

AMST 365: Leadership in the Community
Spring 2021

Wed 2-4pm

Zoom

Professor: Stan Huey, Ph.D.

Email: hueyjr@usc.edu (best way to reach me)

Office Hours: Thurs 8-9:45am (but need to schedule appointments)

Required Texts:

Cialdini, R.B. (2009). *Influence: Science and practice* (5th Edition). Boston: Pearson.

Readings posted on Blackboard

Course Overview:

The purpose of the course is to facilitate the exploration of both theoretical and practical issues associated with community leadership. The course is divided into three general topics. First, we will explore theory and research on leadership itself. Second, we will focus on the science of persuasion and influence. Third, specific principles of behavioral and social change will be examined.

This is an internship-based course. Students will be required to participate in an approved internship approximately 8-10 hours per week and attend weekly classroom discussions. Internships must be in the nonprofit sector; thus, internships in the for-profit sector are not permitted. Students will select their own internship sites. Because a primary goal of this course is to study leadership within community-based contexts, internships must be selected with care and therefore must be approved by the instructor. Instructor permission is necessary to ensure that the student is not relegated solely to mundane tasks (although some of this is to be expected), but is exposed to multiple aspects of the organization. Moreover, all students are required to produce a clearly identifiable project in order to earn credit for the internship. The classroom component is intended to complement the internship experience and build upon it. Class will convene for two hours per week. Students are expected to attend class regularly, have completed the readings beforehand, and be prepared to discuss the assigned topic. Each student will take turns leading classroom discussions.

Class Expectations:

You should keep up with the weekly readings. Also, regular attendance and class participation is expected. If you are unable to attend a class, make sure to contact the instructor in advance. The course will be more enjoyable if you come to class prepared to participate in a thoughtful discussion.

Evaluation: Attendance/Participation	10%
Quizzes	10%
Lead Class Discussion of Readings	10%
Internship and Evaluation (including mid-semester eval)	40%
Self-Analysis (Individual Leadership) Paper	30%
Total	100%

Attendance and Participation. To facilitate learning of course content, students are expected to attend class regularly and engage in class discussions. Class attendance and participation will make up 10% of your final grade (10 points).

Quizzes. To encourage you to keep up with the weekly readings, brief quizzes will be administered approximately 6 times throughout the semester. These quizzes will account for 10% of your grade (10 points). Do not be overly concerned if you miss 1 quiz since you will be allowed to drop your lowest scoring quiz from your final grade.

Leading Class Discussion. An important part of leadership is the ability to facilitate a meeting or discussion. Thus, students will be required to lead part of a class discussion multiple times throughout the semester. Students will present to the class, orally, a 5-10 minute synopsis of an assigned reading each week. Minimally, you should summarize the author's methods (if relevant), arguments, and/or findings, and indicate the relevance/significance of the paper, particularly as it relates to the content of this course. You should also identify questions and points of discussion and facilitate conversation concerning the article or topic. Beyond this you may structure your presentation as you like. For example, you may critique the author's methods or conclusions, present thoughtful questions to the class that encourage a critical examination of the reading, or otherwise discuss the readings in a way that facilitates classroom discussion. Approximately 10% of your grade (10 points) will be determined by your presentation of assigned readings to the class and efforts to facilitate discussion.

Internship and Self Analysis (Individual Leadership) Paper. Students must volunteer 8-10 hours per week for at least 10 weeks. Appropriate internships must be secured by the student by Monday of the 3rd week of class. The instructor will be in contact with the site supervisor in order to monitor the student's performance. The site supervisor will also be asked to provide an evaluation of the student's performance. Final evaluation will be based on actual attendance at the internship site (obviously virtual in the COVID-19 context), the site supervisor's evaluation, completion of a final project, and the instructor's monitoring.

Students are also required to write a paper (6 - 8 pages) reflecting on their internship experience and analyzing their particular leadership style. Papers should include your definition of a community leader, your strengths and weaknesses, and your efficacy/effectiveness during the internship experience (preferably using data collected during the internship).

Late Papers. All paper assignments are due by 5pm the Monday prior to class. If you miss a paper deadline but turn in your paper by the next day, 2 points will be deducted from your score. If the paper is not received by the next day, 2 additional points will be deducted, and so on. Exceptions to this policy will be considered in the event of a serious, unavoidable emergency (e.g., a medical emergency). If you miss a paper deadline you must contact the instructor within 24 hours of the

deadline, and written proof of the serious emergency (e.g., letter from physician; copy of police accident report) will be required for an excuse ultimately to be considered. Please note that the following do NOT constitute serious, unavoidable emergencies: oversleeping, intoxication, forgetting about the paper, the dog ate your paper, distress over a recent break-up with your girlfriend, experiencing a headache, test anxiety, etc.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 a.m. – 4:30 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Due Dates for AMST 365

Week	Due Date	Assignment
3	2/3/21	Site Placement Finalized
8	3/8	Mid-Semester Internship Eval Due
15	4/26	Self-Analysis Paper Due

Course Readings, By Week:

<u>Week</u>	<u>Date</u>	<u>Readings</u>	<u>Topic</u>
1	1/20/21	---	Introduction
2	1/27	BB	Theories of Leadership, Part I
3	2/3	BB	Theories of Leadership, Part II
4	2/10	Cialdini	Social Persuasion: Reciprocity
5	2/17	Cialdini	Social Persuasion: Commitment & Consistency
6	2/24	Cialdini	Social Persuasion: Social Proof
7	3/3	Cialdini	Social Persuasion: Liking
8	3/10	Cialdini	Social Persuasion: Authority & Scarcity
9	3/17	BB	Contextual Model: Changing Individual Behavior
10	3/24	BB	Contextual Model: Community Change
11	3/31	BB	Changing the Criminal Justice System
12	4/7	---	NO CLASS – WELLNESS DAY!
13	4/14	BB	Solving Environmental Problems
14	4/21	---	Student Presentations
15	4/28	---	Student Presentations

Course Schedule and Reading Assignments

Note: Topics and reading assignments may change subject to the instructor's discretion.

All readings are in the book or on Blackboard.

WEEK 1 (1/20/21): Introduction

No Reading

Leadership Theories

WEEK 2 (1/27): Theories of Leadership, Part I

Hartog, D. N., & Koopman, P.L. (2001). Leadership in organizations. In N. Anderson, D.S. Ones, H.K. Sinangil, & C. Viswesvaran (Eds.) *Handbook of industrial, work, and organizational psychology* (pp. 166-187). Thousand Oaks, CA: Sage.

Maner, J.K. (2017). Dominance and prestige: A tale of two hierarchies. *Current Directions in Psychological Science*, 26(6) 526–531.

WEEK 3 (2/3): Theories of Leadership, Part II

Gipson, A.N., Pfaff, D.L., Mendelsohn, D.B., Catenacci, L.T., & Burke, W.W. (2017). Women and leadership: Selection, development, leadership style, and performance. *Journal of Applied Behavioral Science*, 53(1), 32-65.

Hackman, J.R. (2005). Rethinking team leadership *or* team leaders are not music directors. In D. M. Messick & R. M. Kramer (Eds.), *The psychology of leadership: New perspectives and research* (pp. 115-142). Mahwah, NJ: Lawrence Erlbaum.

Social Persuasion

WEEK 4 (2/10): Reciprocity

Cialdini, R.B. (2009). Weapons of influence. In R.B. Cialdini (Ed.), *Influence: Science and practice* (pp. 1-16). Boston: Pearson.

Cialdini, R.B. (2009). Reciprocation: The old give and take. . . and take. In R.B. Cialdini (Ed.), *Influence: Science and practice* (pp. 17-56). Boston: Pearson.

WEEK 5 (2/17): Commitment & Consistency

Cialdini, R.B. (2009). Commitment and consistency: Hobgoblins of the mind. In R.B. Cialdini (Ed.), *Influence: Science and practice* (pp. 57-113). Boston: Pearson.

Petrova, P.K., Cialdini, R.B., & Sills, S.J. (2007). Consistency-based compliance across cultures. *Journal of Experimental Social Psychology*, 43, 104-111.

WEEK 6 (2/24): Social Proof

Cialdini, R.B. (2009). Social proof: Truths are us. In R.B. Cialdini (Ed.), *Influence: Science and practice* (pp. 114-166). Boston: Pearson.

Bridge, J. A., Greenhouse, J. B., Ruch, D., Stevens, J., Ackerman, J., Sheftall, A. H., Horowitz, L. M., Kelleher, K. J., & Campo, J. V. (2020). Association between the release of Netflix's *13 Reasons Why* and suicide rates in the United States: An interrupted time series analysis. *Journal of the American Academy of Child and Adolescent Psychiatry*, 59(2), 236-243.

WEEK 7 (3/3): Liking

Cialdini, R.B. (2009). Liking: The friendly thief. In R.B. Cialdini (Ed.), *Influence: Science and practice* (pp. 167-207). Boston: Pearson.

WEEK 8 (3/10): Authority & Scarcity

Cialdini, R.B. (2009). Authority: Directed deference. In R.B. Cialdini (Ed.), *Influence: Science and practice* (pp. 208-236). Boston: Pearson.

Cialdini, R.B. (2009). Scarcity: The rule of the few. In R.B. Cialdini (Ed.), *Influence: Science and practice* (pp. 237-272). Boston: Pearson.

Social Change Principles & Practice

WEEK 9 (3/17): Introduction to the Contextualist Framework of Social Change

Biglan, A. (1995). The behavior of individuals. In A. Biglan (Ed.), *Changing cultural practices: A contextualist framework for intervention research* (pp. 45-98). Reno, NV: Context Press.

WEEK 10 (3/24): Community Change

Biglan, A. (1995). Principles for changing cultural practices. In A. Biglan (Ed.), *Changing cultural practices: A contextualist framework for intervention research* (pp. 133-177). Reno, NV: Context Press.

WEEK 11 (3/31): Changing the Criminal Justice System

Ellis, J. (1991). Contingencies and metacontingencies in correctional settings. In P. A. Lamal (Ed.), *Behavioral analysis of societies and cultural practices* (pp. 201-217). New York: Hemisphere Publishing.

Larson, D. (September 2013). Why Scandanavian prisons are superior: "Open" prisons, in which detainees are allowed to live like regular citizens, should be a model for the U.S. *The Atlantic Monthly*.

Worth, R. (November 1995). A model prison. *The Atlantic Monthly*, pp. 38, 40, 42, 44.

WEEK 12 (4/7): NO CLASS – WELLNESS DAY!

WEEK 13 (4/14): Solving Environmental Problems

Bekker, M.J., Cumming, T.D., Osborne, N.K.P., Bruining, A.M., McClean, J.I., & Leland Jr., L.S. (2010). Encouraging electricity savings in a university residential hall through a

combination of feedback, visual prompts, and incentives. *Journal of Applied Behavior Analysis*, 43(2), 327-331.

Biglan, A. (1995). Changing environmentally harmful practices. In A. Biglan (Ed.), *Changing cultural practices: A contextualist framework for intervention research* (pp. 367-401). Reno, NV: Context Press.

Van Boven, L., Ehret, P.J., & Sherman, D.K. (2018). Psychological barriers to bipartisan public support for climate policy. *Perspectives on Psychological Science*, 13(4), 492-507.

WEEK 14 (4/21): STUDENT PRESENTATIONS

WEEK 15 (4/28): STUDENT PRESENTATIONS