

CEPY0946: "Leading with Empathy in the 21st Century" Course Syllabus

July 10 – July 21, 2017

9:00 am – 3:00 pm

Location: LIST 110 (64 College St)

Course website: <https://canvas.brown.edu/courses/1073116>

Instructor: Xuan Zhao
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Office: Metcalf 402
Office hours: By appointment

Leader Fellow: Imani Blake
Address: Perkins Hall

"Leadership is about empathy. It is about having the ability to relate to and connect with people for the purpose of inspiring and empowering their lives." – Oprah Winfrey

"... to put yourself in other people's shoes - to see the world from their eyes. Empathy is a quality of character that can change the world." – Barack Obama

Course Description

There is a recent groundswell of interest in empathy; CEOs, best-selling authors, and international leaders have identified empathy as one of the most important leadership skills of the 21st century. Generally understood as "the ability to understand and share the feelings of another," empathy will play an increasingly important role in our interdependent and hyper-connected world. Whether your challenge is to build a collaborative team, become a skilled professional, or advocate effectively for social justice, empathy is a vital leadership capacity.

Decades of scientific research and leadership practice have reinforced one clear message: empathy is much more than being "nice." As such, this unique course invites you to study the scientific basis of empathy and explore creative ways to apply your knowledge and skills in the real world. To start with, students will examine cases of recent world events to develop an appreciation for empathy as a critical component of effective leadership. Then, the course will delve into cutting-edge research from social psychology and social neuroscience, where you will examine scientific research on the role empathy plays in our day-to-day interactions, explore psychological mechanisms behind understanding others' minds and "catching" others' emotions, acquire tools to measure empathy in individuals and research projects, and form well-informed opinions on how empathy connects to prosocial behaviors, morality, and world justice. Incorporating techniques from acting and improvisation, students will "step into other's shoes and walk a few inches," cultivating their interpersonal sensitivity. The course will culminate with the development of an Action Plan that will promote empathy, compassion, and social harmony in students' local communities, providing you with ample opportunity to further develop your empathy "muscle."

The only prerequisite for this course is a commitment to supporting an open-minded, responsive, and collaborative learning environment. This course is ideal for students who have interest in psychology, cognitive science, and/or any career that requires intercultural competence, people skills, and ethical leadership.

Materials

- No textbook is required. All reading materials are listed in Appendix II and are available through Canvas or the Internet. Additional materials will be provided as class handouts.
- It is not necessary to print the readings in Appendix II. However, if you prefer reading hard copies, printing them at home before coming to the program can avoid potential clumsiness and expensive charges of on-campus printing.
- You need a PC to work on your assignments. Please bring your laptop to the program if you have one. If not, please contact your Leader Fellow once you arrive at Brown to borrow a laptop from the IT Service Center. Their equipment is available on a first come-first served basis. If no loaner laptops are available, your alternative is to use the desktops available in the CIT building or various libraries.
- Other recommended resources are listed in Appendix III. They will help you continue learning about leadership and empathy after you graduate from our two-week course. You are highly encouraged to keep learning after graduation and share what you have learned with your family, friends, and local communities!

Student Learning Objectives/Expectations

You are expected to achieve considerable advancement on the following aspects by the end of this course:

- A. Knowledge:
 - “Empathy” as a multifaceted concept.
 - The underlying cognitive processes and neural structures related to cognitive empathy and affective empathy.
 - Instruments for measuring empathy-related constructs.
 - The influence of individual difference, motivation, and situational contexts on empathy.
 - The relationships between empathy, compassion, prosociality, and morality.
- B. Awareness:
 - Appreciation of empathy as a skill spells success for the individual “I” and the collective “we” in our interdependent society.
 - Recognition of common cognitive errors and biases in interpersonal interaction and a conscious effort to correct such mental habits.
 - Conscious effort to cultivate and utilize empathy in personal, academic, and professional life.
- C. Skills and abilities:
 - Active listening.
 - Public speaking.
 - Empathic interpersonal communication.
 - Perspective taking.
 - Critically assessing arguments related to empathy in mass media.
- D. Actions:
 - An agenda to apply knowledge, awareness, and skills obtained in the course to implement social change at your school or community through an Action Plan Proposal.

Course Format

Most classes will follow the following schedule unless otherwise stated in the calendar:

9:00 – 11:30 am Class

11:30 – 1:00 pm Lunch

1:00 – 3:00 pm Class

In addition, there are several evening activities where your attendance and participation are required. They are noted in the Course Schedule below, along with the times and locations.

Learning Community Guidelines

The following guidelines will be used in class to facilitate an inclusive learning environment and respectful discussion:

Be ON time and IN time

Class begins promptly at the designated time. Mobile devices should be turned off. Texting, tweeting and/or inappropriate use of laptops, iPads, and any other electronic devices are not tolerated. Preparing to leave prior to the instructor's class dismissal is also unacceptable. Practice self-care by using the bathroom beforehand and during the break.

Be fully present: speak up and jump in

When you are in an activity, *be present*. Pay attention and absorb with the full spirit of learning. Your voice and active participation in class activities are essential components to your own and other students' learning experience; therefore, please engage in the activities and also be generous with sharing your thoughts so that all of us may learn from one another. Be open to new experiences! Our class provides a safe and supportive environment to expand your comfort zone. Diverse perspectives are welcomed and honored.

Seek first to understand; then be understood

It is likely that you may encounter new and/or controversial ideas presented in course materials and class discussions. Demonstrate a clear understanding of these ideas before formulating arguments for or against them. Critique ideas rather than individuals when offering different points of view. In addition, if you notice yourself talking significantly more than other students, please step back for a moment and encourage other students to participate – this is an opportunity for you to practice your listening skills and seek better understanding of other minds.

Pay attention, participate actively, and practice mutual respect – you will find this course exciting, stretching, personally satisfying, and fun!

Certificate of Completion

All students receive a Course Performance Report after the conclusion of the class. Students who successfully complete all course requirements earn a grade of "S" (i.e., Satisfactory) and receive a Certificate of Completion signed by the Dean of Continuing Education. Students who do not successfully complete the course requirements earn a grade of "NC" (i.e., No Credit) and do not receive a certificate.

Course Requirement

- A. Participation - Attendance is taken at each session. Excused, verifiable absences (e.g., family/ medical emergency, religious observance) must be approved and documented by the instructor prior to the class meeting. Major violation of learning community guideline will be noted and will influence the student's record.

- B. Readings – There are two types of reading: required and optional.
- Required readings: **Come to each session with required readings completed** and be prepared to discuss them in class. You should take notes while reading.
 - Optional readings: The best strategy is to set a goal (e.g. finish reading in 20 minutes), skim the article to get the gist, and summarize your take-home messages in bullet points. In case you cannot set aside any time for optional readings, do not sacrifice your sleep time. 😊

C. Assignments - **All assignments should be submitted electronically on Canvas by 11:00pm on the designated due dates according to the course calendar.**

There are four homework assignments for this class: Personal Empathy Inventory, Action Plan Sketches, Response Paper, and Action Plan Presentation. Information regarding these assignments is listed below and also available on Canvas.

- Personal Empathy Inventory** (due on Tuesday, July 11) – The purpose of this assignment is for you to identify how empathy is relevant to you as a leader. You will also reflect on your learning goals in this course. This assignment is a fun self-reflection to warm you up for this two-week course. You should start this assignment on or before Day 1. Please expect to spend 1.5 hours on this assignment.

Writing prompts: Provide a 100 to 250-word answer to each of the following questions.

- What do you think empathy is about? How would you describe your current relationship to empathy?
- Think about someone you admire, who you think has excellent social intelligence skills. Why do you think so? What have you learned from observing this person? Please provide concrete examples.
- Think about someone you do not admire, who fails to exhibit sufficient social intelligence skills. Why do you think so? What have you learned from observing this person? Please provide concrete examples.
- How can you use empathy to become a more effective leader?
- Reflect on the syllabus and what we have discussed on the first day(s), what do you hope to be able to do at the end of the course? How do you think this might be useful in your personal, academic, and professional life in the long run?

Your answers are reviewed for depth and clarity. You will earn maximum credit if your answers reflect your original thinking as a unique being with a unique history and outlook. View this assignment as an opportunity to have a conversation with your inner self. Make sure to support your arguments with concrete examples. Your answers should be typed, double-spaced, in a 12pt. standard font (e.g., Times New Roman) with one-inch margins on all sides. It should arrive before the deadline and is free of spelling and grammatical errors. This also applies to the Action Plan Paper.

- Action Plan sketches** (due at various points as marked on the calendar) – These are a series of written assignments to help you develop a full-fledged Action Plan and think from multiple angles along the way. Assignment instructions are available on Canvas and labeled as “Action Plan Step X”. You will have limited time working on them in class and substantial time outside class on your own. Use these

assignments to facilitate the designing of your own Action Plan. Feel free to write as many or as little to answer each question. These sketches will not be reviewed for content but only for completion.

- c. **Empathy Gap Paper** (600~1200 words, due on Monday, July 17) — From time to time, we experience an “empathy gap” — an inability to understand another person’s unique perspective. This gap happens frequently when we interact with outgroup members who think and behave differently from us, but it may also occur when we hold different opinions from our friends or family. Who do you have an empathy gap with?

In this assignment, you are going to 1) identify an empathy gap you currently have, 2) try to close it as much as possible, and 3) reflect on what you have learned from this experience and document your learning experience in the “Empathy Gap Paper”. Your empathy gap could be with a different social group (e.g., immigrants, international students, student athletes, homeless, people who holds different political views, etc.) or an individual who you might have some misunderstanding with (e.g. your “annoying” sibling, a “weird” kid in your school, etc.). After identifying the empathy gap you wish to address, make a plan on how you want to close it. Make sure that a major part of your plan is to actually talk with people from that social group or that specific individual—either over Skype or in person. But you can certainly be creative and come up with other ways to close the empathy gap. Remember: When talking to the other, you are not trying to change their mind, nor do you want to prove them that you are better and smarter! Instead, you should try to understand how they feel, why they think and behave in certain ways, and you should try to “feel with” them. As a bottom line, you should keep an open mind and avoid jumping to conclusions quickly.

This assignment is meant to be challenging yet rewarding. Use it as an opportunity to explore and appreciate a human mind that is different from yours. Also, remember to practice your active listening skills! You can also read the book chapter, “Practice the Craft of Conversation”, for more inspirations. Have fun!

- d. **Action Plan Presentation** (due on Friday, July 21) - You will give a brief (3-4 minute) presentation on your action plan to peers and family on the last day of the program. Make sure to provide the audience with enough information to educate them on your particular issue and proposed actions. You are encouraged to be creative, interactive, imaginative, and have fun! You will have time in class to prepare and practice your presentation.

Below is a list of potential topics you might want to cover when preparing for your action plan presentation:

A. Define Your Issue

- What issue or concern are you trying to address?
- Who is affected by this issue? In what ways?
- Why is this topic important to you?
- Why should other people care? How do you know this is a need?

B. Background

- What is some brief history/background on this topic? (This section should be at least one page long)

C. Describing the Action Plan and its Goals

- Describe your Action Plan and the goals of your project. What are you trying to achieve through your Action Plan?

D. Action Steps

- What is your project timeline?
- Who will help?
- Who is the target audience? Yourself, family, school, community, organization?

E. Constraints and Challenges

- What challenges will you face in trying to implement this action plan?
- How will you deal with these challenges?

F. Resources

- What resources (e.g., individuals, organizations, money, space, materials) do you need?
- How will you obtain these resources?

G. Assessment

- How will you define success? How will evaluate or assess your work?

Assessment

- In-class participation: 35%
- Personal Empathy Inventory: 10%
- Empathy Gap Paper: 15%
- Action Plan assignments: 20%
- Action Plan presentation: 20%

Academic Support

- You are required to schedule with the Leader Fellow to meet for at least once throughout the course.** In addition, I also have some timeslots for one-on-one meetings. Feel free to discuss anything — your action plans, positive or negative experiences inside or outside the classroom, what you have learned, what you hope to learn more... We would love to hear your thoughts! Please sign up with us at <https://tinyurl.com/empathysignup>
- If additional support is needed, or if you just want to stop by and have a chat, please do not hesitate to contact me via email (xuan_zhao@brown.edu) and schedule a time to meet.
- You can also schedule with our guest speakers to learn more about topics they present in the classroom.
- Learn from your peers!

All members of the learning community are valued. Please notify me immediately if you need accommodations to fulfill course requirements (e.g., students with an emotional, learning, physical, and/or psychological disability; ESL learners). Every effort will be made to provide appropriate learning accommodations.

Respect for the Integrity of the Academic Process

The rights and responsibilities that accompany academic freedom are at the heart of the intellectual purposes of the University. Our conduct as community members should protect and promote the University's pursuit of its academic mission. We are all, therefore, expected to conduct ourselves with integrity in our learning, teaching, and research, and in the ways in which we support those endeavors

Course Calendar

Unit 1: Empathy – What is it and Why it Matters		
M. July 10	<p>Morning – Introductions and Course Overview Class meets at 8:30am.</p> <p>Afternoon – Empathy: What Is It and Why It Matters</p> <p>Late Afternoon – Director Welcome 3:15 – 5:15 pm. Location: Salomon 001</p>	<p>Readings:</p> <p>Anderson & Konrath. Why Should We Care? Goleman. What Makes a Leader?</p>
T. July 11	<p>Morning – Listening Skills 9:30 – 11:30 am. Location: Salomon 001</p> <p>Afternoon – Living in an Interconnected World</p> <p>Late Afternoon – NSEW: Leadership Styles 3:15 – 5:15 pm. Location: LIST 110</p>	<p>Assignments due: Personal Empathy Inventory; Action Plan Step 1</p> <p>Reading: Epley. Your Real Sixth Sense</p> <p>Optional reading: Wegner & Gray. Welcome to the Club.</p>
Unit 2: The Cognitive and Affective Aspects of Empathy		
W. July 12	<p>Morning - How Do We Read Other Minds? The Cognitive Aspect of Empathy</p> <p>Afternoon - Walking in Another Person’s Shoes: Is it Possible? How? (1)</p> <p>Late afternoon – Exploring Power & Privilege 3:15 – 5:15 pm. Location: LIST 110</p>	<p>Reading: Weisberg. We Are Hopelessly Hooked</p> <p>Assignment due: Action Plan Step 2</p>
Th. July 13	<p>Full day – Challenge Course 8:00 am – 4:00 pm at Haffenreffer Estate Meet at 144 Thayer Street. *Wear closed-toe shoes, long pants, comfortable clothes, and rain gear (if applicable). Also bring bottled water to stay hydrated.</p>	<p>Optional reading: Goleman. The Emotional Economy</p>
F. July 14	<p>Morning – How Are We Emotionally Connected? The Affective Aspect of Empathy</p> <p>Lunch with speaker (optional) – Sarah Stuart</p> <p>Afternoon –Empathy-Compassion Meditation Workshop (Guest speaker: Sarah Stuart)</p>	<p>Assignment due: Action Plan Step 3</p>

Su. July 16	Evening – Community Meeting 9:00 – 10:00 pm. Location: Residential Hall	Reading: Krznaric. Practice the Craft of Conversation Assignment due: Action Plan Step 4
M. July 17	Morning 1 – Teddy Bears, Robots, and Empathy: The Story of an Empathetic Design Process (Guest speaker: Aaron Horowitz) Morning 2 – Action Plan Group Discussion Afternoon – Public Speaking Workshop Late Afternoon – Leadership Symposium 3:15 – 5:15 pm. Multiple locations.	Assignment due: Empathy Gap Paper Reading: Krznaric. Make the Imaginative Leap (pp. 46-60)
T. July 18	Morning 1 – Why Do We Misunderstand Each Other? Morning 2 – How to Measure Empathy? Lunch with speaker (optional) – Abel R. Cano Afternoon – Public Narrative Workshop: The Story of Self, Us, and Now (Guest speaker: Abel R. Cano)	Reading 1: Matter. Empathy Is Actually a Choice Reading 2: Bloom. Against Empathy Reading 3: Baron-Cohen. Response to Bloom Reading 4: Slovic. Iconic Photographs and the Ebb and Flow of Empathic Response to Humanitarian Disasters
Unit 3: Empathy in Broader Contexts		
W. July 19	Morning – Who Do You Empathize With? Motivated Empathy Afternoon – Walking in Another Person’s Shoes: Is it Possible? How? (3)	Assignment due: Action Plan Step 5
Th. July 20	Morning – Empathy as a Panacea for the World’s Woes? The Benefits and Limits of Empathy Afternoon – Presentation Practice Evening – Community Meeting 9:00 – 10:00 pm. Location: Residential Hall	Presentation Practice
F. July 21	Morning – Empathy and Leadership Revisited Afternoon – Closing Event and Action Plan Presentations 1:00 – 2:00 pm. Location: Salomon 001 2:00 - 3:00 pm. Location: Breakout rooms	Action Plan Presentations*

Appendix I: Background Information about the Instructor, Leader Fellow, and Guests

Xuan Zhao (*instructor*) is a PhD candidate at Brown University and will start as postdoctoral researcher at The University of Chicago Booth School of Business in fall 2017. She received her M.Sc. in psychology from Brown University and B.Sc. in psychology from Zhejiang University in China. She visited the Department of Psychology at Stanford University as an Exchange Scholar during Winter & Spring 2015. Xuan studies perspective taking, empathy, prosocial behavior, cooperation, and human-robot interaction. In addition, Xuan took courses on acting, persuasion, and negotiation at Brown and Stanford, which she integrates into her understanding of empathy, communication, and interpersonal dynamics.



Xuan has served as a teaching assistant for Brown undergraduate courses on cognitive science, social psychology, statistics, and personality assessment. She has also served as a TA for a highly acclaimed MBA course on power and leadership with a unique acting approach at Stanford Graduate School of Business. Besides research and teaching, Xuan is interested in social innovation and has co-founded or served with several non-profit educational organizations in the past. Her passion for social innovation is largely cultivated by her circumnavigation around the world with Semester At Sea in Spring 2011.

Imani Blake (*Leader Fellow*) was born and raised in Rhode Island's capital of Providence. She is an upcoming Junior at The University of Rhode Island, working on her Bachelors of Science majoring in Health Studies with a specialization in Health Services. She is passionate about many things including drawing, writing and teaching, but on her free time she finds the most drive for her passion of being a leader. She is always looking for new opportunities to grow and push herself as a leader, which has led her to accumulate over six years of experience in public speaking and leadership. Imani has volunteered and lead as an AmeriCorps member, is an active member in many multicultural organizations at her school, has participated in Young Voices (a Rhode Island statewide leadership program) and is a fellow alumni of The Brown Leadership Institute (taking her first college class in Public Policy in 2014). For the future she plans on continuing her studies by pursuing a Masters degree in business with a focus in healthcare administration, and after obtaining a PhD in Healthcare administration, combining her passion for leadership and healthcare to become a Healthcare Administrator.



Sarah Stuart (*guest speaker*) is pursuing her passion as a full-time mindfulness trainer and entrepreneur after more than twenty years as a lawyer in the US and Europe. Her company, the Really Mindful Group LLC, brings leadership, stress reduction and mindfulness meditation workshops to top law firms, companies, high school students and athletes with the goal of offering hands-on techniques that are easily integrated into real-life situations.



Prior to teaching mindfulness, Sarah had a diverse and international career as Assistant General Counsel at Reebok (Boston & Rotterdam); European counsel for the National Basketball Association (Paris & New York); in-house lawyer at Simon & Schuster (New

York); associate at New York law firm Davis Polk & Wardwell; and law clerk for New York Federal District Court Judge Kimba Wood.

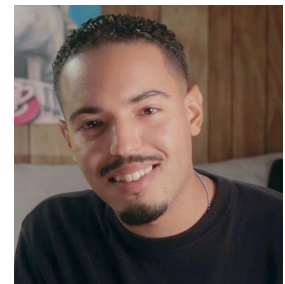
Sarah received her law degree from Harvard Law School (Cum Laude), where she was an editor of the Harvard Law Review, and her undergraduate degree in Law and Public Policy from Brown University (Magna Cum Laude with Honors, Phi Beta Kappa). Sarah completed a Mindfulness-Based Stress Reduction course at the Center for Mindfulness, founded by Jon Kabat-Zinn, at the UMass Medical School, and the Co-Active Coaching Fundamentals Course with the Coaches Training Institute. Sarah received an Executive MBA, Duke Leadership Program from the Fuqua School of Business, Duke University.

Aaron Horowitz (*guest speaker*) is a maker; from sculptures to business, he is fascinated with the process of taking an idea from concept to reality. He is passionate about creating interfaces that drive a shift towards ubiquitous computing. He is currently Co-founder and CEO of Sproutel, the creator of Jerry the Bear – a platform for pediatric health and wellness education. Aaron has shared his expertise in robotics and social entrepreneurship through speaking at numerous conferences including TED@IBM, Hardware Innovation Workshop, Big Ideas Fest, MakerCon, TEDxUnisinos, CUSP, and Stanford MedX. Aaron has also been recognized as one of 50 honored makers by the White House in 2014. He holds a degree in Mechatronics and User Interaction Design from Northwestern University. When unplugged Aaron is likely either carving stone or surfing.



Abel Cano (*guest speaker*) is a Leadership Trainer and Coach with a background in community organizing. He works to develop the next generation of social movement leaders through teaching core practices and principles of Community Organizing. Abel is a Boston native, and also grew up in Hawaii and Indiana.

Abel served as the Boston Field Organizer and Statewide Constituency Lead for Massachusetts in President Obama's 2012 re-election campaign. Abel led the grassroots campaign to elect Boston's first Asian-American woman to City Council At-Large as Field Director in 2013. Abel is Co-Founder of the thriving non-profit arts and technology organization, EMW: Art | Technology | Community in Cambridge. Abel taught leadership courses with Professor Marshall Ganz at the Harvard Kennedy School of Government focused on Community Organizing and Public Narrative.



Abel is Founder and CEO of ARC Leadership, an organization dedicated to developing progressive leadership capacity through training and coaching for social change agents at non-profits and universities. Abel Cano has trained leaders at the Harvard Kennedy School, Open Society Foundation, Harvard School of Public Health, National Health Service UK, Oxfam International, United Teen Empowerment Center, Brown University and 350.org among others.

Appendix II: Reading Bibliography

(Readings are listed in the order they appeared on the course calendar. Optional readings are included. Reading tips are in a lighter font color in parentheses.)

1. Anderson, P. & Konrath, S. (2011, July 31). Why should we care? —What to do about declining student empathy. *The Chronicle of Higher Education*, 31, 1–19.
2. Goleman, D. (1998). “What makes a leader”. *Harvard Business Review*, 76, 93-102.
(Note: read the “empathy” session in detail and skim the rest)
3. Epley, N. (2014). *Mindwise: How we understand what others think, believe, feel, and want*. New York, NY: Knopf.
(Note: read “Preface: Your Real Sixth Sense” in detail and take notes)
4. Wegner D. M., & Gray, K. (2016). *The Mind Club: Who Thinks, What Feels, and Why It Matters*. New York: Viking.
(Note: skim the first 6 pages of “Chapter 1: Welcome to the Club” and skip the rest)
5. Weisberg, J. (2016, February 25). *We Are Hopelessly Hooked*. Retrieved from <http://www.nybooks.com/articles/2016/02/25/we-are-hopelessly-hooked/>
6. Goleman, D. (2006). *Social Intelligence: The New Science of Human Relationships*. New York, NY: Bantam.
(Note: skim “Chapter 1: The Emotional Economy”)
7. Krznaric, R. (2014). *Empathy: Why it matters, and how to get it*. New York, NY: Penguin Group.
(Note: read “Habit 4: Practice the Craft of Conversation” and take notes by Sunday night; read pp. 46-60 in “Habit 2: Make the Imaginative Leap” and take notes by Monday night)
8. Gray Matter. (2015, July 10). *Empathy Is Actually a Choice*. Retrieve from: <http://www.nytimes.com/2015/07/12/opinion/sunday/empathy-is-actually-a-choice.html>
9. Bloom, P. (2014, September 10). *Against Empathy*. Retrieved from <http://www.bostonreview.net/forum/paul-bloom-against-empathy>
10. Baron-Cohen, S. (2014, August 26). *Reply: Paul Bloom*. Retrieved from <http://www.bostonreview.net/forum/against-empathy/simon-baron-cohen-response-against-empathy-baron-cohen>
11. Slovic, P. (2011) Iconic Photographs and the Ebb and Flow of Empathic Response to Humanitarian Disasters. *Proceedings of the National Academy of Sciences*, 114(4): 640-644.

Appendix III: Recommended Resources

The following books and movies will allow you to keep making progress on the subjects of empathy, leadership, emotional intelligence, and human relationships after the completion of our course. A book with * indicates that one chapter from this book is used as a reading material in the course.

Psychology/cognitive neuroscience:
<ul style="list-style-type: none">– Nicholas Epley. <i>Mindwise: Why We Misunderstand What Others Think, Believe, Feel, and Want*</i>– Daniel M. Wegner & Kurt Gray. <i>The Mind Club: Who Thinks, What Feels, and Why It Matters*</i>– Matthieu Ricard. <i>Altruism: The Power of Compassion to Change Yourself and the World*</i>– Matthew D. Lieberman. <i>Social: Why Our Brains Are Wired to Connect</i>– Michael Tomasello. <i>Why We Cooperate</i>– Daniel Goleman. <i>Social intelligence: the New Science of Human Relationships*</i>– Simon Baron-Cohen. <i>The Science of Evil: On Empathy and the Origins of Cruelty</i>– Steven Pinker. <i>The Better Angels of Our Nature: Why Violence Has Declined</i>– Paul Bloom. <i>Against Empathy.</i>
Business/Social entrepreneurship-oriented:
<ul style="list-style-type: none">– Blake Mycoskie. <i>Start something that matters</i>– Dev Patnaik. <i>Wired to Care: How Companies Prosper When They Create Widespread Empathy</i>
Design-oriented:
<ul style="list-style-type: none">– Jon Kolko. <i>Well-Designed: How to Use Empathy to Create Products People Love</i>– Seung Chan Lim. <i>Realizing Empathy: An Inquiry Into the Meaning of Making</i>
Education-oriented:
<ul style="list-style-type: none">– Mary Gordon. <i>Roots of Empathy: Changing the World Child by Child</i>
Medicine-oriented:
<ul style="list-style-type: none">– Thomas H. Lee MD. <i>An Epidemic of Empathy in Healthcare: How to Deliver Compassionate, Connected Patient Care That Creates a Competitive Advantage</i>
Fun and light readings for everyone:
<ul style="list-style-type: none">– Daniel H. Pink. <i>A Whole New Mind: Why Right-Brainers Will Rule the Future</i>– Roman Krznaric. <i>Empathy: Why It Matters, and How to Get It *</i>
Movies
<ul style="list-style-type: none">– <i>Schindler’s List</i> (1993) *– <i>The Intouchables</i> (2011) *– <i>Gandhi</i> (1982)– <i>Love, Hate and Everything in Between</i> (2012)– <i>I Am</i> (2010)