison, B. (2011). *Writing with style: APA style for social work* (4th ed.). New York, NY: Wadsworth Publishing Company.

(Instructor Note: This is an e-book that you can purchase for approximately \$20.00 at:

<https://www.ichapters.com/tl1/en/US/storefront/ichapters?cmd=catProductDetail&showAddButton=true&ISBN=978-0-495-09883-6>)

The Elements of Style - A rule book for writing: <http://www.bartleby.com/141/>.

USC Guide to Avoiding Plagiarism: [http://www.usc.edu/student-affairs/student-conduct/ug\\_plag.htm](http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm).

### **Recommended Websites:**

Center for Social Impact. University of Michigan. <http://socialimpact.umich.edu>

Center for Public Deliberation: <http://cpd.colostate.edu/>

Critical Discourse Studies: <http://www.tandfonline.com/toc/rcds20/current>

Council on Social Work Education: [www.cswe.org/](http://www.cswe.org/)

Deliberative Democracy Consortium: [www.deliberative-democracy.net/](http://www.deliberative-democracy.net/)

Discourse Studies: <http://dis.sagepub.com/>

Groundswell blog: <http://blogs.forresster.com/groundswell>

Journal of Public Deliberation: <http://www.publicdeliberation.net/jpd/>

Journal of Discourse Studies: <http://www.discourses.org/resources/journals/>

The Kettering Foundation: <https://www.kettering.org/>

National Association of Social Workers: <http://www.naswdc.org>

Penn National Commission on Society, Culture & Community: <http://www.upenn.edu/pnc/>

Rhetorical Questions: Studies of Public Discourse:  
<http://press.uchicago.edu/ucp/books/book/chicago/R/bo3629649.html>

Social Work Hall of Distinction: <http://www.socialworkhallofdistinction.org>

Support the Work of Public Discourse: <http://www.thepublicdiscourse.com/2013/08/10802/>

TechCrunch: <http://www.techcrunch.com>

The Leader to Leader Institute: <http://leadertoleader.org/>

The Center for Creative Leadership: <http://www.ccl.org/leadership/index.aspx>

The Current State of Public Discourse:  
<http://thoughtcatalog.com/kovie-biakolo/2013/04/the-current-state-of-public-discourse/>

The Greenleaf Center for Servant-Leadership: <http://www.greenleaf.org/>

What is Public Discourse: <http://www.thepublicdiscourse.com/2009/10/945/>

**Witherspoon Institute:** *Public Discourse: Ethics, Law, and the Common Good* <http://winst.org>

This online journal publishes one article per day, Monday-Friday. The journal seeks to educate professionals across disciplines, including law, medicine, business, academia, & religious life, about the moral foundations of free societies. Articles are written by scholarly experts.

**Note about bias:**

A series of interactive Implicit Bias Tests & a TED talk by Verna Myers about overcoming bias.

[https://www.ted.com/talks/verna\\_myers\\_how\\_to\\_overcome\\_our\\_biases\\_walk\\_boldly\\_toward\\_them?language=en](https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them?language=en)

<https://implicit.harvard.edu/implicit/takeatest.html>

**Note about Public Discourse:**

Most of the current literature about Public Discourse is found in keywords: **Public Deliberation or Discourse**. Public Deliberation is an approach to politics in which citizens, not just experts or politicians are deeply involved in community problem solving and public decision making. Working with trained facilitators who utilize a variety of deliberative techniques, citizens come together and consider relevant facts and values from multiple points of view; listen to one another in order to think critically about the various options before them and consider the underlying tensions and tough choices inherent to most public issues; and ultimately seek to come to some conclusion for action in the form of a reasoned public judgment.

Not politics as usual. Too often, in our political system bad communication is seemingly rewarded. Despite any good intentions, politicians and candidates often rely on arguments or attacks that simplify issues and exaggerate differences. Campaigns frame tough questions as if there are obvious choices (high taxes v. low taxes or good roads vs. bad roads), rather than the tough choices and value dilemmas inherent to public policy decisions (high taxes and good roads v. low taxes and bad roads). For democracy to thrive, decision-makers need to confront the complexity of issues and attempt to balance competing values, not distract from them. Such considerations are at the heart of deliberation.

The practice of good public deliberation/discourse is the cornerstone of democratic and community politics. Public Deliberation connects people, even those with conflicting interests, in a way that allows them to make decisions and act in regard to problems or challenging circumstances. Public Deliberation can also reveal new possibilities for action that individuals alone did not see before.

Deliberative democracy is also of particular interest to communication scholars. Indeed, the art of public deliberation in many ways represents the traditional heart of a rhetorical education spanning back to the classical Greek and Roman societies. Far removed from the manipulative “non-contradictory” argumentation that typifies much contemporary political debate, an ideal rhetorical perspective seeks out opposing perspectives, understands the importance of factual information, considers the inherent value dilemmas in all public controversies, and relies on structured discussion and debate to help achieve the critical goal of reasoned judgment.

Public Deliberation should also be differentiated from dialogue; while similar in the sense that both encourage greater understanding and respect between diverse groups, public deliberation goes further by asking participants to focus on the often unpleasant costs and consequences of various options and ultimately come to a decision. (Excerpted from: <http://cpd.colostate.edu/about-us/what-is-public-deliberation/>)

### **Grand Challenges of Social Work**

Go to the American Academy of Social Work & Social Welfare website: [www.aaswsw.org](http://www.aaswsw.org) to learn more and stay involved with the Grand Challenges initiative and read the supporting working papers.

**We cannot seek achievement for ourselves and forget about progress and prosperity for our community. Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own - *Cesar Chavez***

For the USC State of the Neighborhood Report see:  
[http://issuu.com/uscedu/docs/usc\\_state\\_of\\_the\\_neighborhood\\_repor/1](http://issuu.com/uscedu/docs/usc_state_of_the_neighborhood_repor/1) or  
<http://advancementprojectca.org/ap-publications/usc-state-of-the-neighborhood-report/>

Also investigate the United Nation’s 17 Sustainable Development Goals for 2030:  
<https://sustainabledevelopment.un.org/?menu=1300>

1. No Poverty
2. Zero Hunger
3. Good Health and Well Being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, innovation, and Infrastructure
10. Reduced Inequities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace and Strong Institutions
17. Partnerships for the Goals

## Course Overview

### Leading Public Discourse

**\*Please note this syllabus has been adapted from 15 weeks to 12 weeks for the summer semester**

Content	Asynchronous	Synchronous	Assignments
Week 1	Introduction; What is Public Discourse?!	Student introductions; Course Overview: Syllabus & Assignments; Establish learning environment.	
Week 2	Leader Development; Upload Leadership strengths; Guest Expert	Collaborative brainstorming; Leader development, mission, vision, & discussion re: Grand Challenge(s)	
Week 3	Engaging in Public Discourse; TED-like Talk; Video:	Engaging in public discourse; discuss uploaded 30 second video clip & brief talk per	<b>Public Discourse paper due</b>

	Kinetic Communication; Guest Expert	student areas of interest	
Week 4	The role of social media; Twitter; <b>Video:</b> Awareness & Empowerment; Guest Expert	Social media; social networking & social capital; leadership for the Grand Challenges;	
Week 5	Gender & Leadership; <b>Video:</b> Precision Messaging Process; View <b>interview with editor.</b>	Female leaders influencing the past & present; collaboration and sharing.	
Week 6	Diversity & Cultural Competence; digital divide; Dan Heimple on writing; Guest Expert	Diversity, culture, race, & the digital divide. upload two-minute video	<b>Scholarly paper, Op-Ed, or News Analysis due</b>
Week 7	Transformational Change; Guest Expert	Leading Transformational change. Paradigms and Thomas Kuhn.	<ul style="list-style-type: none"> <li>• <b>Proposal for TED-like talk due</b></li> <li>• <b>Live in class Ted-like Talk rehearsal to classmates.</b></li> </ul>
Week 8	Values & Ethics; <b>Video:</b> Your moment to inspire; Guest Expert	Values, ethics, & public discourse discussion; collaboration and sharing. TED-like Talk proposal	<ul style="list-style-type: none"> <li>• <b>Live in class TED-like talk rehearsal to classmates;</b></li> <li>• <b>upload Talk</b></li> </ul>
Week 9	<b>Motivation &amp; communication;</b> Guest Expert. <b>Power, influence, &amp; empowerment</b>	Collaboration and sharing; Ted-like Talk	<ul style="list-style-type: none"> <li>• <b>Live in class TED-like talk rehearsal to classmates;</b></li> <li>• <b>upload Talk</b></li> </ul>
Week 10	<b>Democracy the news media;</b> Guest Expert. <b>World Perspectives; Social movements;</b>	Collaboration and sharing; Ted-like Talk	<b>No class Residency I Los Angeles</b>
Week 11	<b>Team building; delegating, mentoring, &amp; coaching; Conflict, Crises, &amp; Change;</b>	The power of MOOC's; Ted-like Talks Mentorship, consultants, team building, delegating & coaching. Conflict & crises; conflict resolution; leading causes &	<b>Class discussion: weeks 10 &amp; 11 Residency Debrief</b>

	Video: Nelson Mandela	social movements	
Week 12	Reflections; the future.	Student collaboration and sharing; lessons learned; What's after the Grand Challenges?	<ul style="list-style-type: none"> <li>• Final live in class talk.</li> <li>• Upload TED-like talk on Grand Challenge(s)</li> </ul>

### Guest Experts:

Unit 2: Brian Finkelstein: <http://themoth.org/posts/storytellers/brian-finkelstein>

Unit 3: Elke Goversten: [www.elkegovertsen.com/](http://www.elkegovertsen.com/)

Unit 4: Cristi Hegranes: <http://globalpressinstitute.org/staff/cristi-hegranes/>

Unit 5: Jill Stewart: [www.laweekly.com/authors/jill-stewart](http://www.laweekly.com/authors/jill-stewart)

Unit 6: Liz Dwyer: [www.takepart.com/author/liz-dwyer](http://www.takepart.com/author/liz-dwyer)

Unit 7: Gillian Bergeron: <https://www.linkedin.com/in/gillianbergeron>

Unit 8: Charles Adler: <http://charles-adler.com>

Unit 9: Yehuda Duenyas: [www.theascent.co/](http://www.theascent.co/)

Unit 10: Marilia Bezerra: <http://aldeiaworks.net/team>

Unit 11: Brian McCarty: <http://www.wartoyproject.com>

Unit 12: Julia Rubin: [https://en.wikipedia.org/wiki/Julia\\_Ormond](https://en.wikipedia.org/wiki/Julia_Ormond)

Unit 13: Tomicah Tillemann, New America (formerly State Department): <https://www.newamerica.org/experts/tomicah-tillemann/>



## Course Schedule: Detailed Description

**Note:** Students are to choose readings most relevant to their areas of research

### Unit 1: Introduction to Public Discourse

#### Topics:

- Introductions
- Explanation of syllabus and required assignments
- Good public discourse!?
- Penn National Commission on Society, Culture, & Community

#### Recommended Viewing:

Adam Galinsky: How to speak up for yourself.

[www.ted.com/talks/adam\\_galinsky\\_how\\_to\\_speak\\_up\\_for\\_yourself](http://www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself)

#### **Death by PowerPoint.**

<https://www.youtube.com/watch?v=KbSPPFYxx3o>

#### Required Readings:

**\*Go to the American Academy of Social Work & Social Welfare website: [www.aaswsw.org](http://www.aaswsw.org) to learn more and stay involved with the Grand Challenges initiative.**

Barth, R.P., Uehara, E; & Fong, R. (2015). *Grand Challenges for Social Work*. American Academy of Social Work & Social Welfare. Go to [www.aaswsw.org](http://www.aaswsw.org) to sign up for the American Academy for Social Work & Social Welfare. Sign up for the Grand Challenge(s) that most interest you.

Ryfe, D. M. (2003). The principles of public discourse. What is good public discourse? In J. Rodin & S.P. Steinberg (Eds.). (2011). *Public Discourse in America: Conversation and Community in the 21<sup>st</sup> Century*. University of Pennsylvania Press. **P.163-177**

Woodly, D.R. (2015). *The Politics of Common Sense: How Social Movements Use Public Discourse to Change politics and Win Acceptance*. Chapter one. **P.19-34**

#### Recommended Readings:

Fertig, R. D., & Rose, J. S. (2007). *100 years of social work at USC 1906-2006*. Los Angeles: University of Southern California School of Social Work.

Kressel, H. & Winarski, N. (2015). *If You Really want to Change the World: A Guide to Creating, Building, Sustaining Breakthrough Ventures*. Harvard Business Review Press.

Scollon, R. (2012). *Analyzing Pubic Discourse: Discourse Analysis in the Making of Public Policy*. Routledge.

## Unit 2: Developing Leaders of Public Discourse

### Topics:

- Developing leaders of the Grand Challenges
- Mission, Vision, Change Vision
- Two-minute practice video upload on asynchronous re: leadership strengths

### Recommended Viewing:

- EMPOWERING RISING LEADERS  
[HTTPS://WWW.YOUTUBE.COM/WATCH?RELOAD=9&V=O-V7E8WK2lW](https://www.youtube.com/watch?reload=9&v=o-v7E8WK2lW)
- John Maxwell: The five levels of Leadership  
<https://www.youtube.com/watch?v=jsjJCOzmkh>
- A leadership Style That Works For All  
<https://www.youtube.com/watch?v=3oi6UExPoKg>
- How Great Leaders Inspire Action  
<https://www.youtube.com/watch?v=qp0HIF3Sfl4>
- Lead like the Great Conductors  
<https://www.youtube.com/watch?v=R9g3Q-qvtss>

### Required Readings:

Brokaw, L. (2012). Self-Awareness: A Key to Better Leadership. *MIT Sloan Management Review*. Pp. 18-29.

<http://sloanreview.mit.edu/article/self-awareness-a-key-to-better-leadership/>

Deming, W.E. (2013). *The Essential Deming: Leadership Principles from the Father of Quality*. McGraw Hill. <https://www.deming.org/>

Hernez-Broome, G. & Hughes, R. (2014). *Leadership Development: Past, Present, & Future*. Center for Creative Leadership. *Human Resource Planning*, 27, 3(2), 231-246 <http://www.ccl.org/leadership/pdf/research/cclLeadershipDevelopment.pdf>

Kotter, J. (2012). *Leading Change*. Harvard Business Review Press. C. 2-10, Pp. 19-168

Schudson, M. (2011). Leadership in a complex democratic society. In J. Rodin & S.P. Steinberg (Eds.). (2011). *Public Discourse in America: Conversation and Community in the 21<sup>st</sup> Century*. University of Pennsylvania Press. P.89-95

Welch, D., Grossaint, K., Reid, K. & Walker, C. (2014). Strengths-based leadership development: Insights from expert coaches. *Consulting Psychology Journal: Practice and Research* Vol 66(1), 20-37

### **Recommended Readings:**

Armistead, C., Pettigrew, P., & Aves, S. (2007). Exploring leadership in multi-sectorial partnerships. *Leadership*, 3(2), 231-246.

Gottschall, J. (2013). *The Storytelling Animal: How Stories Make Us Human*. Harcourt.

Hollenbeck, G., McCall, M., & Silzer, R. (2006). *Leadership competency models*. *Leadership Quarterly*, 17, 398-413.

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.

**Optional:** This text must be purchased new! The text contains a code and the identification of a website, where you will be asked to take an assessment that lasts about 30 minutes. Upon completing the assessment, you will be provided with an analysis of your major leadership strengths and suggestions for augmenting the strengths.

## **Unit 3: Engaging in Public Discourse**

### **Topics:**

Engaging in Public Discourse

TED Talks (Technology, Entertainment, and Design)

**\*Assignment One: Public Discourse paper due**

### **Recommended Viewing:**

\*(Start preparing for assignment three due in Unit Eight)

**The Biggest Mistake Would-Be TED Speakers Make!** According to Head Curator Chris Anderson, says it's "heartbreaking" to turn people down for this reason.

<https://www.inc.com/minda-zetlin/ted-talks-speakers-biggest-mistake-chris-anderson.html>

- **Chris Anderson: TED's secret to great public speaking**  
[http://www.ted.com/talks/chris\\_anderson\\_teds\\_secret\\_to\\_great\\_public\\_speaking?headline](http://www.ted.com/talks/chris_anderson_teds_secret_to_great_public_speaking?headline)
- **The good, the bad, and the ugly of TED Talks.** by Eric Hudson on Prezi  
<https://prezi.com/hmcg0ylongom/the-good-the-bad-and-the-ugly-of-ted-talks/>
- **TED Fellows:** <https://www.ted.com/participate/ted-fellows-program/apply-to-be-a-ted-fellow>
- **TED conference:** <https://www.TED.com/attend/conferences/conference-application-tips>
- **Speaking at TED:** <https://www.ted.com/about/conferences/speaking-at-ted>
- **TED Guidelines:** [http://storage.ted.com/tedx/manuals/tedx\\_content\\_guidelines.pdf](http://storage.ted.com/tedx/manuals/tedx_content_guidelines.pdf)
- **Ted Speakers Guide:** <http://storage.ted.com/tedx/manuals/tedxspeakerguide.pdf>
- **TED application deadlines:** <https://www.ted.com/participate/nominate>

- **Chris Anderson: TED's secret to great public speaking**  
[http://www.ted.com/talks/chris\\_anderson\\_teds\\_secret\\_to\\_great\\_public\\_speaking?headline](http://www.ted.com/talks/chris_anderson_teds_secret_to_great_public_speaking?headline)
- **Apply to host and present a webinar for the *Network for Social Work Management*.**  
Raise your visibility and position yourself as a thought leader. [info@socialworkmanager.org](mailto:info@socialworkmanager.org)
- Stock photos for blogs/websites: **Unsplash** is FREE <https://unsplash.com/>

**Required Readings:**

- Rosen, J. (2011). Part of our world: Journalism as civic leadership. In J. Rodin & S.P. Steinberg (Eds.). (2011). *Public Discourse in America: Conversation and Community in the 21<sup>st</sup> Century*. University of Pennsylvania Press. **P.106-116**
- Rosen, J. (2011). Lessons from the field: Practitioner perspectives on public discourse programs. In J. Rodin & S.P. Steinberg (Eds.). (2011). *Public Discourse in America: Conversation and Community in the 21<sup>st</sup> Century*. University of Pennsylvania Press. **P.201-212**
- Ryfe, D. M. (2011). The practice of public discourse. A study of sixteen discourse organizations. In J. Rodin & S.P. Steinberg (Eds.). (2011). *Public Discourse in America: Conversation and Community in the 21<sup>st</sup> Century*. University of Pennsylvania Press. **P.184-200**

**Recommended Readings:**

- Guo, C. & Bielefeld, W. (2012). *Social Entrepreneurship: An evidence based approach to creating social value*. Josey Bass
- Keller, H. (1996). *Helen Keller: The story of my life*. Dover Publishing
- Mathias, E., & Jones, J. (eds.) (2004) *Big Brother International: Formats, Critics, and Publics*. London: Wallflower
- Sarangi, S. & Couthard, M. (2014). (Eds) *Discourse & Social Life*. Routledge
- Scollon, R. & Scollon, S.W. (2003). *Discourse in Place: Discourse in the Material World*. Routledge
- Starr, P. (2005). *The Opening of the Public Sphere 1600-1860: The Creation of Media: Political Origins of Modern Communications*. New York: Basic

## Unit 4: Social Media & Public Discourse

### Topics:

■ The Role of Social Media (Twitter, etc.)

- ▼ Creating community in cyberspace
- ▼ Privacy & anonymity
- ▼ Brene Brown: Vulnerability in Public Speaking (TED Talk)

<https://mindfulpresenter.com/presenting-power-public-speaking/>

● **Create your BLOG related to your Grand Challenge (free):** Make an introductory post. You will have several opportunities to post to your BLOG throughout the course; however, you can post as often as you want relative to the discourse you are creating about your GC.

[www.theblogstarter.com](http://www.theblogstarter.com) or [WordPress.com](http://WordPress.com)

● **Start Your Podcast (free):** *Spreaker's* wide range of tools covers every step of the podcasting process, from simple recording and broadcasting apps to analytics on your audience.

<https://www.spreaker.com/>

● **Create a Twitter account related to the Grand Challenges (free):** Make an introductory Tweet. You will have several opportunities to Tweet throughout the course; however, you can Tweet as often as you want relative to the discourse you are creating about the Grand Challenges. **Create a Twitter Account: Hashtags.org**

● **Adventures in Twitter Fiction**

[https://www.ted.com/talks/andrew\\_fitzgerald\\_adventures\\_in\\_twitter\\_fiction?language=en](https://www.ted.com/talks/andrew_fitzgerald_adventures_in_twitter_fiction?language=en)

### Required Readings:

Jenkins, H., Ford, S., & Green, J. (2013). *Spreadable Media: Creating Value & Meaning in a Networked Culture*. New York University Press. <http://spreadablemedia.org>

Steinberg, S.P. (2011). Creating community in cyberspace: Criteria for a discourse technology project. In J. Rodin & S.P. Steinberg (Eds.). (2011). *Public Discourse in America: Conversation & Community in the 21<sup>st</sup> Century*. University of Pennsylvania Press. **P.237-248**

### Recommended Readings:

Benkler, Y. (2007). *The Wealth of Networks: How Social Production Transforms Markets and Freedom*. New Haven: Yale University Press.

Butsch, R. (2007). *The Politics of Audiences in America: The Citizen Audience: Crowds, Publics, & Individuals*. New York: Routledge

Gere, C. (2008). *Digital Culture*. London: Reaktion Books

- Harfoush, R. (2009). *Yes We Did: How Social Networks Built the Obama Brand*. New Rider
- Jenkins, H., McPherson, T., & Shattuc, J. (eds.) (2003). *Hop on Pop: The Politics & Pleasures of Popular Culture*. Durham University Press.
- Hartley, J. (2007). *Television Truths: Forms of Knowledge in Popular Culture*. London: Wiley
- Jenkins, H. (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21<sup>st</sup> Century*. MIT Press.
- Jenkins, H. (2006). *Convergence Culture: Where Old & New Media Collide*. NYU Press.
- Li, C. & Bernoff, J. (2008). *Groundswell: Winning in a world transformed by social technologies*. Harvard Business School Press.
- Scollon, R. & Scollon, S.W. (2008). *Nexus Analysis: Discourse & the Emerging Internet*. Routledge
- Zimmerman, J. & Ng, D. (2012). *Social Media Marketing All-in-One for Dummies*. Wiley

## Unit 5: Gender, Leadership, & Public Discourse

### Topics:

- Gender, Leadership & Public Discourse

**Note:** Licensed social workers and NASW membership are disproportionately held by women (NASW 2018). The U.S. population is comprised of 1.02 females for every male. Women are equally qualified but institutional barriers prevent membership in leadership organizations (PEW Research Center 2018). The gender pay gap remains at 78%; spans across all occupations, is greater for women of color (54%), and increases with age (AAUW 2018). Jane Addams, the founder of the Social Work Profession, won the Nobel Peace Prize in 1931. The impact that women have had, not only in the Social Work Profession, but in American society, has informed and continues to lead public discourse.

### Required Viewing:

- **Sheryl Sandberg on Leadership**  
[https://www.ted.com/talks/sheryl\\_sandberg\\_why\\_we\\_have\\_too\\_few\\_women\\_leaders.html](https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html)

### Recommended Readings:

- Addams, J. (2002). *Selected papers of Jane Addams. Preparing to Lead*. Vol.1. University of Illinois Press.
- Addams, J. (2009). *Selected papers of Jane Addams. Venturing into Usefulness*. Vol.II. University of Illinois Press.



- Chernesky, R. H. (2003). Examining the glass ceiling: Gender influences on promotional decisions. *Administration in Social Work, 27*(2).
- Dewane, C. J. (2008). Ten leadership strategies for women in social service management. *Social Work Today, 8*(2). <http://www.socialworktoday.com/archive/marapr2008p38.shtml>
- Eagly, A., & Carli, L. (2003). Finding gender advantage and disadvantage: Systematic research integration is the solution. *Leadership Quarterly, 14, 851–859*.
- Eagly, A. H., & Schmidt-Johannesen, M. C. (2001). The leadership styles of Women and Men. *The Journal of Social Issues, 57*(4).
- Eagly, A. & Carli, L. (2003). The Female Leadership Advantage: An Evaluation of the Evidence. *The Leadership Quarterly, Vol 14 (6), Pages 807–834*
- Elliott, C., & Stead, V. (2008). Learning from leading women experience: Towards a sociological understanding. *Leadership, 4*(2), **159-180**.
- Everett, A. (2009). *Digital Women: The Case of the Million Women March Online and On Television. Digital Diaspora: A Race for Cyberspace*. University of New York Press.
- Heuvel, W. V. (2008). Eleanor Roosevelt and her greatest achievement: The universal declaration of human rights. *The Interdependent, 6*(3), 29.
- Perlmutter, F. D., & Crook, W. P. (2004). Administrative Advocacy and the Management of Change Living the Legacy: The Women's Rights Movement 1848 – 1998. In *Changing hats while managing change: From Social Work Practice to Administration* (2<sup>nd</sup> ed., chap. 5). Retrieved from <http://www.legacy98.org/move-hist.html>
- Stotzer, R. L., & Tropman, J. E. (2006). Professionalizing social work at the national level: Women social work leaders, 1910-1982. *Journal of Women & Social Work, 21*(1), **9-27**.
- Wang, P., Lawler, J. J., & Shi, K. (2010). Work-family conflict, self-efficacy, job satisfaction and gender: Evidence from Asia. *Journal of Leadership and Organizational Studies, 17*(3), **298-308**.
- Ward, R. M., Popson, H. C., & DiPaolo, D. G. (2010). Defining the alpha female: A female leadership measure. *Journal of Leadership & Organizational Studies, 17*(3), **309-320**

## Unit 6: Leading Diversity in Public Discourse

### Topics:

- Leading diversity and culture in Public Discourse
- Race & the digital divide
- Dan Heimple on writing

**\*Assignment Two: Scholarly paper, Op-Ed, or News Analysis due; upload two minute video**

**\*NOTE: View asynchronous before writing or uploading video**

### Recommended Viewing:

- **Kimberle' Crenshaw: The Urgency of Intersectionality**  
[http://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](http://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)
- **Leadership in Cross-Cultural Environments**  
<https://www.youtube.com/watch?v=jPFbvN75Y2w>
- **Surprising Ways to Offend People In Other Countries**  
<https://www.youtube.com/watch?v=UTE0G9amZnk>

**Note:** “We live in a racialized society that disadvantage the populations that will use the services at the agencies our DSW students are or will be leading. The disparities are well documented (from health to aging to access to quality education to income inequality to gender inequities). It is crucial that the social work profession do a better job of diagnosing the dynamics, intersectionality, and the structural realities of race, class, and gender in the United States and the effects on the wellbeing of all people. If we are to reverse the patterns of injustice, we need to understand better how they work and address how people think and act with respect to marginalized populations and the inequalities of power and opportunity in the workplace and social environments. Doctoral students must consider where and when the next generation of social work leaders will have the opportunity to: 1) learn new perspectives and develop/design innovative ways to address race, class, gender, diversity, and inclusion; 2) lead various initiatives dismantling the injustices and inequities that occur in service delivery systems and organizations/agencies; and 3) lead the public discourse on the grand challenges of social work and the prevailing social issues in the United States.” (Renee Smith Maddox)

### Recommended Readings:

Carlyle, T. (1849). The occasional discourse of the Negro question. Fraser's Magazine for Town & Country. <http://cruel.org/econthought/texts/carlyle/carlodnq.html>

Eagly, A & Chin, J. (2010) *Diversity and leadership in a changing world*. American Psychologist, Vol 65(3), Apr, **216-224**.

Fitzgerald, T. (2015). *Black Males & Racism: Improving the Schooling & Life Chances of African Americans*. Paradigm **Chaps 2,3,7,8**

- Garcia, M.J. (2014). *The Chicano Movement: Perspectives from the 21<sup>st</sup> century*. Rutledge.
- Gray, M. L. (2009). *From Walmart to Websites: Out in Public: Out in the Country: Youth, Media, and Queer Visibility in Rural America*. New York University Press.
- Kimmel, A.J. (2009). *Connecting with consumers: Marketing for new market realities*. Oxford.
- Livingstone, S. (ed.) (2005). *Audiences & Publics: When Cultural Engagement Matters for the Public*. Bristol: Intellect.
- Miller, V. (2008). New media, networking, & phatic culture. *Convergence*. V.14 (4). P.387-400.
- Patrick, H.A. & Kumar, V.R. (2012). Managing workplace diversity: Issues & Challenges. *Sage Open*. April-June. p.1-15
- Steyart, J. & Gould, N.J. (2009). Social work and the changing face of the digital divide. *British Journal of Social Work*. 39 (4): 740-753.

## Unit 7: Leading Transformational Change with Public Discourse

- Leading Transformational Change
- Thomas Kuhn & Paradigms

**\*Assignment Three: Proposal for TED like talk based on Grand Challenge due**

**\*Assignment Four: TED talk rehearsal to classmates**

### Recommended Viewing:

- **Thomas Kuhn and Scientific Revolution**

<https://www.youtube.com/watch?v=T5m9x-Sjugo>

- **Cluster Leadership**

<https://www.youtube.com/watch?v=256CdSgr9UE>

- **Building a New Narrative on Human Services: A COMMUNICATIONS TOOLKIT**

<HTTP://WWW.FRAMEWORKSINSTITUTE.ORG/TOOLKITS/HUMANSERVICES/>

### Recommended Readings:

- Fisher, E. (2005). Facing the challenges of outcomes measurement: The role of transformational leadership. *Administration in Social Work*, 29(4), 35–49.
- Kotter, J. (2012). *Leading Change*. Harvard Business Review Press. C.1, Pp. 3-18
- Kuhn, T.S. (1962). *The Structure of Scientific Revolutions*. University of Chicago Press\
- Mary, N. L. (2005). Transformational leadership in human service organizations. *Administration in Social Work*, 29(2), 105-118.

- Moynihan, D.P., Pandey, S. & Wright, B. (2011). "Setting the Table: How Transformational Leadership Fosters Performance Information Use". *Journal of Public Administration Research and Theory Advance Access*. May. pp. 1-22.
- Northouse, P. G. (2016). Transformational Leadership In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 8, pp. 161-194). Thousand Oaks, CA: Sage
- O'Shea, P. G., Foti, R. J., Hauenstein, N. M. A., & Bycio, P. (2009). Are the best leaders both transformational and transactional? *Leadership*, 5(2), 237-260.
- Schott, E.M. & Weiss, E.L. (2015). *Transformative Social Work Practice*. Sage.
- Tucker, B., & Russell, R. (2004). Influence of the transformational leader. *Journal of Leadership & Organizational Studies*, 10(4), 103-111.
- Woodly, D. R. (2015). Introduction: The Talk of Movements. *The Politics of Common Sense: How Social Movements Use Public Discourse to Change Politics and Win Acceptance*. Oxford. Pp. 1-18.

## Unit 8: Values, Ethics, & Public Discourse

### Topics:

- Values, Ethics, & Public Discourse

**\*Assignment Four: TED talk rehearsal to classmates**

### Recommended Viewing:

- **Apple CEO Tim Cook on Ethical Leadership**  
<https://www.youtube.com/watch?v=3ygNKNaMv4c>
- **Cheating Ethics Lecture at TEDx**  
<https://www.youtube.com/watch?v=Tqc-WSkUQZ8>
- **Why Aren't we all Good Samaritans?**  
<https://www.youtube.com/watch?v=r3wyCxHtGd0>
- **Leadership and Vision**  
[https://www.youtube.com/watch?v=yK\\_fEX8WNf8](https://www.youtube.com/watch?v=yK_fEX8WNf8)
- **The good, the bad, and the ugly of TED Talks. by Eric Hudson on Prezi**  
<https://prezi.com/hmcg0ylongom/the-good-the-bad-and-the-ugly-of-ted-talks/>

### Recommended Readings:

Bagley, C. (2003). The Ethical Leader's Decision Tree. *Harvard Business Review*. Pp 85-98.

- Beard, A. (2015). CEO's with daughters run more socially responsible firms. *Harvard Business Review*. November p.34-35
- Brown, M. E., Trevino, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development. *Organizational Behavior & Human Decision Processes*, 97, 117-134.
- Monahan, Kelly (2012). A Review of the Literature Concerning Ethical Leadership in Organizations. *Emerging Leadership Journeys*, Vol. 5, Issue 1, pp. 56-66.
- NASW. (2008). *Social Workers Code of Ethics*. <https://www.socialworkers.org/pubs/code/code.asp>
- Northouse, P. G. (2015). Leadership Ethics In *Leadership: Theory and practice* (7<sup>th</sup> ed. Chapter 13, pp. 329-360). Thousand Oaks, CA: Sage.
- Rothschild, J., & Milofsky, C. (2006). The centrality of values, passions, and ethics in the nonprofit sector. *Nonprofit Management and Leadership*, 17(2), 137-143.
- Theoharis, G. (2010). Social justice, educational leaders, and resistance: Toward a theory of social justice leadership. *Education Administration Quarterly*, 43(2), 221-258.
- Wark, L. (2010) "Ethical Standards for Human Service Professionals". *Journal of Human Services*; Oct. 2010, Vol. 30 Issue 1, pp 81-89.

## **Week 9-Unit 9: Motivation, Communication, & Public Discourse**

### **Topics:**

- Motivation, Communication & Public Discourse

### **\*Assignment Four: TED talk rehearsal to classmates**

### **Recommended Viewing:**

- **EMOTIONAL INTELLIGENCE AND LEADERSHIP**  
<HTTPS://WWW.YOUTUBE.COM/WATCH?v=0K8TCF-3OFY>
- **Great Quotes from Great Leaders**  
<https://www.youtube.com/watch?v=Qn8KGBwa0BY>
- **LEADERS CARE: INSPIRATIONAL LEADERSHIP**  
<HTTPS://WWW.YOUTUBE.COM/WATCH?v=03O1JZ7C7GI>
- **Top 10 Greatest Speeches from TV Shows**  
<https://www.youtube.com/watch?v=TcBCh9KC2mY>

### **Recommended Readings:**

- Cherian, J. and Jacob, J. (2013). Impact of Self Efficacy on Motivation and Performance of Employees. *International Journal of Business and Management*; Vol. 8, No. 14

- Ellemer, N., DeGilder, D., Haslam, S. A. (2004). Motivating individuals and groups at work: A social identity perspective on leadership and group performance. *Academy of Management Review*, 29(3), 459-478.
- Fisher, E. A. (2009). Motivation and leadership in social work management: A review of theories and related studies. *Administration in Social Work*, 33(4), 347-367.
- Goleman, D., & Boyatzis, R. (2008). *Social Intelligence and the Biology of Leadership*. Boston, MA: Harvard Business Publishing.
- Miner, J.B. (2005). *Organizational Behavior One: Essential theories of motivation and leadership*. Taylor & Frances.
- Northouse, P. G. (2016). *Emotional Intelligence In Leadership: Theory and practice* (7<sup>th</sup> ed., pp. 27-28). Thousand Oaks, CA: Sage.
- Pinard, M. (2011). *Motivational dimensions in social change and contentious collective actions*. McGill-Queens Press.
- Putnam, L.L. & Nicotera, A. M. (Eds) (2009). *Building Theories of Organization: The Constitutive Role of Communication*. Routledge.
- Schepers, C., De Gieter, S., Pepermans, R. Due Bois, C., Caers, R., & Jegers, M. (2005). How are employees of the nonprofit sector motivated: A research need. *Nonprofit Management and Leadership*, 16(2), 191-208.
- Wallach, V. A., & Mueller, C. W. (2006). Job characteristics and organizational predictors of psychological empowerment among paraprofessionals within human service organizations: An exploratory study. *Administration in Social Work*, 30(1), 93-115.



## Week 9-Unit 10: Power, Influence, & Public Discourse

### Topics:

- Power, Influence, & Public Discourse:
  - ▼ The sources of power, gaining power, and using power effectively and ethically
- Implications for empowerment

### Recommended Viewing:

- **Everyday Leadership**  
<https://www.youtube.com/watch?v=uAy6EawKKME>
- **Authentic Leadership**  
<https://www.youtube.com/watch?v=HChw11UUJEQ>
- **THE RAREST COMMODITY IS LEADERSHIP WITHOUT EGO**  
<HTTPS://WWW.YOUTUBE.COM/WATCH?V=UQRPVMCGJJK>

### Recommended Readings;

Goncalves, M. (2013). Leadership Styles: The Power to Influence Others. *International Journal of Business and Social Science*, Vol. 4 No. 4; April  
<http://ijbssnet.com/journals/Vol 4 No 4 April 2013/1.pdf>

Lunenburg, F. C. (2012). Power and Leadership: An Influence Process. *International Journal of Management, Business, and Administration*. Vol. 15 (1). Pp. 1-11.

Parsons, R.J. (1991). Empowerment. *Social Work With Groups*. Vol.14 (2) p. 7-21

Sager, J. S. (2008). Sources of interpersonal and organizational power. In J. Rothman, J. L. Erlich, & J. E. Tropman (Eds.), *Strategies of community organization* (7<sup>th</sup> ed., pp. 425-446). Peosta, IA: Eddie Bowers Publishing Company.

Turner, S.G. & Maschi, T.M. (2015). Feminist and empowerment theory and social work practice. *Journal of Social Work Practice*. Vol.29 (2).

## Week 10-Unit 11: Democracy, News Media, & Public Discourse

### Topics:

- ▼ Democracy & the News Media
- ▼ Leading Public Discourse in a new world

### Recommended Viewing:

- **Why we Shouldn't Trust Markets With our Civic Life**

[http://www.ted.com/talks/michael\\_sandel\\_why\\_we\\_shouldn\\_t\\_trust\\_markets\\_with\\_our\\_civic\\_life](http://www.ted.com/talks/michael_sandel_why_we_shouldn_t_trust_markets_with_our_civic_life)

- **The Importance of Leading in Community Service**

<https://www.youtube.com/watch?v=5OqqAKHfHv8>

- **LEADERSHIP LESSONS**

<HTTPS://WWW.YOUTUBE.COM/WATCH?V=FW8AMMCVAJQ>

### Recommended Readings:

Allen, D.S. (2006). *Talking to Strangers: Anxieties of Citizenship since Brown V. Board of Education*. Chicago: University of Chicago Press.

Jenkins, H. & Thorburn, D. (eds.) (2003). *Democracy and News Media*. Cambridge: MIT Press.

Klinenberg, E. (2008). *Fighting for Air: The Battle to Control America's Media*. New York: Holt

Levine, P.(2007). *The Future of Democracy: Developing the Next Generation of American Citizens*. Tufts.

Ludlow, P. & Wallace, M. (2007). *The Second Life Herald: The Virtual Tabloid That Witnessed the Dawn of the Metaverse*. MIT Press.

Noveck, B. (2009). *Wiki Government: How Technology Can Make Government Better, Democracy Stronger, and Citizens More Powerful*. Brookings Institution Press.

Putman, R. (2001). *Bowling Alone: The Collapse and Revival of American Civic Life*. New York: Simon & Schuster.

Putman, R. (2015). *Our Kids: The American Dream in Crisis*. New York: Simon & Schuster.

Sherrod, L. Flanagan, C., & Torney-Purta (eds.). (2009). *Handbook of Research on Civic Engagement in Youth*. Boston: John Wiley & Sons.

## Week 10 - Unit 12: World Perspectives & Social Movements

### Topics:

- World Perspectives
- Social Movements

- **Great Leaders of the World Who Inspired the Humanity**

<https://www.youtube.com/watch?v=gC9OKd96Gs8>

- **Tools for a Movement of Leaders: Tactics & History of Social Movements**

<https://www.youtube.com/watch?v=cdiLpitU-1M>

- **Viva la Causa**

<https://www.youtube.com/watch?v=uD7ACJLT3OY>

### Recommended Readings:

Castells, M. (2015). *Networks of outrage & hope: Social movements in the internet age*. Wiley.

Edwards, G. (2014). *Social movements and protest*. Cambridge.

Johnston, H. (2014). *What is a social movement?* Polity Press

Klandermans, B. & Roggeband, C. (2010). *Handbook of social movements across disciplines*. Springer.

Kvint, V. (2016). *Strategies for the Global Market: Theory and Practical Applications*. Routledge.

Neeley, T. (2015). Global teams that work. *Harvard Business Review*. October. Pp.74-81

Opp, K.D. (2009). *Theories of political protest & social movements: A multidisciplinary introduction, critique, & syntheses*. Routledge.

Shepherd, L.J. (2014). *Gender Matters in Global Politics* (2<sup>nd</sup> Ed). Routledge.

Soule, S.A., Kriesi, H., & Snow, D.A. (Eds.). (2015). *The Blackwell Companion to Social Movements*. Blackwell Publishing

Standage, T. (2006). *Coffee, A History of the World in six glasses*. New York: Walker.

Schwartz, V.R. (1999). *Spectacular Realities: Early Mass Culture in Fin-De-Siecle Paris*. University of California Press.

West, D. (2014). *Social movements in global politics*. Wiley.

## Week 11- Unit 13: Team Building, Delegating, Coaching, & Mentoring

### Topics:

- Team Building
- Delegating, coaching, & mentoring
- In class: Team building exercise

### Recommended Viewing:

- **Executive Peer Group: How to Develop your Leadership Skills**  
<https://www.youtube.com/watch?v=ttrHYXiCNcM>
- **Exercises to Develop Your Leadership Skills**  
<https://www.youtube.com/watch?v=HmngLfNAhCQ>
- **Situational Leadership**  
[https://www.youtube.com/watch?v=NUGdw3S\\_FGE](https://www.youtube.com/watch?v=NUGdw3S_FGE)

### Recommended Readings:

- Boyatzis, R.; Smith, M. & Blaize, N.(2006). Developing Sustainable Leaders Through Coaching and Compassion. *Academy of Management: Learning and Education*. March 1, 2006 vol. 5 no. 1, pp. **8-24**
- Bronstein, L. R. (2003). A model for interdisciplinary collaboration. *National Association of Social Workers, Inc.*, 48(3), **297-306**.
- Katzenbach, J.R., Eisenhardt, K.M. & Gratton, L. (2013). *On Teams*. Harvard Business Review Press.
- Katzenbach, J.R. & Smith, D.K. (2015). *The Wisdom of Teams: Creating the High Performance Organization*. Harvard Business Review Press.
- Scandura, T.(1998). Dysfunctional Mentoring Relationships and Outcomes *Journal of Management*. June 1998 vol. 24 no. 3, pp. **449-467**
- Yun, S. & Cox, J. (2007). Leadership and Teamwork: The Effects of Leadership & Job Satisfaction on Team Citizenship. *International Journal of Leadership Studies*, Vol. 2 (3), pp. **171-193**

## Week 11-Unit 14: Conflict, Change, & Public Discourse

### Topics:

- Conflict, Conflict Resolution, & Public Discourse
- Causes and Social Movements

### Recommended Viewing:

- **NEGOTIATION AND CONFLICT MANAGEMENT IN LEADERSHIP**  
<HTTPS://WWW.YOUTUBE.COM/WATCH?V=UFJV1FDCTBQ>
- **SCIENCE OF PERSUASION**  
<HTTPS://WWW.YOUTUBE.COM/WATCH?V=CFDCZN7RYBW>

### Recommended Readings:

Beswick, D. & Jackson, P. (2015). *Conflict, Security, Development* (2<sup>nd</sup> Ed). Routledge

Caspersen, D. (2015). *Changing the Conversation: The 17 Principles of Conflict Resolution*.  
Joost Elfferson Book

Kazimoto, Paluku (2013). Analysis of conflict management and leadership for organizational change. *International Journal of Research In Social Sciences*. 2013. Vol. 3 (1). pp. **16-25**

Schmid, A.A. (2008). *Conflict & Cooperation: Institutional & Behavioral Economics*. Wiley

Wan, H. K. (2007). Conflict management behaviors of welfare practitioners in individualistic and collectivist culture. *Administration in Social Work*, 31(1), **49-65**.

## Week 12- Unit 15: Reflections & Prognostications

\* **Final live in class talk: three minutes**

\***TED Talk completed or scheduled; or YouTube uploaded**

### **Final Discussions**

### Recommended Readings:

Dobbs, R., Koller, T. & Ramaswamy, S. (2015). The future and how to survive it. *Harvard Business Review* October. **Pp.48-62**.

Kotter, J. (2012). *Leading Change*. Harvard Business Review Press. C.11&12, Pp. **169-183**

Pistrui, J. (2015). How managers can see the future clearly. *Harvard Business Review*. October

## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([xxxxx@usc.edu](mailto:xxxxx@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance. Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### XI. SUPPORT SYSTEMS

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

*USC Support and Advocacy (USCSA) – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.* Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

## **XII. ADDITIONAL RESOURCES**

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

## **XIII. STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

## **XIV. POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

## **XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

## **XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly*  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### **Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. .Social workers are



sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective: Service; Social justice; Dignity and worth of the person; Importance of human relationships; Integrity; Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## **XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

## **XVIII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact your advisor. If you need to pursue the issue further, contact the Director of the DSW program, **Dr. Nadia Islam** ([nislam@usc.edu](mailto:nislam@usc.edu)). If you still have not received a satisfactory response or solution, contact the chair of doctoral programs, **Michael Hurlburt** ([hurlburt@usc.edu](mailto:hurlburt@usc.edu)).

## **XIX. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.
- ✓ Have fun

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*Don't procrastinate or postpone working on assignments.*

*Do not assume you will be granted an extension because of your procrastination.*

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