

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

July 25 – August 05, 2016

9:00 am – 3:00 pm

Location: CIT 227

Course website: <https://canvas.brown.edu/courses/1066096>

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"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

By the end of this course, you should have achieved considerable advancement on the following aspects:

- 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 even 5-10 minutes 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 26) – 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.
- 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. **Response Paper** (due on Sunday, July 31) – You will write one response paper (600-800 words) that integrates your personal reaction with at least one of the following two review articles in academic journals:
- i. Littman, R., & Paluck, E. L. (2015). The cycle of violence: Understanding individual participation in collective violence. *Political Psychology, 36*(S1), 79–99.
* Read pp. 84.5-92 in detail and skim the rest.
 - ii. Cikara, M. (2015). Intergroup Schadenfreude: Motivating participation in collective violence. *Current Opinion in Behavioral Sciences, 3*, 12–17.
* Read the first 2.75 pages in detail and skim the rest.

Writing a response paper is a standard activity in college courses. It is your opportunity to communicate in writing your personal viewpoint and personal learning as they relate specifically to the reading materials and the ideas and values contained therein. A good response paper will artfully make a connection between the subject at hand and your own experience.

To write a strong response paper, you should start with a summary and assessment of the papers at hand—it is very important that you demonstrate that you understand what the authors are trying to communicate. However, the summary should be kept brief, because the second, and more important part of a response paper is your response—that is, what did you think of these readings? What did you find interesting, wrong-headed, surprising, or thought-provoking about the readings? How do these readings connect to what you have learned in our course and what you have observed in your day-to-day life? Again, it is critical to strike a balance between your own views and the views from the academic literature.

To help you write your first response paper, here are some tips:

- When you're doing the reading, take notes. Highlighting is NOT a good way to take notes. You should write, on a separate piece of paper or the page margins, paraphrases of the author's key arguments as well as your own thoughts about the reading. These notes will help you to better comprehend the papers and to write an informative and insightful response.
- While reading, consider the similarities and differences of these two papers, especially regarding their research scopes and the human behaviors they intend to explain. When writing your personal reaction, you can pick one paper to be your main focus, or draw examples and opinions from both.
- Feel free to include personal experiences.
- If topics in these two papers concern your Action Plan, draw the connection!
- Ask questions, even if you don't know the answers. Something in the readings that does not make sense to you may not make sense to anyone else either. If you put the question in your response, we can have a good discussion about it in class.
- Be creative! Let your mind stretch itself out, and writing will be easy and fun for you.

Your response paper is reviewed for clarity, originality, and personal relevance. Your paper should be double-spaced and in a 12pt. standard font (e.g., Times New Roman) with one-inch margins on all sides.

- d. **Action Plan Presentation** (due on Friday, August 5) - 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?

For more detailed information on Action Plan, please refer to Appendix IV and assignment pages on Canvas.

Assessment

- In-class participation: 40%
- Personal Empathy Inventory: 10%
- Response Paper: 10%
- Action Plan assignments: 20%
- Action Plan presentation: 20%

Academic Support

- A. **You are required to schedule with the Leader Fellow to meet for at least once throughout the course.** Feel free to discuss anything related to the course – 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 feedback!
- B. If additional support is needed on class materials, 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.
- C. You can also schedule with our guest speakers to learn more about topics they present in the classroom.
- D. 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 25	<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 3:30 – 5:30 pm. Location: Salomon 001</p> <p>Evening – Community Time 8:00 – 9:00 pm. Location: Residential Hall</p>	<p>Readings:</p> <p>Anderson & Konrath. Why Should We Care? Goleman. What Makes a Leader?</p>
T. July 26	<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 3:30 – 5:30 pm. Location: CIT 219</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 27	<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 – Diversity Workshop 3:30 – 5:30 pm. Location: Josiah’s</p>	<p>Reading: Weisberg. We Are Hopelessly Hooked</p> <p>Assignment due: Action Plan Step 2</p>
Th. July 28	<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>Evening – Malala Yousafzai 6:15 pm – 10:00 pm at Dunkin Donuts Center – buses will transport our group</p>	<p>Optional reading: Goleman. The Emotional Economy</p>
F. July 29	<p>Morning – How Are We Emotionally Connected? The Affective Aspect of Empathy</p> <p>Afternoon – Walking in Another Person’s Shoes: Is it Possible? How? (2) (Including a workshop by Zishu)</p>	<p>Assignment due: Action Plan Step 3</p>

Su. July 31	Community Time 8:00 – 9:00 pm. Location: Residential Hall	Readings: Littman & Paluck. The Cycle of Violence. Cikara. Intergroup Schadenfreude. Assignment due: Response Paper
M. Aug 1	Morning – Public Speaking Workshop 9:30 – 11:30 am. Location: CIT 227 Afternoon –Measuring Empathy Late Afternoon – Leadership Workshops 3:30 – 5:30 pm. Multiple locations.	Assignment due: Action Plan Step 4 Reading: Krznic. Make the Imaginative Leap (pp. 46-60)
T. Aug 2	Morning – Why Do We Misunderstand Each Other? Afternoon – Public Narrative Workshop: The Story of Self, Us, and Now (A workshop by Abel R. Cano)	Assignment due: Action Plan Step 5 Reading: Gray Matter. Empathy Is Actually a Choice
Unit 3: Empathy in Broader Contexts		
W. Aug 3	Morning – Empathy: Individual Difference, Motivation, and Contextual Influence Afternoon – Walking in Another Person’s Shoes: Is it Possible? How? (3)	Readings: Paul Bloom. Against Empathy; Simon Baron-Cohen. Response to Paul Bloom Optional reading: Jamil Zaki. Empathy is a moral force
Th. Aug 4	Morning – Empathy as a Panacea for the World’s Woes? Benefits and Limitations Afternoon – Presentation Practice Evening – Community Meeting: Closing Reflections 8:00 – 9:00 pm. Location: Residential Hall	Presentation Practice
F. Aug 5	Morning – Empathy and Leadership Revisited Afternoon – Closing Event and Action Plan Presentations 1:00 - 1:30 pm. Location: Salomon 001 1:30 - 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. 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 and empathy, and her research also covers topics such as nonverbal behaviors, social cognitive development, prosocial behavior, competition, 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 served as a teaching assistant for Brown undergraduate courses on cognitive science, social psychology, statistics, and personality assessment. She 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.

Sydney Pedigo (*leader fellow*) is a rising senior at Vanderbilt University in Nashville, Tennessee majoring in Philosophy as well as Medicine, Health, and Society. She is a ninth generation Texan from Dallas who has never spent more than a week on the East coast, until this summer, and can safely say she prefers the weather here more. During her time at Vanderbilt, Sydney has participated in numerous activities, such as working in a biology research laboratory, co-leading a spring break service trip to rural South Carolina, and serving as Managing Editor of the school's literary arts magazine. She is proud of her achievement of Pro level at Wii boxing and enjoys rollerblading, poetry, and making journals.

In past summers Sydney has worked on a vascular biology research project, a healthcare consulting firm, a senate campaign, as well as in a Dallas juice bar and a East London creative arts youth centre. This summer she has greatly enjoyed the enriching environment of Brown's Leadership Institute and looks forward to the upcoming session and all that they can teach her..

Zishu Chen (*guest workshop facilitator of "Sketch of You and Me"*) received her Ed.M. from Harvard Graduate School of Education and her B.A. in Economics from University of North Carolina at Chapel Hill (also minored in PPE, i.e. Politics, Philosophy, Economics). She is an enthusiast for socio-emotional learning, creativity, agency, and cross-cultural understanding. Her previous experiences include female empowerment startup, yoga and mindfulness, counselor at Luethi-Peterson summer camp for international understanding, playback theater for community building.

Abel Rey Cano (*guest workshop facilitator of "Public Narrative Workshop: The Story of Self, Us, and Now"*) is a Leadership Trainer and Coach with a background in community organizing. Abel coordinates and teaches workshop on Public Narrative and Community Organizing. Abel is a Boston native, and also grew up in Hawaii and Indiana.

A UMass Boston alumnus with a Bachelors in Sociology and a Minor in Communications, Abel led the largest Latino student organization on campus, Casa Latina, as Coordinator and President. In 2012, Abel served as the Boston Field Organizer and Statewide Constituency Organizer for Massachusetts in President Obama's re-election campaign. He served as Field Director to Boston's first Asian-American woman elected to City Council At-Large in 2013. Abel is Co-Founder of the thriving organization EMW: Art | Technology | Community in Cambridge. Abel taught in Marshall Ganz's courses on Community Organizing and Public Narrative at the Harvard Kennedy School of Government.

Abel R. Cano is Founder of ARC Leadership, an organization dedicated to building leadership capacity through training and coaching for social change agents at non-profits and universities. ARC Leadership has already led over 20 one to three-day workshops in 2016, training over 250 leaders in five months. Abel has trained leaders at the Harvard Kennedy School, Open Society Foundation, Brown University, National Health Service UK, Oxfam International, United Teen Empowerment Center, El-Hibri Foundation and 350.org among many 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*. Retrieved from <http://chronicle.com/article/Why-Should-We-Care-What/128420/>
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")
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. Littman, R., & Paluck, E. L. (2015). The cycle of violence: Understanding individual participation in collective violence. *Political Psychology*, 36(S1), 79–99.
(Note: Read pp. 84.5-92 in detail and skim the rest.)
8. Cikara, M. (2015). Intergroup Schadenfreude: Motivating participation in collective violence. *Current Opinion in Behavioral Sciences*, 3, 12–17.
(Note: Read the first 2.75 pages in detail and skim the rest.)
9. Krznaric, R. (2014). *Empathy: Why it matters, and how to get it*. New York, NY: Penguin Group.
(Note: read pp. 46-60 in "Chapter 2: Make the Imaginative Leap" in detail and take notes)
10. 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>
11. Bloom, P. (2014, September 10). *Against Empathy*. Retrieved from <http://www.bostonreview.net/forum/paul-bloom-against-empathy>
12. 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>
13. Zaki, J. (forthcoming). Empathy is a moral force. In Gray, K. & Graham, J. (Eds.): *The Atlas of Moral Psychology*.

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>
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">– Schindler’s List (1993) *– The Intouchables (2011) *– Gandhi (1982)– Inside Out (2015)– Love, Hate and Everything in Between (2012)