

Sociology of Empathy, Leadership, and Civic Engagement
(SYA 4930, Class # 21137, section 6D21)

When: Tuesday 2-3 periods (8:30-10:25 a.m.), Thursday 3 period (9:35-10:25 a.m.)
Where: Pugh 120

This section is NOT a Writing Requirement section for the 24,000 word-writing requirement.

Dr. William Marsiglio

Email: marsig@ufl.edu

Home Page: <https://people.clas.ufl.edu/marsig/>

Office Hours: Depending on the trajectory of the COVID-19 pandemic, I may be holding office hours in 3108. I'll also be available by appointment via Zoom.

Tuesday: 10:30 a.m. – 11:30 a.m. (in person, conditional on COVID-19 protocol)

Thursday: 10:30 a.m.-- 12:30 p.m. (in person, conditional on COVID-19 protocol)

NOTES:

1. I will use Canvas for this course. **If you want to communicate with me via email, please do so directly at marsig@ufl.edu rather than through the Canvas system.**
2. Because this is an upper division course, you should have taken at least one (preferably more than one) introductory course in sociology, women's studies, or psychology. However, I have had students without any prior experience in the social sciences excel in my upper-division courses when they are committed to working hard.
3. This is a reading intensive course with 4 books and 8-10 chapters/essays. Thus, if you do not like to read you should avoid taking this course. But the course is also designed to be a lot of fun!

COURSE SUMMARY

Many of us face difficult and diverse challenges as we search for a sense of group belonging and we-ness in the 21st century. In this high-tech and politicized age, we grapple with new options for defining ourselves and group belonging. At the same time, we are also losing other opportunities to develop we-ness. By restructuring our communities to make them more car-oriented, increasing our online consumption patterns, and becoming more obsessed with our cell phones we are in effect minimizing the face-to-face rituals that once helped us build forms of we-ness.

The issues associated with group belonging highlight our potential and vulnerability as individuals, as a society, and as a global village. We are vulnerable, partly, because the 21st century news industry, social media platforms, and tribal politics breed a group think mentality and rhetoric that threatens our democracy, social institutions, and way of life. As Americans, we have become increasingly polarized in our culture wars and politics. The culture wars deepen ideological divides and reinforce whatever specific brand of we-ness we hold dear. Despite our

circumstances, our desire to experience we-ness and our uncanny ability to cooperate if motivated, signal that we still have the potential to create a promising future.

This course, set against the backdrop of rapid social change and intense divisiveness, is designed to help students better understand and engage with this imposing social reality. At its core, the course examines the historically situated and socially constructed processes that frame how we interpret the relationship between the “me” and “we” in our culture. Moreover, the course showcases how skill-building initiatives to promote what I refer to as *MEAL* life skills (mindfulness, empathy, altruism, and leadership) can empower people while producing healthier social systems at every level. The course demonstrates how promoting personal growth, community engagement, and social justice perspectives provides the logic to create supportive environments that cultivate healthy forms of we-ness in diverse contexts.

COURSE OBJECTIVES

The course requires students to work both independently and in small groups to achieve two broad objectives:

First, to explore why, how, and with what effect we build we-ness into our lives during these complex and turbulent times. We examine the social processes by which we attempt to achieve a state of we-ness that produces either good, bad, or mixed outcomes by focusing specifically on:

- 1) intimate groups of family/kin, friends, and close associates,
- 2) opportunities that foster ideological commitments based on shared beliefs and values, most notably politics and religion,
- 3) leisure/hobbies and sports activities,
- 4) community groups, activism, volunteering, and disaster responses, and
- 5) paid work sites—especially those marked by high risk and commitment.

Second, to demonstrate how promoting personal growth, community engagement, and social justice perspectives provides the logic to create supportive environments that will ensure that healthy we-ness flourishes in diverse contexts. Toward this end, we highlight how the prospects for creating forms of we-ness that empower people are inextricably tied to our ability to enhance and mobilize our empathy and leadership skills. Informed by the prevailing trend championing experiential and service learning, the course underscores the virtues of civic engagement and national service programs. Done well, these programs will inspire young people, address key social problems, ease our entrenched social divisions, strengthen the larger social fabric, and uplift our spirits as both Americans and global citizens. In the process, they will teach leadership skills and bolster healthy forms of we-ness. We’ll explore the value of the cultivating *MEAL* life skills (mindfulness, empathy, altruism, and leadership)

During the second week of the semester (after drop/add period), students will be assigned to a small group (3-4 students). Students will be responsible for completing a group project outlined below. They will also have other in-class assignments to complete as part of this group. My vision is that the group's supportive energy will grow organically and provide students with an informal, semi-structured resource to help them navigate the course. Ideally, it will provide students with an insider's view of how we-ness can be built and managed in real-time. My plan is to balance the individual versus the cooperative learning approach. Roughly 70% of your grade will be based on your individual efforts and 30% will reflect your involvement in group-based activities.

Relevance to General Education Requirements: According to University of Florida's Gen Ed description for the social and behavioral sciences, "students investigate human behavior in its social context. Students analyze the characteristics and structure of the individuals, families, groups, and institutions to develop an understanding of the human species....students examine the processes and means by which participants in society make personal and group decisions."

REQUIRED READING MATERIALS

- 1) Marsiglio, William, *Chasing We-ness: Cultivating Empathy and Leadership in a Polarized World* (Toronto: University of Toronto Press, 2023). pp 474, Available at Florida Book Store.
- 2) Zaki, Jamil, *The War for Kindness: Building Empathy in a Fractured World* (New York: Crown, 2019). pp. 196
- 3) Brown, Brené, *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.* (London, UK: Penguin, 2018). pp. 272
- 4) Picciolini, Christian, *Breaking Hate: Confronting the New Culture of Extremism* (New York: Hachette Books, 2019). pp. 216

Course Packet: I have compiled a small collection of readings (mostly book chapters) that can be purchased from BookiT. They operate completely online now. You can order your packet at <https://book-it.myshopify.com/products/sya-4930-section-21137-empathy-leadership-and-civic-engagement/> They offer free shipping. You need to acquire this material quickly so that you can stay on top of the readings. In the syllabus, you'll see numerous journal articles that I've assigned, and I've uploaded those to Canvas under "readings." You'll be responsible for deciding whether you want to print them or not. I do expect you to read them as closely as the material for which you'll be collecting hard copies.

I may ask students to look at several online reports or articles as they appear throughout the semester or as I learn about them. If this happens, it would be *minimal* reading.

CLASS FORMAT AND ETIQUETTE

This course is reading and discussion intensive. The format is a combination of lecture, class discussion, in-class small group exercises, and videos. The lectures supplement the assigned reading material, so it is important that students attend class regularly in addition to reading the assignments. I encourage student participation and portions of some classes will be set aside specifically for class discussion on selected topics. Students will be encouraged to refine their critical thinking skills individually while completing small in-class group projects. In addition, students will have an opportunity to learn about qualitative interviewing and personally conduct in-depth interviews.

Students should feel free to think about how their personal experiences are relevant to our class discussions and group exercises; however, it is essential that students attempt to understand how their experiences illustrate sociological concepts and general patterns or represent exceptions to those patterns.

Because many students are likely to have strong personal opinions about the issues we will cover in this course, we need to create an environment in which students feel comfortable expressing their ideas and disagreeing with one another in a civil manner. My teaching philosophy is grounded on the assumption that it is better to "allow" students to take unpopular or unconventional stands on gender issues than to try and police speech. However, I expect students to direct their critical comments toward a specific idea or philosophy, rather than personalizing attacks against other students. So long as the comment does not reflect a personal attack, I will expect students to take the initiative to defend their own position in a civil way if they are offended by another student's way of thinking.

If all goes as planned, we should have a lot of fun and learn from each other.

Assignment Due Dates and Final Grade Contribution			
	Due Date	Points	Percent Toward Final Grade
Attendance: In-class Small Group Projects, Individual Reading Reflections	Please understand that my lectures will be essential for the final exam. 15% (handed-in during class), not accepted outside of class, students with missed in-class assignments (that are EXCUSED) will answer a separate essay question on the Final Exam. That answer will have the max value of the total number of points missed (ie., if you missed 20 points worth of EXCUSED in-class assignments, your essay will be evaluated out of a max of 20 points)	150	15%
Quiz	January 31, Tuesday, 8:30 a.m.	100	10%
Individual Analytic Essay	April 4, Tuesday, 8:30 a.m.	250	25%
Group Project (Typed Report and Oral Presentation)	April 11, Tuesday, 8:30 a.m. (Written Report)	250	25%
Final Exam	May 3, Wednesday 3:00 – 5:00 p.m.	250	25%

GRADING POLICIES

The quiz will consist of 20-25 multiple choice questions (and perhaps a short essay question). The final exam will consist of 50 multiple choice questions. The questions for both the Quiz and Final Exam will require students to understand the meaning of concepts, theories, and empirical patterns related to the material. The final will be cumulative. I will provide some sort of study guide late in the semester. The exam is the property of this course. Students are not permitted to take an exam out of the classroom or office nor may they write down exam questions--failure to comply will result in an "E" since non-compliance is, in effect, cheating. Cheating or copying during an exam also results in an "E" for the exam and the entire course and I will not hesitate to take students to honor court.

I expect all students to take the exam during the scheduled class period. I do not give make-up exams except under the rarest of circumstances. You **MUST NOTIFY ME IN ADVANCE** that there is a very serious problem, and I will decide if you are allowed to take a makeup. If I deny your request to take a make-up, and you do not take the scheduled exam, I will assign a grade of

zero for your exam score. If I administer a make-up exam, I reserve the right to give an exam that is different from the exam the class had and to give an essay exam. Students who take make-up exams for **ANY REASON** will be graded on a straight percentage scale (i.e., any curve that is applied to students who take the exam during the scheduled period will **NOT** apply to students taking a make-up exam). My policy is designed to promote fairness for students taking the exam during the scheduled period because those who take it late have additional time to study. Do not take this class if you anticipate that you might miss an exam for any reason. I will administer no early final exams (everyone, including seniors, will take the exam during the scheduled period).

I expect to receive all individual student papers and group reports by the assigned due dates. I will assign a late penalty of 20 points per DAY (not class period) for papers handed in after the announced due date (regardless of your excuse). If the project is due on a Tuesday and you don't get around to submitting it to me until Thursday, you will be penalized 20 points apiece for Tuesday and Wednesday (40 points). For example, if you would have earned, say, 260 points out of a possible 300 (87% = B+), your project score would be 220 due to the penalty (73%= C). A good strategy is to complete your paper a week in advance and then spend the last week making minor changes to it if necessary and having your friends proof-read it.

Your final grade is based solely on the assignments and grading scale listed above. In addition, I may, on rare occasions, award a student from 1-10 additional points if he/she has done an **EXCEPTIONAL** job in class discussion and has stellar attendance. Offering insightful comments and asking thought provoking questions on a regular basis throughout the course is required--simply talking a lot does not suffice nor will an occasional brilliant comment earn you any of the points. Being present and being prepared EVERY day (having read the material) is part of EXCEPTIONAL participation in my mind. To clarify my philosophy regarding these potential points, I'll describe a specific student I once had who would have risen to the level of being awarded some EXCEPTIONAL participation points (she actually earned an A so she didn't need them). The person attended class EVERY day; she was on time EVERY day; she did her readings on time throughout the ENTIRE semester; she actually read them early in the morning prior to each class period; she was able to answer EVERY question regarding the readings that other students could not; she offered insightful commentary on a consistent basis throughout the ENTIRE semester--not in spurts; she asked thought provoking questions at various points throughout the ENTIRE semester; and she was a leader in her small in-class group projects. This student is the standard I use to assess EXCEPTIONAL participation. I include this option to provide a little protection to the rare student who works incredibly hard but may have some unforeseen tragedy adversely affect his or her performance on one of the other assignments.

There is absolutely NO additional extra credit for this course. **Please do NOT ask about extra credit.**

VERY IMPORTANT: Your final point total, and the letter grade associated with it, are FINAL. I will NOT simply add a point or two to someone's final point total so he or she can get a passing grade or a score that will enable the student to graduate that semester. Students should not ask for preferential treatment: it's unfair to the other students and challenges the integrity of the grading scale. **Students must complete ALL assignments to pass the course.**

SPECIAL CONSIDERATIONS

Students are **NOT** permitted to sell class notes or tapes of lectures, presentations, or discussions. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which they need to present to me when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. The SDS office is located in 001 Reid Hall.

Students interested in seeking writing assistance should consider visiting the UF Reading & Writing Center (RWC). It provides 30-minute consultations. The RWC is located in SW Broward Hall, phone: 392-6420 <http://www.at.ufl.edu/rwcenter>

FINAL GRADE DISTRIBUTION

The distribution I list below shows the range of grades, the grade point value in terms of how a student's grade will be calculated into his or her GPA, the percentage range I will be using to assign final grades, and the point value range that I'll use to determine final grades. PLEASE NOTE THAT IF YOU EARN A GRADE OF "C-" OR BELOW IT WILL NOT BE COUNTED TOWARD YOUR GENERAL EDUCATION REQUIREMENTS OR YOUR SOCIOLOGY MAJOR REQUIREMENTS. In other words, you will need at least 730 points in this class in order for it to count toward your Gen Ed or sociology major requirements.

Grade	Grade Points	Percent	Points
A	4.0	93-100	930-1,000
A-	3.67	90-92	900-929
B+	3.33	87-89	870-899
B	3.0	83-86	830-869
B-	2.67	80-82	800-829
C+	2.33	77-79	770-799
C	2.0	73-76	730-769
C-	1.67	70-72	700-729
D+	1.33	67-69	670-699
D	1.0	63-66	630-669
D-	.67	60-62	600-629
E	0	Below 50	599 and below

INCOMPLETE GRADES

The College of Liberal Arts and Sciences has a specific policy and proceed regarding incomplete grades. Please see the following documents:

<http://www.clas.ufl.edu/forms/incomplete-grade-policy-clas.pdf>

<http://www.clas.ufl.edu/forms/incomplete-grade-contract.pdf>

UNIVERSITY OF FLORIDA HONOR CODE

Found at <http://www.dso.ufl.edu/judicial/honorcode.php>

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take effective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

(1) All students are required to abide by the Student Honor Code.

(2) The conduct set forth hereinafter constitutes a violation of the Student Honor code. Those adjudged to have committed such conduct shall be subject to sanctions provided in Rule 6C1-4.016, F.A.C.

Any form of "paper sharing," electronic paper purchasing, or plagiarism will not be tolerated. I will fail students for the entire COURSE for any form of academic misconduct regarding the preparation of their paper. Please do your own work!

ASSIGNMENT DESCRIPTIONS

Attendance: In-class Small Group Projects, Individual Reading Reflections (worth 150 points)

Because this course will be discussion oriented and include a number of in-class exercises, so attendance is **CRITICAL**. At various points throughout the course (15 times, unannounced many times), I will ask students to complete projects during the class period or I will request that students answer a question I pose in class and submit their answer to me before the following class period. Sometimes I will just take attendance and those who are there from the **VERY BEGINNING** will receive 10 points; late students will receive fewer than 10. Some of the in-class projects will involve small group exercises. In general, if you miss an announcement that I make at the beginning of class because you are late or did not attend, it is your responsibility to know what's going on in class. Everyone should make at least two "class-

buddies" to keep them informed of class assignments if they are late or miss a class. I will try to post announcements on CANVAS in a timely way. However, it's ultimately the student's responsibility to stay on top of missed material/announcements.

The projects/reflection papers will be worth 10 points apiece and will occur randomly throughout the semester. Those persons who participate and satisfactorily complete their small group projects or reflection papers will be eligible for points. Fewer points will be awarded to persons who are part of a group that does a mediocre job. For the written assignments on a class reading, I will assign points based on the quality of the work the student submits during the class period. **You can NOT make-up these in-class projects under any circumstances. You also can NOT email me answers or hand them in late.** For students who miss turning in an assignment or miss class on a day when an in-class project is conducted, they will have an opportunity to earn the value of the assignments not submitted. In other words, if, during the semester, you do not submit projects that would have added up to, say, 20 points, or 30 points, ... you will complete an essay question during the Final Exam that will be worth a max of either 20 or 30 points, respectively. I expect and hope that students will ATTEND ALL classes.

If you're absent, please keep me in the loop as to why this has happened. I will only accept university authorized excused and documented absences. Used. I will be giving students the opportunity to make up EXCUSED missed in-class assignments by answering a final exam essay. **This essay option only applies to students who receive a "0" for specific in-class projects/response papers.** In other words, if you submit a very poor quality response paper and receive a "4," you do NOT have the option of earning back those points on the final essay.

Purpose: I require attendance to reinforce the importance of learning as an interactive process and to secure your commitment to the success of this course. I also want to encourage and reward students to read their assigned readings on time. By attending and participating in class discussions and group projects, students will have the opportunity to develop their critical thinking and team-work skills. These skills are essential for today's labor market.

PROJECT ASSIGNMENT DESCRIPTIONS

Group Project and Presentation Guidelines (250 Points)

During the second week of the semester students will be assigned to a group of 3-4 students and tasked with generating a strategy to build a *hypothetical* but realistic initiative to address one of the issues listed below. Alternatively, a group can propose a social issue they would like to address, but they must receive my approval before moving forward. Students will be expected to do the following:

1. Initially, do preliminary research on the assigned social issue to learn about local, regional, national, or international groups that have addressed the issue in the past and/or currently.

2. Develop ideas about how they can promote both bonding (within group) and bridging (between groups) social capital that will energize the initiative and enhance the likelihood that the initiative will be successful. Hint: think about potential partnerships and alliances between groups with somewhat similar issues and complementary expertise.
3. Develop a written 8-10 page (double spaced 1 inch margins and Times Roman 12 inch font) report that includes the following sections:
 - a. Describe the nature/scope of the social issue
 - b. Plans to mobilize individuals in the local community to participate and establish a sense of we-ness
 - c. Creative ideas to enhance bonding social capital
 - d. Creative ideas to enlist the help of different groups to generate bridging social capital
 - e. Creative ideas to promote effective leadership with an emphasis on what style(s) of leadership is likely to be most effective for your initiative
 - f. Creative ideas to promote engaged and productive followership
 - g. Summary of how course concepts inform your efforts to build this initiative
4. Prepare a brief 10-15 minute presentation of your efforts that will be given to the class including PowerPoint slides. (**Note:** I reserve the right to modify #4 if I need to improvise because of practical or technical difficulties associated with COVID-19 protocols)

Possible Community-Based Social Issues

1. Gun safety
2. School-based sex/reproductive education
3. Homelessness
4. Mentoring of disadvantaged elementary/middle school children
5. LGBTQ+ rights in the community
6. Bullying/cyberbullying among adolescents
7. Locally-based environmental concerns (e.g., water, air, trash)
8. Racial discrimination/police brutality/incarceration
9. The elderly and mental health
10. Health, fitness, and kids
11. Drugs/alcohol abuse
12. Poverty/access to resources
13. Health disparities in Gainesville

Individual Project Options and Guidelines (Select any 1 of the 3 options)

1. Personal Experience with We-ness and Group Belonging (250 points)

After reading the assigned book *Chasing We-ness: Cultivating Empathy and Leadership in a Polarized World*, you will need to develop an essay that illustrates and analyzes an aspect of

your life relevant to the we-ness concept/process. I expect you to integrate key ideas from the course readings and concepts as part of your essay. Your essay needs to demonstrate that you can integrate course material into your analysis in a thoughtful, meaningful fashion. I expect you to analyze your circumstances and experience systematically, not simply describe your life. Your paper needs to be informed **EXPLICITLY** by the material in the book, *Chasing We-ness*. You can focus on the process of seeking some type of we-ness, navigating your group belonging and sense of we-ness once you achieved it, or the process of transitioning out of we-ness. Alternatively, you are free to analyze two or all three phases of the we-ness experience.

More specifically, I expect you to write a coherent essay that relates course concepts to one another and demonstrates not only your understanding of what these concepts mean in general but how they relate specifically to your real-life experience. Furthermore, I expect you to organize your paper **EXPLICITLY** by drawing upon **at least 10 concepts** that are discussed in the book draft. (**BOLD** the terms the first time you use them in the text). Your paper should *integrate course material systematically and explicitly*.

Your essay should be **AT LEAST 7** typed pages but no more than 8, and it is due during the class period. You should choose a we-ness experience that holds a great deal of meaning for you. You are likely to write a stronger paper, and learn more about yourself, if you write about something that has affected you in a profound way. Your papers are confidential. I will collect and return them via the Canvas portal.

2. One-on-One Empathy Reflection (250 points)

For this project, students will be asked to connect with someone who is in some way different from themselves. Informed by course material with a specific emphasis on empathy, students will initiate an extended conversation or interview with this person. I strongly encourage students to record this conversation to reference when they write their report, but students are not expected or required to do a taped interview. Having a recorded document of the interview will be very helpful to you in writing your reflection and including verbatim comments. You can have these conversations in-person, phone, or Zoom/Skype.

Students must first identify a person who can provide them with a perspective they are experientially unfamiliar with, one that is different from their own. This person could be a stranger or someone the student already knows. One way to identify a person to interview would be to think about the social domains discussed in this class (intimate groups of family/kin, friends, and close associates; opportunities that foster ideological commitments, most notably politics and religion; communities and community groups; leisure, hobbies, and sports; and paid work). Reflect on your own personal experiences in one of these social domains and then think about the diverse experiences other people might have in that domain. Choose someone that has accumulated different experiences in this domain compared to you. For example, if you're a white female sorority sister you might interview a lesbian women of color who is in your sorority or another one. If you are a middle-class man of color who played sports at a private high school, you might interview a white man who played sports at a public high school. If you are a cisgender woman you might interview a FTM transgender person about family life issues. There

are an endless number of options you could choose. Feel free to consult with me if you want to confirm your possible choice.

Students will then interview that person to learn about their experiences. During the interview students can ask the following broad questions:

- How is your experience unique from others in relation to (whatever social domain you are focusing on)?
- To what extent do you experience or struggle with a sense of belonging?
 - How do you feel you relate to others within (the social domain students are focusing on)?
- What opportunities and challenges have you faced?
- To what extent and in what way is your membership in (this social domain/specific group/ideology/etc.) a central aspect of your identity?
 - How did it come to be this way? What other (domain/group/ideology/etc.) would you consider to be a central part of your identity?
- What would you like to change about the way you experience (the social domain students are focusing on)?
- What would people be surprised to know about you in relation to (the social domain students are focusing on)?

Students are also expected to develop questions on their own that are more specific and appropriate for the person they choose to interview. Ask them questions about themselves and allow them to share stories from their life.

Each student will prepare a double-spaced report that is at least 7 pages but no more than 8 (1-inch margins, Times Roman 12-inch font, include cover page but it does NOT count toward the required page limit). Your paper should *integrate course material systematically and explicitly* while addressing the following:

- a. Provide a descriptive overview of the person (anonymous—no names)
- b. What did you learn about this person and their experiences?
- c. Discuss how you applied empathy in your interview, including the ways your interpretations were informed by empathy during your interview/conversation?
- d. How did this experience shape your understanding of empathy?
- e. What did you learn about yourself by talking with and interviewing this person?

Students are encouraged to reflect on empathy and their own positionality in addition to the guidelines above. By positionality, I mean what features of your life shape how you sometimes see and experience the world (disability status, race/ethnicity, native born or immigrant, bilingual, sexual orientation, gender identity, age, social class, etc.) Your analysis needs to include EXPLICITLY at least 10 social science concepts from the lectures and readings (**BOLD** the terms the first time you use them in the text).

3. Leader/Follower Profile Assessment (250 points)

In this individual project a student can demonstrate their ability to apply course concepts and insights related to their personal experiences as a leader or follower. Each student must identify a past or current situation in which they were/are actively involved with a group (e.g. sports team, school club, campus organization, volunteer group, civic organization, work, study group, gang, church group, or the like). After selecting a group, the student will describe and analyze their experience by *integrating course material systematically and explicitly* into their analytic narrative. The student will focus on their involvement as a leader and/or follower in their chosen group. If a student has been both a leader and a follower in the SAME group at different points in time, they can explore both roles.

Each student will prepare a double-spaced report that is at least 7 pages but no more than 8 (1-inch margins, Times Roman 12-inch font). Your analysis needs to include **EXPLICITLY at least 10 social science concepts** from the lectures and readings (**BOLD** the terms the first time you use them in the text). Your essay needs to address the following questions/issues:

- a. Provide a brief description of your role(s) in your group. Then identify what personal attributes defined/define you as a leader and/or follower in that group. If an attribute evolved over time, make sure you highlight how it changed.
- b. If you were/are a leader, describe the roles other members of the group assumed in relationship to you. Using the course material, comment on your leadership style(s). How did you express whatever power you had in the group? Identify examples of conflicts that arose and examine how you tried to resolve them. How did you try to motivate people? To what extent and how did you express empathy in relation to your position as a leader? To what extent and how did you try to shape the “mission” or “purpose” of the group?
- c. If were/are a follower in your group, describe how your managed your role in your group. How did you interact with the leader(s)? How did you interact with the other members of your group? What were the group dynamics like? How did the group dynamics change while you were involved?
- d. Discuss how the styles of leadership and followership were informed by empathy in relation to your position as either a leader or follower in the group.
- e. Explore how you could have changed the way you expressed your leadership or followership role that might have enhanced group success?

Quiz (100 points)

I will ask students 20-25 multiple choice questions. I MAY include a brief essay question.

Purpose: The quiz is designed to discourage students from procrastinating. I want students to engage with the course material as soon as the course begins. I plan to assess early on whether students are doing the readings, paying attention, and grasping the main course ideas.

Final Exam (250 points)

I will ask you to answer 50 multiple questions. These questions will cover the main perspectives, concepts, debates, and social patterns highlighted throughout the entire course. You'll need to be familiar with the critical themes/patterns associated with each of the main texts and supplemental readings used in the course.

Purpose: This final exam is designed to encourage students to keep up with the readings and to complete all the assignments. The questions will cover readings, lectures, and in-class projects. The lecture material will be emphasized.

ONLINE COURSE EVALUATION PROCESS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

COURSE SCHEDULE AND READINGS

Your readings include books and selected book chapters. I've had the book chapter readings copied and placed into a packet produced by BOOKiT. The packet can be purchased from the company's store.

I expect students to read the required readings PRIOR to the week they are assigned. **My experience is that almost all students will retain information better if they highlight key ideas as they read and then go back to study their highlights and margin notes.**

Week 1: (January 9-13) Introduction

READING: *Chasing We-ness* (INTRODUCTION)

- Why are mindfulness, empathy, altruism, and leadership important?
- We-ness examples from history, pop culture, TV shows, movies, sports, and newsworthy events
- Connect we-ness to the personal by looking at how we-ness manifests itself in our everyday lives (everyone is a part of different groups, such as families, friends, teams, and organizations)
- We-ness can be good, bad, or mixed

This session will briefly introduce some of the main concepts of the class, like we-ness, mindfulness, empathy, leadership, altruism, and civic engagement. We-ness can be seen throughout history, social movements, pop culture, TV shows, movies, sports, and

newsworthy events as well as in all of our everyday lives through the bonds we foster with family members, friends, communities, teams, and organizations. Comment on we-ness producing positive, negative, and mixed outcomes.

Week 2: (January 16-20) Threads of Self

READING: *Chasing We-ness* (Chapter 1: SELF MEANINGS)

- Mead’s conception of the social self (we come to see ourselves through the eyes of others)
- Kenneth Gergen’s “saturated self”
- Four Threads of Self: mind, body, heart, and soul
- How a person’s point of view and position in society shapes the way they see the world, and in turn, how societal forces shape individuals (social location, intersectionality, and life course markers)

This session will look at Mead’s conception of the “social self” and Kenneth Gergen’s the “saturated self,” and how people come to see themselves through the eyes of others in order to connect the self to the group or the “me” to the “we.” Then, the four threads of self will be discussed (mind, body, heart, and soul) using examples and showing how these four threads are interwoven and connected. Social location, intersectionality, and life course markers can also be discussed to demonstrate how a person’s point of view and position in society shapes the way they see world, and in turn, how societal forces have a role in shaping the individual.

Week 3: (January 23-27) Social historical context for we-ness, empathy, and consciousness

READINGS:

1. Jeremy Rifkin (2009), Chapter One “The Hidden Paradox of Human History” in *The Empathic Civilization: The Race to Global Consciousness in a World in Crisis*. Cambridge, England: Polity. (pp. 5-43) **PACKET**
2. Putnam, Robert (with Shaylyn Romney Garrett). 2020. Chapter 1: What’s Past is Prologue, in *The Upswing: How America Came Together a Century Ago and How We Can Do It Again*. New York: Simon & Schuster. **READ ONLINE VIA SMATHERS LIBRARY**
 - Charles Horton Cooley’s conception of the “we” label and “we” feeling, and how people’s membership to larger groups is linked to how they experience everyday life
 - The three waves of empathy proposed by Krznaric
 - Founding of the *Mind & Life* institute in 1991 and the study of empathy and contemplative practices scientifically
 - Discuss Rifkin’s extensive historical analysis of the relationship between culturally-based styles of communication/consciousness and how those styles are related to the major energy production regimes of a particular time period
 - Begin to discuss Putnam’s historical perspective on the shift from “we” to “me”

- ✓ Hunter gather societies-----Mythological—oral tradition
- ✓ Hydraulic power (irrigation)-----Theological consciousness
- ✓ Water/wind/wood-----Ideological consciousness
- ✓ Electricity/coal/oil-----Psychological consciousness
- ✓ Renewable (distributive capitalism) -----Dramaturgical/Biosphere consciousness

This week’s lesson will introduce Jeremy Rifken’s ideas about the historical relationship between entropy and empathy. He argues that “each new, more complex energy-consuming civilization in history increases the pace, flow, and density of human exchange and creates more connectivity between people” (p. 23). In addition, as the trend toward greater differentiation in social activities is enhanced, it increases the opportunities for individuals to develop a stronger sense of selfhood. “The awakening sense of selfhood, brought on by the differentiation process, is crucial to the development and extension of empathy” (p. 24). “A heightened empathetic sentiment also allows an increasingly individualized population to affiliate with one another in more interdependent, expanded, and integrated social organisms” (p. 24).

We will also cover Charles Horton Cooley’s conception of the “we” label and “we” feeling, and his main ideas relating to the connection between individuals and the group. Krznaric conceptualizes empathy by describing three waves of empathy:

- a. the 18th and 19th centuries emergence of humanitarian organizations across Europe and the United States, and the shift in public sentiment away from things like slavery, torture, and cruelty;
- b. the collective empathy that emerged in the 1950s and 1960s following the atrocities of the two World Wars and the identity movements that emerged; and
- c. the third wave of empathy in the 1990s with the increase of empathy in public messages and the growth in teaching empathy skills. The *Mind & Life* institute was also founded in 1991 and promoted the more scientific study of empathy and contemplative practices.

Week 4: (January 30-February 3) Conceptualizing We-ness and Connection to Me-ness

READINGS: Putnam, Robert (with Shaylyn Romney Garrett). 2020. Chapter 9: Drift and Mastery, in *The Upswing: How America Came Together a Century Ago and How We Can Do It Again*. New York: Simon & Schuster. **READ ONLINE VIA SMATHERS LIBRARY**

- Complete discussion of Putnam’s historical perspective on the shift from “we” to “me”
- Refine and elaborate on definition of three types of we-ness: deep dyadic, ideational, and spontaneous
- Team chemistry (social and task) and flow issues

We-ness as a process of transitioning in and out of bonds, relationships, and groups

This week’s session will start by defining we-ness and going over the three types of we-ness (deep dyadic, surface ideational, and spontaneous) with examples. This week will also cover

how our we-ness bonds and relationships can have good, bad, and mixed outcomes depending on the situation, context, and people involved. Stemming from that it will be important to address how we-ness is a dynamic process that occurs throughout our lives as we transition in and out of bonds, relationships, and groups.

Week 5: (February 6-10) Motivational Forces and Social Domains

READINGS:

1. *Chasing We-ness* (Chapters 2 and 3: MOTIVES AND SOCIAL DOMAINS)
2. *Chasing We-ness* (Chapter 4: JUDGING OUTCOMES: THE GOOD, BAD, AND MIXED)
 - Ten motivational forces: shared genetic heritage, family love, romantic love, companionship, calling out social injustice, celebrating lofty ideals, targeting a shared enemy, sharing pain and suffering, mentoring affection, and sharing a practical goal
 - These motives can be explained using personal examples, movies, songs, social media, TV shows, social movements, notable events, inspirational stories, and sports stories.
 - How do some of these motives overlap?
 - Five social domains: primary groups, communities, creating ideas and sharing beliefs, leisure/play/sports, and paid work
 - Good, bad, mixed outcomes

This week will cover the ten motivation forces of we-ness with examples: shared genetic heritage, family love, romantic love, companionship, calling out social injustice, celebrating lofty ideals, targeting a shared enemy, sharing pain and suffering, mentoring affection, and sharing a practical goal. These motives can be explained using personal examples, movies, songs, social media, TV shows, social movements, notable events, inspirational stories, and sports stories, and how these motives overlap can be explored.

Quiz (all reading and lecture material covering weeks 1-4).

Week 6: (February 13-17) Navigating We-ness in Social Domains

READINGS:

1. *Chasing We-ness* (Chapter 5: Navigating Transitions)
2. Class Picciolini, Christian. 2019. *Breaking Hate: Confronting the New Culture of Extremism*. New York: Hachette Books.
 - How do people navigating moving into and out of forms of we-ness?

- How does we-ness play into individuals' adopting hate ideologies and bonding with bigoted persons/groups?

The lesson for this week will focus on transitional issues associated with people moving in and out of we-ness experiences in five social domains. Can be explained using examples of couples and families coming together, exploring different types of communities, binding ideas and beliefs among certain groups, the world of leisure, play and sports, and characteristics of paid work sites. Illustrate in detail how Picciolini's discussion of deradicalization informs our understanding of navigating we-ness and the mixed outcomes associated with whether we-ness is based on hate or openmindedness.

Week 7: (February 20-24) Social capital

READING:

1. Putnam, Robert. 2000. Chapter 1 "Thinking about Social Capital in America" in *Bowling Alone: The Collapse and Revival of American Community*. New York, NY: Simon & Schuster. **READ ONLINE VIA SMATHERS LIBRARY**
2. Putnam, Robert. 2000. Chapter 24 "Toward an Agenda for Social Capitalists" in America" in *Bowling Alone: The Collapse and Revival of American Community*. New York, NY: Simon & Schuster. **READ ONLINE VIA SMATHERS LIBRARY**

- What is social capital? What are bonding and bridging social capital?
- How to build social capital? Benefits?
- Introduce Robert Putnam

This week's session will aim to define social capital and distinguish between bonding and bridging social capital using examples. Some ways to build social capital and the potential benefits of building social capital can be discussed and tied to we-ness. Also, Robert Putnam's work on bonding and bridging social capital will be introduced.

Week 8: (February 27–March 3) Civic Engagement: Meaning and Trends

READING: Zaki, Jamil. 2019. *The War for Kindness: Building Empathy in a Fractured World*. New York, NY: Crown.

- Connection to social capital
- History of civic engagement (participatory democracy)
- Robert Putnam and the decline of civic engagement (rise of technology/social media?)

This session will connect civic engagement to social capital and look at what civic engagement means. The history of civic engagement can be briefly explored in relation to the development of a participatory democracy and what that means for the United States. Also, Robert Putnam's research and his findings on the decline in civic engagement in recent years in different organizations and groups is important to this topic.

Week 9 (March 6-10) Conceptualizing Empathy

- Define empathy, key characteristics, how empathy manifests itself in different ways?
- Overlapping processes of empathy: experience sharing, mentalizing, and prosocial concern
- How empathy is built and the connection between storytelling and empathy
- Listening and empathy

This week's lesson (and the week after spring break) will focus on defining empathy and discussing the key characteristics of empathy, such as the three overlapping processes Zaki and Ochsner explain: experience sharing, mentalizing and prosocial concern. Empathy is closely connected to storytelling, and different art forms, like novels, poetry, films, and photography, provide a powerful means for people to connect with others and build a more empathetic self. Listening skills are also a crucial component of being able to empathize with another and the importance of listening is highlighted in Picciolini's "Seven 'L' Steps of Disengagement."

Week 10: (March 13-17) Spring Break

Week 11: (March 20- 24) Conceptualizing Empathy & Leadership

READING: Zaki, Jamil. 2019. *The War for Kindness: Building Empathy in a Fractured World*. New York, NY: Crown.

1. *Chasing We-ness* (Chapter 7: Leadership)
 - Extend discussion from week 9 on empathy.
 - What is leadership?
 - How is empathy relevant to good leadership?

Week 12: (March 27– 31) Leadership/Followership: Historical Context and Conceptualization

READINGS:

2. Brown, Brené. 2018. *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. London, UK: Penguin.
 - Robert Merton (respect, competence, two-way communication and active listening, democratic style of decision-making)
 - The impact of historical leaders (what makes a good leader, what makes a bad leader, are lines sometimes blurred?)
 - How have key themes of leadership transformed over time? What made someone a good leader at different points in time? What broad social trends have influenced these changes?
 - Explore generational differences in how people tend to think about and express leadership. Many younger workers do not have the same 'loyalty' to employment as

previous generations, and that could be a driving force for leadership and management styles to change as the workforce changes.

- Integrative (emotional) and instrumental leaders
- MMDI (Team Technology) leadership styles (participative, change-oriented, executive, action-oriented, ideological, visionary, theorist, and goal oriented)
- Kellerman's five types of followers (isolate, bystander, participants, activists, diehard)
- Different spheres of leadership (sports, work...)
- Spending some time exploring the relationship between the various combinations of leaders and followers (this feels like a rich opportunity to encourage students to find real-world examples of leadership that could fit into this framework; maybe a potential mini-assignment could be to assign students a leadership and followership style and ask them to find a real-world example and why they think it fits).
- Introduce Ryan's seven archetypal personality characteristics that contribute to team chemistry (sparkplug, sage, kid, enforcer, buddy, warrior, and jester)
- How do leaders use social media?

This week will begin by examining Robert Merton's work on leadership and the foundations he laid for how to study leadership. The impact of historical leaders on our understanding of leadership today can also be looked at and how leadership has changed overtime. The bulk of the week will focus on conceptualizing leadership and followership by looking at some of the way scholars have classified leaders and followers. Broadly, two classifications of leadership are integrative (emotional) and instrumental; however, the MMDI leadership styles break down leadership into eight distinct categories. Kellerman is one of the main scholars to look at followership and classify followers into five different categories.

Week 13: (April 3-7) Initiatives to Build Mindfulness, Empathy, Altruism, and Leadership

READING:

1. Kabat-Zinn, Jon. (2018). "Foreward" *Meditation is Not What You Think: Mindfulness and Why it is So Important*. New York, N.Y.: Hachette. (IX-XXI). **PACKET**
2. Kabat-Zinn, Jon. (2018). "Introduction The Challenge of a Life's time—and a Lifetime" in *Meditation is Not What You Think: Mindfulness and Why it is So Important*. New York, N.Y.: Hachette. (IX-XXI). (pp. XXXIII-XLIII) **PACKET**
3. Reiss, Helen (with Liz Neporent). 2018. Chapter 7 "The ABCs of Empathy in Education." in *The Empathy Effect: 7 Neuroscience-based Keys for Transforming the Way We Live, Love, Work, and Connect Across Differences*. Boulder, C.O.: Sounds True. (pp. 95-111) **PACKET**
4. Singer, Peter. 2015. Chapter 1 "What is Effective Altruism?" *The Most Good You Can Do: How Effective Altruism is Changing Ideas About Living Ethically*. New Haven, CT: Yale University Press. (pp.2-8) **PACKET**

5. Singer, Peter. 2015. Chapter 7 “Is Love All We Need?” *The Most Good You Can Do: How Effective Altruism is Changing Ideas About Living Ethically*. New Haven, CT: Yale University Press. (pp. 75-83). **PACKET**

- *Mind & Life* Institute
- *Roots of Empathy* program
- Empathy Museum and “A Mile in My Shoes” (Roma Krznaric)
- *Center for Building a Culture of Empathy and Compassion* (Edwin Rutsch)
- How to develop mindfulness?
- What is the Mindfulness-Based Stress Reduction (MBSR) program?
- How to incorporate and practice empathy and leadership in your everyday life?
- Expansion of social media and communication technology
- Paradox of coming together and distancing/we-ness and loneliness
- How social media gives people a platform to tell their stories and gives others access to those stories and events?
- What is the meaning of “effective altruism?” (Peter Singer)

This week’s topic will discuss some of the initiatives that have been created to engage people and build empathy, and why initiatives like these are important. With the expansion of social media and communication technologies a paradox has formed in which more and more people have the means to access and come together with others, but technology and social media have also led to distancing and loneliness. The *Mind & Life* institute not only promotes empathetic practices but has been committed to studying empathy and has found that practice is key to building empathy within people. Through education and schools is one pathway to promote empathy, like the *Roots and Empathy* program has shown, and empathy can also be built for the general public through initiatives like Krznaric’s Empathy Museum and Rutsch’s *Center for Building a Culture of Empathy and Compassion*. Some of the discussion will also focus on attempts to incorporate empathy trainings into leadership initiatives.

Individual Paper Due April 4th.

Week 14: (April 10–April 14) National Service Program Options

READING: *Chasing We-ness* (Chapter 8: TRANSFORMING OUR FUTURE)

- What is a national service program? What does it look like?
- Brookings Institute published a series of essays on national service after 9/11
- Debates around the role of the government
- John Bridgeland and *Heart of the Nation*
- Stanley McChrystal and the *Franklin Project*
- The Brookings Institute’s *Will America Embrace National Service?*
- What national service programs offer? Tie empathy to leadership

This week’s session will bring empathy and leadership together by looking at national service program initiatives. What is the history of national service initiatives and what are

their defining characteristics? What national service programs have to offer and how they can fit into society will be an important part of this week's lesson.

Written Report for Group Project Due April 11th.

Week 15: (April 17- 21) We-ness, Place, and Placemaking (Perhaps Group presentations too)

READING: TBA (probably short article)

Week 16: (April 24-28) Group presentations/Summary and Final Prep

April 25 is last class meeting for us.

Final Exam: May 3, Wednesday 3:00 – 5:00 p.m. SAME CLASSROOM

OPTIONAL READING MATERIAL

General and Civic Engagement

Bridgeland, John M. 2013. *Heart of a Nation. Volunteering and America's Civic Spirit*. Lanham, MD: Rowman & Littlefield.

Bridgeland, John. M. and John J. DiIulio, Jr. 2019. *Will America Embrace National Service*. Washington, D.C.: The Brookings Institute.

Christakis, Nicholas A. 2019. *Blueprint: The evolutionary origins of a good society*. New York, N.Y.: Little, Brown Spark

Christakis, Nicholas A. and James H. Fowler. 2009. *Connected: The surprising power of our social networks and how they shaped our lives*. New York: N. Y.: Little, Brown Spark.

Harari, Yuval Noach. *21 Lessons for the 21st Century*. 2018. New York: Spiegel & Grau.

Hochschild, Arlie Russell. 2016. *Strangers in Their Own Land: Anger and Mourning on the American Right*. New York: The New Press.

Junger, Sebastian. 2015. *Tribe: On Homecoming and Belonging*. New York, NY: Twelve.

Klein, Ezra. 2020. *Why We're Polarized*. New York: Avid Reader Press.

Meacham, Jon. 2018. *The Soul of America: The Battle of Our Better Angels*. New York: Random House.

Moffett, Mark. W. 2019. *The Human Swarm: How Our Societies Arise, Thrive, and Fall*. New York, NY: Basic Books.

Musolino, Julien. 2015. *The Soul Fallacy: What Science Shows We Gain from Letting Go of Our Soul Beliefs*. Amherst: New York, NY: Prometheus Books.

Ord, Toby. 2020. *The Precipice: Existential Risk and the Future of Humanity*. New York, N.Y.: Hachette Books.

Osnos, Evan. 2021. *Wildland: The Making of America's Fury*. New York: Farrar, Straus and Giroux.

Palmer, Parker J. 2011. *Healing the Heart of Democracy: The Courage to Create a Politics Worthy of the Human Spirit*. San Francisco, C.A.: Jossey-Bass.

Putnam, Robert. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York, NY: Simon & Schuster.

Putnam, Robert (with Shaylyn Romney Garrett). 2020. *The Upswing: How America Came Together a Century Ago and How We Can Do It Again*. New York, NY: Simon & Schuster.

Putnam, Robert D. and Lewis M. Feldstein. 2003. *Better together: Restoring American Community*. New York, N.Y.: Simon & Schuster.

Waytz, Adam. 2019. *The Power of Human: How Our Shared Humanity Can Help Us Create a Better World*. New York: W. W. Norton & Company.

Wilkerson, Isabel. 2020. *Caste: The Origins of Our Discontents*. New York: Random House.

Communication and Loneliness

Cacioppo, John T. and William Patrick. 2008. *Loneliness: Human Nature and the Need for Social Connection*. New York, N.Y.: W. W. Norton & Company

Murthy, Vivek H. 2020. *Together: The Healing Power of Human Connection in a Sometimes Lonely World*. New York, N.Y.: HarperCollins.

Olds, Jacqueline and Richard Schwartz. 2009. *The Lonely American: Drifting Apart in the Twenty-first Century*. Boston, MASS: Beacon.

Turkle, Sherry. 2011 (revised 2017). *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York, N.Y.: Basic Books.

Turkle, Sherry. 2015. *Reclaiming conversation: The Power of Talk in a Digital Age*. New York, N.Y.: Penguin.

Mindfulness, Empathy, and Altruism

Kabat-Zinn, Jon. (2019). *Mindfulness for All: The Wisdom to Transform the World*. New York, N.Y.: Hachette.

Kabat-Zinn, Jon. (2018). *Meditation is Not What You Think: Mindfulness and Why it is So Important*. New York, N.Y.: Hachette.

Krznaric, Roman. 2014. *Empathy: Why it Matters, and How to Get It*. New York: N.Y.: Perigee.

William MacAskill. 2016. *Doing Good Better: How Effective Altruism Can Help You Help Others, Do Work that Matters, and Make Smarter Choices About Giving Back*. New York, N.Y.: Penguin.

Reiss, Helen (with Liz Neporent). 2018. *The Empathy Effect: 7 Neuroscience-based Keys for Transforming the Way We Live, Love, Work, and Connect Across Differences*. Boulder, C.O.: Sounds True.

Ricard, Matthieu. 2013. *Altruism: The Power of Compassion to Change Yourself and the World*. New York, N.Y.: Little, Brown and Company

Rifkin, Jeremy. 2009. *The Empathic Civilization: The Race to Global Consciousness in a World in Crisis*. Cambridge, England: Polity.

Singer, Peter. 2015. *The Most Good You Can Do: How Effective Altruism is Changing Ideas About Living Ethically*. New Haven, CT: Yale University Press.

Smith, Jeremy Adam, Kira M. Newman, Jason Marsh, and Dacher Keltner (eds.) *The Gratitude Project: How the Science of Thankfulness Can Rewire Our Brains for Resilience, Optimism, and the Greater Good* (Oakland, C.A.: New Harbinger Publications, 2020).

Stallard, Michael Lee with Jason Pankau and Katharine P. Stallard. 2015. *Connection Culture: The Competitive Advantage of Shared Identity, Empathy, and Understanding at Work*. Alexandria, VA: ATD Press.

Leadership

Brown, Brené. 2018. *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. London, UK: Penguin.

Gentry, William. 2016. *Be the Boss Everyone Wants to Work For: A Guide for New Leaders*. Oakland, C.A.: Berrett-Koehler Publishers.

Laloux, Frederic. 2014. *Reinventing Organizations: A Guide to Creating Organizations Inspired by the Next Stage of Human Consciousness*. Brussels, Belgium

Llopis, Glenn. 2019. *Leadership in the Age of Personalization: Why Standardization Fails in the Age of "Me."* GLLP Press

Wooden, John. 2005. *Wooden on Leadership*. New York: McGraw Hill.

Inspirational Works About Deradicalization, Team Building

Agrawal, Radha. 2018. *Belong: Find Your People, Create Community & Live a More Connected Life*. New York: Workman Publishing.

Lemmon, Gayle Tzemach. 2015. *Ashley's War: The Untold Story of a Team of Women Soldiers on the Special Ops Battlefield*. New York, NY: Harper Collins.

Phelps-Roper, Megan. 2019. *Unfollow: A Memoir of Loving and Leaving the Westboro Baptist Church*. New York, NY: Farrar, Straus and Giroux.

Picciolini, Christian. 2019. *Breaking Hate: Confronting the New Culture of Extremism*. New York: Hachette Books.

Ryan, Joan. 2020. *Intangibles: Unlocking the Science and Soul of Team Chemistry*. New York, N.Y.: Little, Brown and Company.

Saslow, Elis. 2018. *Rising Out of Hatred: The Awakening of a Former White Nationalist*. New York: Doubleday.

Westover, Tara. 2018. *Educated: A Memoir*. New York: Random House.