

## The Art and Science of Leadership

**Professor:** Deborah J. Natoli, Ph.D., Price School of Public Policy

**Guest Presenters:** Elyn Saks, J.D., Ph.D., Gould School of Law

<https://gould.usc.edu/faculty/?id=300>

Lisa Kring, LCSW (InsightLA and Mindful USC)

<https://insightla.org/teacher/lisa-kring/>

Vishal Vaidya (Broadway Actor, Singer, Coach)

<http://vishal-vaidya.com>

**Office Location:** Ralph and Goldy Lewis Hall, Room 202

**Contact:** E: natoli@usc.edu

P: 310-570-9707

The temptation is to reduce leadership to a simple formula, perhaps requiring a touch of skill, a splash of character, a pinch of diplomacy. Leaders do share certain qualities, but the reality is that the best leaders are masters of their experiences.

–Warren Bennis, *On Becoming a Leader*

The Brain—is wider than the Sky.

–Emily Dickinson, 1862

Sometimes we use our minds not to discover facts but to hide them.

–Antonio Damasio, *The Feeling of What Happens: Body and Emotion in the Making of Consciousness*

It is time we talk about mental health in Business classrooms.

–Oddi & Knopp, *Harvard Business Review*, 2021

You develop an instant global consciousness, a people orientation, an intense dissatisfaction with the state of the world, and a compulsion to do something about it. From out there on the moon, international politics look so petty. You want to grab a politician by the scruff of the neck and drag him a quarter of a million miles out and say, "Look at that, you son of a bitch."

–Edgar Mitchell, *On Seeing the Earth from the Moon*

A just law is a man-made code that squares with the moral law or the law of God.

–Martin Luther King, Jr., *Letter from Birmingham Jail*

You aren't a failure until you start blaming others for your mistakes.

–John Wooden, Legendary Basketball Coach, *How to Create a Winning Organization*

Education... is the maturation and cultivation of spiritually intact and morally equipped human beings.

–Cornell West, *NYTimes*, 2021

The most beautiful experience we can have is the mysterious. It is the fundamental emotion that stands at the cradle of true art and true science. He to whom the emotion is a stranger, who can no longer pause to wonder and stand in awe, is as good as dead.

–Albert Einstein

Being deeply loved by someone gives you strength, while loving someone deeply gives you courage.

–Lao Tzu

To change the world, we change our minds.

–Deborah Natoli, *HuffingtonPost*, 2016

## **COURSE DESCRIPTION**

*The Art and Science of Leadership* is USC's leadership course for the next generation of Trojans. In legacy of USC President Steven Sample and Leadership Guru Warren Bennis who team-taught a leadership course 15 years ago, the current state of our social systems, the binary splits in our culture, and condition of our planet call upon us now to re-cognize what it means to lead.

This interdisciplinary course is taught by a teaching professor in the department of public policy and management who holds a medical license as a psychoanalyst in the state of California. Guest presentations on a semi-regular basis include a USC Gould School of Law professor who is recipient of the prestigious MacArthur Genius grant for her impact on mental health law/policy, a licensed MSW mindfulness instructor, and a Broadway actor/singer/coach. While scholarship in leadership and organizations and theories of psychologies and neuroscience are the basic content of the class, the course sparkles with the arts and sciences implicit in our human story: poetry, literature, film, music, fine art, philosophy, mythology, physics, mathematics, and action research.

The purpose of the course is to support development of transformational leaders who are better primed to engage in leading social change in public, private, and nonprofit organizations in the outer world through deepened and renewed sensibilities with the inner world of the mind and

personal subjectivities. Emotional intelligence and emotional literacy are now considered imperative for C-suite executives to succeed\*. Yet, the premise of this course moves us beyond traditional understandings of leadership to recognize and utilize our internal authority as human beings, the core question of the course, “what does it mean to live, love, and lead with greater freedom and integrity for a quality life?”

We contemplate our social identity anchors to honor the paradox of stability and change over time through meaningful work. An expanded awareness of our own mentalizations – perceptions, emotions, cognitions, and behaviors – facilitates personal agency to better serve us to make sense of the world, make decisions, regulate actions, and become more aware of felt experiences in the body. We acknowledge vicissitudes from grieving to gratitude as part of the human condition.

*The Art and Science of Leadership* engages students in intellectual endeavors, existential conversations, and experiential activities for shifts in consciousness to enhance personal wholeness and well-being. Leadership capabilities are expanded for nuanced thinking and problem-solving, moral decision-making and ethical actions, empathetic attunements with the minds and hearts of others as citizens with global consciousness who revere our vital connectedness with humanity and all of life on our planet, a living and entangled system.

\*Sadun, R., Fuller, J., Hansen, S., Neal, PJ (2022). The C-suite skills that matter most. *Harvard Business Review*; <https://hbr.org/2022/07/the-c-suite-skills-that-matter-most>

## LEARNING OBJECTIVES

Students will be able to:

- Describe, compare, and apply selected theories of leadership and concepts/principles of depth psychologies and neuroscience.
- Identify one’s own leadership type, personal strengths and thresholds of growth, personality triggers and blind spots, core values and vulnerabilities to open opportunities for developmental transformations through synthesis of course content and learning activities.
- Build a repertoire of tools and practices that expand capacities for identity-formation, sense-making, decision-making, and ethical actions to cultivate collaborations and accountabilities within and across teams and organizations.
- Engage with peers for small group dialogues, contemplations, and analyses.
- Write critical commentaries and journal reflections to strengthen communication skills.
- Through qualitative and quantitative methodologies, describe and record experiences of awe and wonder through engagements with the arts, sciences, and natural world.
- Expand consciousness through learning activities that open awareness to insights beyond our simple selves, captured through autographic writing and authentic communications.

## **COURSE METHODOLOGIES**

Teaching and learning methodologies are active, interactive, and reflective: informative lectures with small group dialogue and full class discussions; flipped instruction with asynchronous sessions for synchronous discussions; films, literatures, and case studies for application of frameworks and generation of creative solutions; analytic and introspective writing; mindfulness practices; peer collaboration and peer instruction; inquiry-based learning with project-based midterm and final exam.

## **REQUIRED READING**

Required readings are posted in Blackboard Weekly Modules as individual articles and/or assigned book chapters (<https://blackboard.usc.edu>). It is expected that you will complete the assigned readings prior to the beginning of the relevant class session.

## **GRADE COMPONENTS**

### **Participation and Class Etiquette**

Your successful learning in this class is dependent upon regular class attendance, preparedness for participation by completing assignments prior to class, active contributions to discussions through dynamic engagement with peers and professor, and respectful listening. Students will work in groups and teams. Meaningful participation promotes the learning of others and contributes to one's own learning through sharing thoughts and ideas, asking questions, and relating your own experiences as relevant to our class topics.

Absences from class, as well as a pattern of arriving late and/or leaving early, will negatively impact your participation score.

As the course hopes to heighten consideration of others, etiquette is another aspect of the course participation grade. If you should become ill or happen upon an emergency, please email instructor(s) and let her know. Technology for class is used appropriately: camera is "on" for optimal interaction in a Zoom learning environment and students abstain from texting, emailing, or surfing the internet during class time. Actions and language are respectful, thoughtful, considerate, and non-offensive. Each person enters this course with a unique background and subjective experience. Each person is a valued member of our learning culture. We learn and grow together when we are cognizant and respectful of similarities and differences.

### **Asynchronous Assignments and In-Class Reflective Papers**

There are often *asynchronous assignments* between class sessions submitted to Blackboard before class. These activities include viewing videos or reading cases or articles and then responding to questions/prompts in your Blackboard Journal. The Blackboard Journal is only viewed by course instructors.

On occasion, you may be asked to write a *reflective comment*, a brief paper of a few sentences to a question posed by the instructor about our weekly theme to prime us for active participation or summarize thoughts after a class session. Reflective paper points cannot be made up, are submitted when collected, and not accepted late. There is one “free” miss without penalty.

For both asynchronous assignments and reflective comments, you will receive a check (√) for each assignment when submitted and a zero (0) if assignment/paper is not submitted. Responses that are especially thoughtful will receive a check-plus (√+) while those responses more limited will receive a check-minus (√-). Your marks for these assignments will be aggregated at the end of the semester and converted to a numerical score to equal 20 points.

### **Section Papers**

You are required to write a section paper following one of the four sections of our course: 1) Introduction to Leadership and the Mind; 2) The Mind: Identity, Personality, and Self States; 3) Mental Processes and Adult Development; 4) Psyche and Society. You have opportunity to select one of the four sections for the paper assignment based on what readings and/or section topics appeal to you most for a deeper analysis. These papers are commentary papers that require analysis and integration of the readings for these course sections and will demonstrate your familiarity with assigned readings as well as ability to connect information and ideas from the separate readings and session topics. In other words, your goal is to consider the set of readings as a whole to provide thoughtful analysis of what you think are the main themes of the section. You should attempt to do more than just reiterate information in the readings and instead provide some indication of what you see as the “big picture” or primary conclusions to be drawn from the material covered and reflected in the readings as a set. This is not a summary of the readings. Instead, you select readings that share a theme and fit together in a “big idea” you determine. An assignment description and grading rubric is provided on Blackboard. Each paper is worth up to 15 points and will be uploaded through a Blackboard Turn-it-In link in the appropriate Weekly Folder.

### **Midterm Project**

The midterm project is an experiential exercise based on your own interests and offers a variety of ways to connect with a body of work in a discipline that speaks to you. You are utilizing the tools of a researcher to collect qualitative and quantitative data for your own analysis. At the same time, you are a human being exploring, discovering, and engaging intimately with the external world to especially notice your own internal perceptions and experiences. Review options below and select one of the four projects most appealing to you. Assignment graded at 20 points possible, assignment description and assignment rubric offered on Blackboard.

- **Museum Visit:** Select a museum, for example, LACMA, Getty, MOCA, Huntington, Broad, Natural History, Norton Simon, the Academy Museum, or any with an exhibition that appeals to you. You will visit the exhibition and record your personal account of the experience. Pay attention to what painting or sculpture or photograph calls to you, one

that ‘invites you in’ to discover an emotional connection with the art and with the creator. Use your phone’s recording device to capture your thoughts and experiences in the moment. Imagine a conversation with the artist and/or with the image through a focused encounter and consider the culture, time, and place. Then, step back for the big picture to consider how the exhibit is arranged and notice the relationship of surrounding pieces of artwork. Later, look up the artist and discover more about his/her life and connectedness to a community of others in an era of creativity. Write a descriptive paper which includes photos and images, perceptions, thoughts, and emotions as you describe a new way of seeing and relating to art, the artist, and yourself as interpreter.

- **City Walk:** Find a park or neighborhood or any other public space to walk and explore the built and natural environment. Los Angeles has extraordinary outdoor spaces, for example, the Venice Canals Walkway, Olvera Street, Hollywood Blvd., Downtown Historic District, Griffith Park, the LA Arboretum, the possibilities are endless. With your phone’s recording device, record what you observe and experience. Be descriptive and take photos. Notice moments you are captivated by a specific awe and beauty yet be aware of the big picture. What might be different if you were an urban planner, for example, paying attention to safety, ethnicities, accessibilities? Write a paper, including photos and maps, to describe your new way of seeing and engaging with the nature of landscape.
- Conduct an in-depth interview with someone in your field of interest. Explain why a conversation with this person is fundamental to your greater understanding and learning and how s/he has impacted the world in a way that matters to you. Record the interview and type a transcript for analysis of themes and categories. Write a final paper describing what you learned, perhaps a new way of understanding and seeing for your own growth and development.
- Imagine a creative yet formal activity that might be of interest to you to as way to explore aspects of the outer world with attention to your inner experience. Check with professor for initial approval and then write a brief ½ page proposal for final approval and confirmation.

### **Comparative Analysis of Theories of Mind**

As a member of a team, you will complete a review of the basic theories of leadership and personality presented in this class. The dimensions for consideration are: 1) basic assumptions of the theory; 2) how the structure of the psyche or personality is described; 3) how behaviors and attitudes are motivated; 4) how ideal or healthy human functioning is described; 5) what is unhealthy functioning; 6) what is the relationship between philosophy and practice. Once the rubric is completed, each student will add a personal reflection on what theory (theories) of mind speaks to you philosophically and has impacted your own enhanced personal understanding of

self as a member of this class. Complete instructions on team formations and rubric on Blackboard with 15 points possible.

### **Final Exam Team Presentation**

Each team will deliver presentation to class members on our university-scheduled final exam day. The presentation can be a skit, facilitation of meaningful dialogue, an improv, original song or story, a video developed by the team, or other possibilities of creations. You will keep and then submit a record or “team journal” noting highlights of the team process. Detailed assignment description in Blackboard.

### **LATE WORK**

There will be a point penalty if an assignment is turned in late but prior to the start of the next class session and another point penalty if assignment is turned in at any point thereafter.

### **GRADE BREAKDOWN**

<b>Category</b>	<b>Points</b>
Participation	10 points
Journal Reflections and Asynchronous Assignments	20 points
Section Commentary Papers	15 points
Experiential Midterm Project	20 points
Team Presentations with Team Journal	15 points
Comparative Analysis of Theories (Team Project)	15 points
Group Peer Evaluation	5 points
<b>Total:</b>	<b>100 points</b>

At the end of the semester, the final point total for each student will be calculated and the distribution of these scores examined for “breaks” that will be used to differentiate between the relevant letter scores that will be assigned as the grade for the course.

## COURSE TOPICS AND READING ASSIGNMENTS

SECTION I	
INTRODUCTION TO LEADERSHIP AND THE MIND	
<b>Week 1: What Does It Mean to Be a Leader? Definitions, Concepts, Theories and Paradigms</b>	
<p><b>Course Introduction Video.</b> Please view 20-minute <b>Introduction Video</b> on Blackboard Week One as asynchronous learning activity and submit responses to questions in Blackboard Journal before class begins. Assigned readings and detailed instructions on Blackboard Week One.</p>	<p>Assigned Readings on Blackboard:</p> <ul style="list-style-type: none"> <li>• Harari, Yuval Noah (2018). Introduction. <i>21 Lessons for the 21<sup>st</sup> Century</i>; p. xiii – xix. Penguin Random House, New York.</li> <li>• Goleman, D. (2018). What makes a leader? <i>10 Must Reads on Leadership</i>. Harvard Business Review Press, Cambridge.</li> <li>• Bennis, W. (2003) Introduction. <i>On Becoming a Leader</i>; xxv – xxxv. Perseus Book, New York.</li> <li>• Isaacson, W. (2017). I can also paint. <i>Leonardo Da Vinci</i>; p. 1 – 9. Simon &amp; Schuster, New York.</li> </ul>
<b>Week 2: Humans and Nature</b>	
<p><b>“I AM” Assignment Submitted Before Class.</b> Asynchronous learning activity. Watch movie “I Am” with video link on Blackboard (also Netflix, Amazon Prime) produced by Tom Shadyac to 59:00 minutes. Respond to questions in class journal on Blackboard. Detailed assignment instructions on Blackboard Week Four Module.</p> <p>Guest Presenter and Broadway Actor Vishal Vaidya sings <i>Human Heart</i> from <i>Once on This Island</i>, a 2018 Tony Award Recipient for both Best New Musical and Best Revival of a Musical.</p>	<ul style="list-style-type: none"> <li>• Dugatin, L.A. (1997). The evolution of cooperation. <i>BioScience</i>, v. 47, no. 6, p. 355-362. Oxford University Press.</li> <li>• Walker, J.L. (1999). This quiet place that Buddhas love. <i>Parabola: Myth, Tradition, Search for Meaning</i>, vol. 24, no. 1, p. 35-39.</li> <li>• Ole, K. &amp; Nkongoni, A. (1999). The circle closes in on the Nomads. <i>Parabola: Myth, Tradition, Search for Meaning</i>, vol. 24, no. 1, p. 86-90.</li> <li>• Uschuk, P. (1999). Hot times, pigeons in the city. <i>Parabola: Myth, Tradition, Search for Meaning</i>, vol. 24, no. 1, p. 91-95.</li> </ul>



## SECTION II

### THE MIND: IDENTITY, PERSONALITY, AND SELF STATES

#### Week 3: What is the Mind?

##### **The Mind Explained: Teenage Brain.**

Please view 20-minute video, **The Mind Explained**, posted in Blackboard Week Two as asynchronous learning activity (also on Netflix). Assigned readings and detailed instructions on Blackboard Week Two.

Guest Presenter **Lisa Kring, MSW**

InsightLA, leads class through “mind like the sky” meditation and discusses Buddhist view of the mind, “what we think, so we become.”

- Csikszentmihalyi, M. (1993). The mind and history. *The Evolving Self: A Psychology for the Third Millennium*; p. 3 – 27. HarperCollins Publishers, New York.
- Damasio, A. (2010). Awakening. *Self Comes to Mind*; p. 3 – 30. Random House; New York.
- Dickinson, E. (1862). The brain...is wider than the sky. *The Complete Poems of Emily Dickinson*. Little, Brown and Company; New York.
- Schwartz, T. (2018). *Leaders focus too much on changing policies and not enough on changing minds*. *Harvard Business Review*.

#### Week 4: Identity and Self States

Take 15-minute personality inventory based on the Myers-Briggs Type Indicator and submit scores before class. Read handout, *Querencia: A Spanish Word Which Means “The Feeling for One’s Place,”* to respond to question in Blackboard Journal. Detailed instructions on Blackboard Week Four.

- Beech, N. & MacIntosh, R., McInnes, P. (2008). Identity work: Processes, dynamics, identity formations. *International Journal of Public Administration*, 31, 9, p. 957-970.
- Pollan, M. (2018). The neuroscience. *How to change your mind*, p. 311 – 323. Random House; New York.
- Angelou, M. (2015). The new house. *Maya Angelou: The Complete Poetry*, p. 244. Random House; New York.
- Remen, R.N. (2000). The emperor’s new clothes. *My Grandfather’s Blessings: Stories of Strength, Refuge, and Belonging*;

	p. 303-304. Riverhead Books, Penguin Putnam Inc.; New York.
<b>Week 5: Archetypes: The Ego and Its Shadow</b>	
<p><b>Finding Joe</b> video preview in class for Blackboard Journal response following Interactive Lecture.</p>	<ul style="list-style-type: none"> <li>• Bly, R. (1988). Problems in the ark (chapter one); The long bag we drag behind us (chapter two). <i>The Little Book on the Human Shadow</i>; Harper One HarperCollins, New York.</li> <li>• Singer, J. (1994). Persona and shadow. <i>Boundaries of the soul: The practice of Jung psychology</i>, p. 158 – 177. Random House; New York.</li> <li>• Stelmach, M. (2014). Our better angels. <i>Without Angels: Poems</i>, p. 9 – 10; Mayapple Press, Woodstock, NY.</li> </ul>
<b>Week 6: The Embodied Mind</b>	
<p>Guest Presenter <b>Lisa Kring, MSW</b> InsightLA, leads class through “wisdom of embodiment” meditation and leads discussion on “The Extended Mind.”</p>	<ul style="list-style-type: none"> <li>• Paul, A.M. (2021). Introduction. <i>Thinking Outside the Brain</i>, p. 15-34. New York; Houghton Mifflin Harcourt.</li> <li>• Storr, A. (1992). Music, brain, and body. <i>Music and the Mind</i>; p. 24 – 48. Ballantine Books, New York.</li> <li>• Damasio, A. (1999). Stepping into the light (chapter one). <i>The Feeling of What Happens: Body and Emotion in the Making of Consciousness</i>, p. 3 – 31. New York, London; A Harvest Book, Harcourt, Inc.</li> <li>• Van der Kolk, V. (2014). Losing your body, losing your self (chapter six). <i>The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma</i>, p. 89-104. New York; Penguin Random House.</li> </ul>

### SECTION THREE

#### MENTAL PROCESSES AND ADULT DEVELOPMENT

##### Week 7: Sense-Making and Meaning-Making

**“Road to Hell” Case Study. Asynchronous Assignment Submitted Before Class.** Read Shell Oil case study posted in Blackboard Week Seven and respond to questions in your Blackboard Journal. (Thomas, G., 2003. Road to hell. *Readings and cases in international management: A cross-culture perspective*. Editor, David C. Thomas; Sage, Thousand Oaks.) Post before class.

- Weick, K.E., Sutcliffe, K.M., & Obstfeld, D. (2015). Organizing and the process of sensemaking. *Organization Science*; 16, (4), p. 409 - 421.
- Hayes, B. (2012). On being not dead. *New York Times*; Op-Ed November 21.

##### Week 8: Making Decisions

Class collective viewing of video, **“I’ll be Wrapped Around Your Finger,”** performed by Sting (The Police) referencing Odysseus caught between Scylla and Charibdes in the Odyssey. In-class question for reflective journaling to prime for decision-making theme.

- Gladwell, M. (2005). Preface: The statue that didn’t look right. *Blink*, p. 3-17. New York; Little, Brown, and Company.
- Bernstein, E. (2014). How you make decisions says a lot about how happy you are. *Wall Street Journal*. October 6.
- Wilson, E. (2018). Difficult choices (Book 12). *The Odyssey/Homer (trans)*, p. 301 – 315. New York; W.W. Norton and Company.

##### Week 9: Narcissism and Adult Development

Asynchronous learning activity. Watch movie **“Groundhog Day”** with video link on Blackboard to prepare for class discussion and in-class journal entry. Detailed assignment instructions on Blackboard Week Nine.

- Hamilton, E. (1969). Narcissus. *Mythology*, p. 111-121. Boston, New York, London; Little, Brown and Company.
- Twenge, J.M. & Campbell, W.K. (2009). The growing narcissism in American culture. *The Narcissism Epidemic*; p. 1-9. New York; Atria Division of Simon & Schuster, Inc.

<p>Guest Presenter Broadway Actor Vishal Vaidya discusses his role as Larry the cameraman in Broadway’s musical, <b><i>Groundhog Day</i></b>, recipient of the Laurence Olivier Award for Best Musical in London and nominated for seven Tony Awards.</p> <p>Class collective viewing of video, <b><i>If I Had My Time Again</i></b>, from Broadway musical <b><i>Groundhog Day</i></b>.</p>	<p>Christensen, C.M., Allworth, J. &amp; Dillon, K. (2012). Epilogue. P. 193-206. <b><i>How Will You Measure Your Life?</i></b> New York, HarperCollins.</p> <p>Kohut, H. &amp; Wolf, E.S. (1978). Disorders of the self and their treatment: An outline; <i>International Journal of Psychoanalysis</i>, 59: 413-425. (Graduate Class Only)</p>
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**Week 10: The Dark Emotions and Healing**

<p>Asynchronous learning activity. Watch 20-minute Brene Brown TedTalk, “<b>The Power of Vulnerability</b>,” video link on Blackboard to prepare for class discussion and in-class journal entry. Detailed assignment instructions on Blackboard Week Ten.</p> <p>Professor Elyn Saks, USC Gould School of Law, Saks Institute for Mental Health Law, Policy, and Ethics presentation.</p>	<ul style="list-style-type: none"> <li>• Epstein, M. (2013). The way out is through. <b><i>The Trauma of Everyday Life</i></b>, p. 1-18. New York; The Penguin Press.</li> <li>• Greenspan, M. (2003). Preface and introduction. <b><i>Healing Through the Dark Emotions</i></b>, p. xi – xiv and p. 1-8. Boston and London; Shambhala Press.</li> <li>• Stelmach, M. (2006). Autumnal. <b><i>A History of Disappearance: Poems</i></b>, p. 127. Tampa; University of Tampa Press.</li> <li>• Angelou, M. (2015). Still I rise. <b><i>Maya Angelou: The Complete Poetry</i></b>, p. 159-160. Random House; New York.</li> </ul>
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**SECTION FOUR**

**PSYCHE AND SOCIETY**

**Week 11: Mending the Splits in our Polarized Culture**

<p>“The human is neither an addendum nor an intrusion in the Universe. We are quintessentially integral” (Berry, p. 32).</p> <p>Interactive lecture and in-class reflective</p>	<p>Benjamim, J. (2004). Beyond doer and done to: An intersubjective view of thirdness. <b><i>Psychoanalytic Quarterly</i></b>, 73(1): 5-46.</p> <p>McGilchrist, I. (2009). Introduction. <b><i>The</i></b></p>
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<p>writing with small group dialogues, full group discussion.</p>	<p><i>Master and His Emissary</i>; p. 1-14. New Haven; Yale University Press.</p> <p>Berry, T. (2000). The great work, Ch. 1. <i>The Great Work: Our Way into the Future</i>; p. 1-11. New York; Random House.</p>
<p><b>Week 12: I and Thou – Empathy, Wisdom, and Morality</b></p>	
<p>Interactive lecture and collective class activity: Steve Jobs Commencement Address, Stanford University 2005, <i>Connecting the Dots</i>.</p>	<ul style="list-style-type: none"> <li>• Pinker, S. (2008). The moral instincts. <i>New York Times Magazine</i>, p. 1-21. January 13.</li> <li>• King, M.L. (1963). <i>Letter from Birmingham Jail</i>, p. 1-5. Ashbrook Center at Ashland University Publishing.</li> <li>• Buber, M. (1970). <i>I and Thou</i>. New York; Simon &amp; Schuster.</li> </ul>
<p><b>Week 13: Existential Experiences of Awe and Wonder</b></p>	
<p>Guest Presenter <b>Lisa Kring, MSW</b> InsightLA, leads class through “cultivating awe and wonder in any moment through the senses” meditation.</p>	<p>Allen, S. (2018). <i>The Science of Awe</i>. White Paper Prepared for John Templeton Foundation, p. 2-40. Palo Alto; Greater Good Science Center, University of California Berkeley.</p> <p>Corbett, L. (2013). Jung’s approach to spirituality and religion. <i>APA Handbook of Psychology, Religion, and Spirituality</i>. Edited by Pargament, K.I., Mahoney, A. &amp; Shafranske, E.P., p. 146-167. Washington, D.C.; American Psychological Association.</p>
<p><b>Week 14: Chaos, Complexity, and Quantum Leadership</b></p>	
<p>Interactive lecture and collective in-class viewing, YouTube Video, <b>Fractals &amp; Jackson Pollock</b>.</p>	<ul style="list-style-type: none"> <li>• Brooks, D. (2014). Love and gravity. <i>New York Times</i>, November 21.</li> <li>• Zaleski, P. (1991). Restoring the Imago Dei: A search for the Golden Mean within. <i>Parabola</i>, vol. 16:4.</li> </ul>

	<ul style="list-style-type: none"> <li>• Tsao, F.C. &amp; Laszlo, C. (2019). A new consciousness in business (preface and chapter one). <i>Quantum Leadership</i>, p. vii – viii and p. 3-22. Stanford; Stanford University Press.</li> <li>• (2021). Bye, bye, little Susy: Physics seeks the future. <i>The Economist</i>, August 25.</li> </ul>
<b>Week 15: Teamwork on Theory Analysis</b>	

## THE LIVING SYLLABUS

In order to create vital, dynamic, and meaningful learning experiences for students in our class, this is a Living Syllabus which will be modified at specific course junctures based on evaluation of student learning experiences and ongoing assessments of the needs of our learning community.

## USC ACADEMIC POLICIES AND SUPPORT SYSTEMS

### 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” [policy.usc.edu/scampus-part-b](http://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, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### Support Systems

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

[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

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

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

*Office of Equity and Diversity (OED) | Title IX* - (213) 740-5086

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support* - (213) 740-2421

[studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Student Accessibility Services (OSAS)* - (213) 740-0776- <https://osas.usc.edu/>

OASA is responsible for ensuring equal access for students with disabilities in compliance with state and federal law. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. OSAS serves undergraduate, graduate and professional students; on-ground and on-line students; and students in all credit-granting courses and programs of study.

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

[studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC* - (213) 740-2101 [diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency* - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety* UPC: (213) 740-6000, Non-emergency assistance/info.

[dps.usc.edu](http://dps.usc.edu)