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BUSINESS AND SOCIETY PROGRAM

**PROFESSIONAL RESPONSIBILITY AND LEADERSHIP  
SYLLABUS FOR FALL 2025 (SECOND HALF)**  
(SOIM-UB.0012.0025)



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Professor Roger Machlis (rm4151@stern.nyu.edu)  
Wednesdays 10/22 to 12/10 (except 11/26) in TISC UC07  
from 6:20-9 pm  
Office hours by appointment

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THE SOCIAL IMPACT CORE CURRICULUM

The Social Impact Core Curriculum differentiates NYU Stern from all other undergraduate business programs in the world – no other school devotes as much time and effort to helping students to:

- Become more aware of multiple stakeholder perspectives on important business issues;
- Develop a more nuanced understanding of the many relationships between corporations, governments, NGO's, market economies and civil society;
- Begin developing professional ethics in harmony with their own personal values; and
- Learn to articulate, defend, and reflect critically on a point of view.

COURSE DESCRIPTION

Professional Responsibility and Leadership (PRL) is an interdisciplinary capstone course that builds on prior coursework within the Social Impact Core Curriculum as well as other coursework at Stern and at NYU.

In PRL, students pursue the following learning objectives:

- Reflect on why they are embarking on a career in business, how they intend to act as professionals, and what it means to flourish as a human;
- Think systematically about the risks and sources of resilience relevant to their lives; and
- Cultivate the habit of engaging in reflective dialogue with diverse stakeholders.

The basic format of the course is a discussion seminar. Each class session may include a variety of activities, including discussion, in-class reading and writing, role-playing, and other participatory exercises. These various activities will be designed and facilitated by the instructor to allow students to engage in reflective dialogue.

These discussions draw on three different sources, including (i) the students' own personal experiences and values, (ii) thoughtful insights drawn from a variety of academic disciplines (including philosophy, literature, history, and art, as well as the natural and social sciences), and (iii) relevant business cases. In each class session, students consider a set of thoughtful accounts identified by the instructor (and posted on Brightspace when possible) as starting points for discussion, and then they integrate experiences and business cases that have personal relevance for them.

In this way, the PRL classroom is flipped – the course focuses primarily on the students’ own interests, refining them through dialogue and in reference to thoughtful sources. Rather than involving the one-way dispensation of content from faculty to student, the course unfolds as a process of students and faculty working together in response to open-ended, age-old questions. While there may be no single “right” answer to such questions, still there are answers that are better or worse for individuals, organizations and societies. In this light, students are encouraged throughout the course to challenge themselves and each other pragmatically to make the world better rather than worse, and to discover how they can thrive individually and collectively.

### ACADEMIC INTEGRITY

Our undergraduate [Academics Pillar](#) states that ***we take pride in our well-rounded education and approach our academics with honesty and integrity.*** Indeed, integrity is critical to all that we do here at NYU Stern. As members of our community, all students agree to abide by the NYU Stern Student Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- Clearly acknowledge the work and efforts of others when submitting written work as one’s own. Ideas, data, direct quotations (which should be designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.
- Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to adversely affect the NYU Stern community.

The entire Stern Student Code of Conduct applies to all students enrolled in Stern courses and can be [found here](#).

To help ensure the integrity of our learning community, any assignments you submit to Brightspace will be submitted to Turnitin. Turnitin will compare your submission to a database of prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of the Turnitin database.

The extensive use of AI tools is not compatible with the learning goals of this class. Any use must be disclosed to the instructor in advance of turning in the assignment so that they can determine whether it's appropriate for your assigned work. If you do use AI for advanced proofreading of a final draft, please include the original written assignment at the end of the submission.

### GENERAL CONDUCT & BEHAVIOR

Students are also expected to maintain and abide by the highest standards of professional conduct and behavior. Please familiarize yourself with the [Stern Policy in Regard to In-Class Behavior & Expectations](#) and the [NYU Student Conduct Policy](#).

## MIDTERM PROGRESS REPORTS

Faculty will submit midterm progress reports on each undergraduate student via NYU Connect. The choices are (i) strong progress, (ii) satisfactory progress, and (iii) concerns about progress. You will learn of your progress via email and your progress will be evaluated according to the following guidelines:

- Strong Progress: Student completes all assignments at a consistently high standard, and is present and very engaged during all class sessions except for excused absences consistent with this syllabus.
- Satisfactory Progress: Student completes all assignments at a satisfactory standard, and is present and engaged during class except for excused absences consistent with this syllabus.
- Concerns about Progress: Student does not complete one or more assignments, submits assignments that do not meet basic standards, and/or has missed multiple class sessions without explanation.

## GRADING GUIDELINES AND REQUIREMENTS

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an “A” or “A-” grade. In core classes of less than 25 students, the instructor is at liberty to give whatever grades they think the students deserve, while maintaining rigorous academic standards.

### *Attendance*

This course meets for only 17.5 hours over the course of the semester and there are many variations that should accommodate all schedules. Absences will be excused only in the case of serious illness, family emergency, religious observance (see “Religious Observances and Other Absences” below), or civic obligation. In accordance with this policy, if you will miss class for religious observance or civic obligation, whenever possible, notify the instructor in advance of such anticipated absence. Recruiting activities and business trips are not acceptable reasons for absence from class.

**Regular attendance is absolutely essential for academic success in this course. Students are expected to arrive at class on time and stay until the end of the class period. Arriving late or leaving early will have a negative impact on the participation grade.**

If a student misses up to one full class in a half-semester schedule, whether excused or unexcused, they may complete a make-up assignment for each class missed in order to receive credit for that absence. Missing more than 1.5 classes in a half-semester schedule will lower the student’s final grade by a half-grade (e.g., A- to B+) if the majority of them are unexcused, even assuming the make-up assignments are submitted. If a student anticipates even more absences, they are at risk of not receiving credit for the course. In this case the student should immediately speak with the instructor and consider whether they should drop this section and register for another. Of course, true emergencies do occur, and your instructor will carefully weigh individual circumstances.

Regardless of why a student is absent, the make-up assignment will be a paper on the themes raised during the missed class, incorporating analysis of the course materials and exercises for that week. Four

pages of writing, double-spaced, are required for every 75 minutes missed. The student should email the instructor for the prompt and submit this paper within two weeks of receiving a response.

### *Grade Breakdown*

Class Participation	1/3
Weekly Writing Assignments	1/3
Final Paper: Professional Manifesto	1/3

### *Class Participation*

PRL helps students develop the capability to articulate, defend and act in accordance with their own personal and professional values. To that end, faculty as well as students are responsible for maintaining a positive and constructive professional atmosphere within the classroom. Each student must engage in discussion during every class session in order to perform well in the course. **Arriving late to class or leaving class early, or any use of electronic devices (such as cell phones or laptops) or lack of engagement during class will have a negative impact on the student's class participation grade. It is critical that students read all of the assigned materials PRIOR to class, in order to be able to effectively participate in the classroom discussion.**

Faculty will assess student participation using the following rubric:

Assessment	Criteria
Excellent	An excellent student comes to class prepared; contributes readily to the conversation but does not dominate it; makes thoughtful contributions that advance the conversation; shows interest in and respect for others' views; and participates actively in small groups.
Better	A better student comes to class prepared; makes thoughtful comments when called upon; contributes occasionally without prompting; shows interest in and respect for others' views; and participates actively in small groups.
Good	A good student comes to class prepared, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Such students show interest in the discussion, listening attentively and taking notes. They may also participate fully in small group discussions.
Fair	A fair student participates in discussion but in a problematic way. Such students may talk too much, make rambling or tangential contributions, interrupt others with digressive questions, or bluff when unprepared. Such students also participate in small groups.

Poor	A poor student does not come to class prepared; does not contribute to discussion voluntarily or when called upon; and does not participate in small group discussions. Such students may listen attentively but fail to contribute due to lack of preparation, and they are disengaged from small group discussions.
Failing	A failing student disrupts class discussion, whether actively by being negative or rude to others, or passively by appearing distracted, bored or sleepy.

### *Weekly Writing Assignments*

We will be covering 7 Modules during this semester (one Module for each of our 7 classes together), and there will be a written assignment for each Module. The written assignment for Module 1 (our first day of class) will be a written reflection that will be done in the classroom. **The written assignment for each of Modules 2 through 7 must be submitted in the “Assignments tab” in Brightspace by no later than 5 pm on the Tuesday before our class meets to discuss the relevant class Module** (see course schedule and specific due dates at the end of this Syllabus).

**The written portion of your assignment may not exceed 2 pages, typed in 12-point font and formatted with double-spaced lines and one-inch margins.**

**The Weekly Writing Assignments are individual for each student; collaboration is prohibited.**

#### Module 1 / What is Success?

During our first class on October 22<sup>nd</sup>, you will write and submit a personal reflection about “success”. The instructor will provide further guidance in class.

#### Module 2 / What Systems Provide the Conditions for Success?

**The goal of this assignment is to encourage you to reframe your perceptions on the conditions required for success.**

Choose a perspective from the Module 2 materials that did not completely coincide with your own ideas. What specific points did you disagree with and why? Consider in good faith why someone would hold these beliefs and describe how this might make sense from their point of view. End with a reflection of whether this writing assignment reinforces, amends, or casts doubt on your initial hypothesis.

#### Module 3 / What Dynamics Threaten to Disrupt Those Systems?

**The goal of this assignment is to analyze a real-world ethical breakdown utilizing course concepts.**

Find a recent example of corporate malfeasance in the news and link the article or articles in your writing assignment. Describe the issue, using the moral pitfalls you read about as a way to explain what happened.

What changes should the company or industry implement that will help to avoid this in the future? Is this sufficient to prevent these situations from occurring or do other stakeholders need to be involved to hold them accountable?

Think about an organization or situation that you would consider to be an ethical failure. It can be a job, internship, a club, group work, etc., but it must be something about which you know enough details to make an educated analysis. Describe what happened and analyze the dynamics that caused this to happen, using the course materials from this module. Do you think this particular failure is inevitable or is it preventable, and why?

#### Module 4 / How Can Individuals Become More Resilient to Disruptive Dynamics?

**The goal of this assignment is to broaden your imaginative and creative thinking around the meaning and impact of “resilience”.**

Select a piece of visual art that exemplifies your notion of resilience and include an image of it in your written assignment. For purposes of this assignment, visual art includes paintings, statues, photographs, and architecture, but not moving images. Describe why you chose it, what the image symbolizes to you, and how it connects to your own life, and your personal perspective on the meaning and impact of “resilience.” If the artist, time of creation, history, or controversy associated with the work has any bearing on your selection, please also describe their influence(s). **Include at least one reference to its relationship to the materials in the syllabus.**

For inspiration you can browse [Google Arts and Culture](#) or other repositories including those from the [Metropolitan Museum of Art](#), [National Gallery of Art](#), and other major museums.

#### Module 5 / How Can Companies Become More Resilient to Disruptive Dynamics?

**The goal of this assignment is to learn more about how companies are evolving to meet modern demands.**

Identify a company or industry that you plan or hope to work for in the near future. Discuss whether you think that it is innovating on business as usual in a positive way. This could encompass the product or service it offers, the way it brings these to market, the types of customers it serves, its unique culture, or the way it addresses an environmental or social issue. Discuss whether its innovations attract you. Or, if you can't identify any particularly innovative approaches, explain why you want to work there and whether you think it will survive and thrive given modern demands and the “disruptive dynamics” we've discussed.

#### Module 6 / How Can Individuals Develop into Leaders?

**The goal of this assignment is to deepen your moral and analytical thinking by wrestling with a classic ethics question pulled from Cicero's *De Officiis*.**

Imagine that there is a small town called Rhodes that is experiencing a famine. The price of food has grown extremely high and it is isolated from its neighbors, making shipments rare and difficult. You, a trader, have put together a cargo of food. There are others who are also traveling to Rhodes with food to sell, but you are the first and fastest to arrive, and everyone will be at least a day behind you. The town's residents

are hungry and you will sell all the food you brought. However, you will command the highest price by not disclosing that more traders are on their way, and nobody directly asks you whether this is the case.

Would you disclose that there are more traders coming? Why or why not? What factors would change your mind, if any?

When you do arrive at Rhodes, at what price will you sell the grain, and why? The point is not to specify a number but rather a framework for how you would determine the price. Assume there is no centralized authority or government that you can sell the grain to and that you are responsible for distribution.

#### ALTERNATE ASSIGNMENT:

Identify someone you know who is a good leader, who has achieved whatever goals you think they have as a leader. This is to be someone you actually know. Describe how you know them - they coached your high school track team, they led your youth group at church, they supervised you in your summer job, etc. Describe at least three qualities that make them a good leader, e.g., honesty, flexibility, the ability to inspire respect (or fear), etc. Then expand on how those qualities helped them achieve their goals. Briefly discuss whether you think you have those qualities and, if not, whether you can develop them.

#### Module 7 / Building the Future We Want

**This assignment is designed to enable you to gather your thoughts about the course together and consider how to use the concepts learned to move forward.**

Write a journal entry containing your analysis, commentary, and reflections over the semester as it relates to your future goals. Where would you like to be in twenty years and what would have realistically changed in the world to make the future feel even brighter? What is your role in bringing this about? How do you intend to create value for yourself and your community, however this is defined? What would make life feel fulfilling? Are there any ideals that have been tested or changed by taking this course? (These questions are meant to serve as invitations to muse and are not strict prescriptions about the assignment's content.) Feel free to be creative and experiment with form, e.g., this could be a poem, short story, personal essay, etc. as long as it is written.

#### *Final Paper: Professional Manifesto*

At the end of the course, you are required to write a public declaration of the aim and purpose that drive you and the strategies and principles that you will follow as a professional in your chosen field(s) to achieve your goals. Your Professional Manifesto should present a short list of tenets; an argument for what should guide a businessperson (especially in the industry you are/planning on entering); and a reflection on how the tenets and your argument will apply to the choices that you will make in the near future.

You must draw on concepts from at least five texts/videos assigned for the weekly modules and clearly demonstrate how they have influenced your thinking. You may also use additional course materials, current events, or outside sources, but you must cite or provide valid links to all of your sources. Please put these **in bold** so that they are easily recognized by the instructor. Excellent essays will include:

- Analysis of the firm/industry where the student intends to work. How does that target industry or organization affect various stakeholders, both positively and negatively?
- Reframing of the potential challenges. What ethical issues do you expect may confront you in your career? How might the materials and discussions from PRL help you navigate them (or not)? Make sure to frame those issues from at least two different perspectives.
- Reflection on the student's own values and interests and how they are represented (or not) through their choice of career. How do individual ethics/behavior and the organizational culture/mission of the industry or organization you plan or hope to work in or at relate to each other?

Excellent essays will additionally conform to the standards of quality appropriate for professional business communication (i.e., suitable for publication and distribution). Specific elements of quality include:

- Structure: The introduction engages the audience; the body logically and concisely advances the argument; and the closing ties together and synthesizes the main point. In general, ideas are easy to distinguish and follow.
- Coherence: The paper addresses different ideas in distinct paragraphs with meaningful transitions; within each paragraph, ideas are underscored with supporting details.
- Style: The writer establishes a clear, consistent and recognizable voice; prose is concise, avoiding jargon or overblown wording.
- Syntax and Grammar: Sentences are grammatically complete and without error. Pronouns, subjects, verbs, tenses, and singulars/plurals all agree. All words are spelled properly.
- Format: Essay must be five to seven pages long, typed in 12-point font and formatted with double-spaced lines and one-inch margins.

All students are required to turn in their essay using the "Assignments" tab in Brightspace **by no later than Tuesday, December 16<sup>th</sup>, at 5:00 pm.**

The final assignment will be held strictly confidential. Its contents are usually only read by the instructor but will, in rare cases, be anonymized and reviewed by a small panel of other PRL instructors who will evaluate the efficacy of the assignment in meeting course goals. It will not be disseminated in any form to anyone else.

### LAPTOPS, CELL PHONES & OTHER ELECTRONIC DEVICES

**Due to the nature of this class and the potential disruptions caused by student use of electronic devices, students are not permitted to use any such devices during class without explicit permission from the instructor.**

### STUDENT ACCESSIBILITY

If you will require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Student Accessibility (212-) 998-4980 / mosescsa@nyu.edu) verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the Moses Center for Student Accessibility, you must

submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation. For more information, [visit the CSA website](#).

### STUDENT WELLNESS

Our aim is for students to be as successful academically as they can, and to help them overcome any impediments to that. Bookmark the [NYU Stern Well-being Resource Hub](#) for existing services at NYU and Stern covering a wide variety of topics including financial well-being, relationship well-being, mental well-being, and more. Any student who may be struggling and believes this may affect their performance in this course is urged to contact the Moses Center for Student Accessibility (see also the Student Accessibility section of this syllabus) at 212-998-4980 to discuss academic accommodations. If mental health assistance is needed, call the NYU's 24/7 Wellness Exchange hotline at 212-443-9999. Furthermore, please approach me if you feel comfortable doing so. This will enable me to provide relevant resources or referrals. There are also appointments. Find out more [through this link](#).

### NAME PRONUNCIATION AND PRONOUNS

NYU Stern students now have the ability to include their pronouns and name pronunciation in Albert. I encourage you to share your name pronunciation and pronouns this way. Please [utilize this link](#) for additional information.

### RELIGIOUS OBSERVANCES AND OTHER ABSENCES

NYU's [Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact [religiousaccommodations@nyu.edu](mailto:religiousaccommodations@nyu.edu) for assistance.

Except for religious observances or other absences that may be required in compliance with nondiscrimination law, this class otherwise requires attendance and participation and cannot accommodate conflicts. Please review all class dates at the start of the semester and review all course requirements to identify any foreseeable conflicts with exams, course assignments, projects, or other items required for participation and attendance. **If you are aware of a potential conflict, it is strongly recommended that you do not take this class.**

### INCLUSION STATEMENT

This course strives to support and cultivate diversity of thought, perspectives, and experiences. The intent is to present materials and activities that will challenge your current perspectives with a goal of understanding how others might see situations differently. By participating in this course, it is the expectation that everyone commits to making this an inclusive learning environment for all.

<u>CLASS</u>	<u>MATERIAL COVERED</u>
Wed, Oct 22 Module 1	<p><b>What is Success?</b> We will reflect critically on your own sense of purpose and your understanding of success and the “good life” as you head towards graduation as well as what “happiness” means for you.</p> <ul style="list-style-type: none"> <li>● Chekhov, Anton. <a href="#">“Gooseberries,”</a> <i>The Little Trilogy</i>, 1898</li> <li>● Solnit, Rebecca. <a href="#">“The Mother of All Questions,”</a> <i>Harper’s Magazine</i>, 2015</li> <li>● <u>Listen</u>: Waldinger, Robert. <a href="#">“Lessons From the World’s Longest Scientific Study of Happiness,”</a> Ten Percent Happier Podcast with Dan Harris, 2023 (listen from the beginning to 22:00)</li> <li>● Duhigg, Charles. <a href="#">“Wealthy, Successful, and Miserable,”</a> <i>The New York Times Magazine</i>, 2019</li> <li>● Graeber, David. <a href="#">“On the Phenomenon of Bullshit Jobs: A Work Rant,”</a> 2013</li> </ul> <p><b>Written Assignment will be done in the classroom on October 22<sup>nd</sup>.</b></p>
Wed, Oct 29 Module 2	<p><b>What Systems Provide the Conditions for Success?</b> We will analyze the different systems that make success possible, including the origins and social conditions for morality in different cultures and consider the role of our political and economic institutions.</p> <ul style="list-style-type: none"> <li>● Benkler, Yochai. <a href="#">“The Unselfish Gene,”</a> <i>Harvard Business Review</i>, 2011</li> <li>● Plato, <i>Republic</i>, 380 BCE (read excerpt 386c-372a)</li> <li>● Didion, Joan. <a href="#">“On Morality,”</a> <i>Slouching Towards Bethlehem</i>, 1968</li> <li>● Le Guin, Ursula K. <a href="#">“The Ones Who Walk Away from Omelas,”</a> <i>The Wind’s Twelve Quarters</i>, 1975</li> <li>● Stewart, Matthew. <a href="#">“The 9.9 Percent Is the New American Aristocracy,”</a> <i>The Atlantic</i>, June 2018</li> <li>● Sartre, Jean-Paul, “Excerpt from <i>Existentialism and Human Emotions</i>”, Citadel Press, 1957</li> </ul> <p><b>Written Assignment due by Tuesday, October 28, at 5 pm, through the “Assignments” tab on Brightspace</b></p>
Wed, Nov 5 Module 3	<p><b>What Dynamics Threaten to Disrupt Those Systems?</b> We will examine situations in which individuals act in opposition to their moral and ethical beliefs to discuss why deviations occur, and consider examples of institutional deviations, focusing on the role of business in upholding (or undermining) collective values.</p> <ul style="list-style-type: none"> <li>● Bazerman, Max and Anne Tenbrunsel. <a href="#">“Ethical Breakdowns,”</a> <i>Harvard Business Review</i>, 2011</li> <li>● <u>Watch</u>: <a href="#">The Asch Conformity Experiment</a> (1951) and <a href="#">The Milgram Authority Experiment</a> (1961) / Haslam, S. Alexander and Stephen D. Reicher. <a href="#">“Questioning the Banality of Evil,”</a> <i>The Psychologist</i>, Vol. 21 No. 1, Jan. 2008</li> <li>● <u>Watch</u>: University of Texas McCombs School of Business, <a href="#">“Ethics Unwrapped, Concepts Unwrapped,”</a> 2017</li> <li>● Taylor, Alison. <a href="#">“Corporate Advocacy in a Time of Social Outrage,”</a> <i>Harvard Business Review</i>, 2024</li> <li>● Dowd, Maureen. <a href="#">“Alex Karp Has Money and Power. So What Does He Want?”</a> <i>The New York Times</i>, 2024</li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">“Tech’s Top Venture Firm Tried to Stay Above Politics. Then a Partner Created a Furor,”</a> <i>The New York Times</i>, 2025</li> </ul> <p><b>Written Assignment due by Tuesday, November 4th, at 5 pm, through the “Assignments” tab on Brightspace</b></p>
Wed, Nov 12 Module 4	<p><b>How Can Individuals Become More Resilient to Disruptive Dynamics?</b> We will evaluate different frameworks to build ideas on how to consider and manage difficult times and look at research on the qualities that increase our abilities to overcome hardship and learn how to develop them.</p> <ul style="list-style-type: none"> <li>● de Maupassant, Guy. <a href="#">“The Necklace,”</a> 1884</li> <li>● Etinson, Adam. <a href="#">“Is a Life Without Struggle Worth Living?”</a> <i>The New York Times</i>, Oct. 2, 2017</li> <li>● Aristotle. <a href="#">Nicomachean Ethics, Book 1</a>, 350 BCE</li> <li>● Confucius, <a href="#">Analects of Confucius</a>, 479-221 BCE (excerpts)</li> <li>● Watch: Ben Shahaar, Tal. <a href="#">“Don’t Chase Happiness. Become Antifragile.”</a> <i>Big Think</i>, 2022</li> <li>● Watch: Federer, Roger. <a href="#">“Commencement Address at Dartmouth,”</a> 2024 (watch 10:20-15:22)</li> <li>● Thoreau, Henry David. Excerpt from “Walden”, 1854</li> </ul> <p><b>Written Assignment due by Tuesday, November 11th, at 5 pm, through the “Assignments” tab on Brightspace</b></p>
Wed, Nov 19 Module 5	<p><b>How Can Organizations Become More Resilient to Disruptive Dynamics?</b> We will consider the ways in which organizations (and companies in particular) can impact moral and ethical behavior.</p> <ul style="list-style-type: none"> <li>● Watch: Taylor, Alison. <a href="#">“On the Business of Ethics,”</a> <i>McKinsey Author Talks</i>, May 2024</li> <li>● Raval, Anjali. <a href="#">“The Struggle for the Soul of the B Corp Movement,”</a> <i>The Financial Times</i>, February 2023</li> <li>● Goldhaber, Michael. <a href="#">“Is Quality Healthcare Possible Under Private Equity Ownership?”</a> <i>Financial Times</i>, 2025</li> <li>● Karaian, Jason and Andrew Ross Sorkin. <a href="#">“Complaints at Goldman Sachs Set Off a Workplace Debate,”</a> <i>The New York Times</i>, March 2021</li> <li>● Goldberg, Emma. <a href="#">“The 37-Year-Olds Are Afraid of the 23-Year Olds Who Work for Them,”</a> <i>The New York Times</i>, October 2022</li> <li>● Scheiber, Noam. <a href="#">“Why a Rhodes Scholar’s Ambition Led Her to a Job at Starbucks,”</a> <i>The New York Times</i>, June 2022</li> </ul> <p><b>Written Assignment due by Tuesday, November 18<sup>th</sup>, at 5 pm, through the “Assignments” tab on Brightspace</b></p>

Wed, Nov 26	<b>NO CLASS</b>
Wed, Dec 3 Module 6	<p><b>How Can Individuals Develop into Leaders?</b> We will consider the qualities of ethical leadership and how to remain true to our values in the face of opposition and learn how to build diverse and inclusive systems by incorporating different perspectives.</p> <ul style="list-style-type: none"> <li>● Cicero, <a href="#">“The Conflict Between the Right and the Expedient,”</a> <i>De Officiis</i>, Book 3, Chapters XII-XX (44 BCE)</li> <li>● Lao Tzu, <a href="#">Tao Te Ching</a>, 600 BCE (excerpts)</li> <li>● <u>Listen</u>: Grant, Adam. <a href="#">“You 2.0: How to Open Your Mind,”</a> Hidden Brain Podcast with Shankar Vedantam, 2021 (listen from the beginning to 23:35)</li> <li>● Goleman, Daniel. <a href="#">“Leadership That Gets Results,”</a> <i>Harvard Business Review</i>, 2000</li> <li>● <u>Watch</u>: Phillips, Katherine. <a href="#">“Why Diversity Matters,”</a> <i>Talks@Columbia</i>, 2015</li> <li>● <u>Watch</u>: Interview with Carlos Ghosn, <a href="#">“Carlos Ghosn of Nissan/Renault: Look Ahead, Don’t Stand Still.”</a> Stanford Graduate School of Business, 2010 (watch the Intro from the beginning-7:40 and Nissan/Renault from 12:19-18:20.)</li> <li>● Chozick, Amy and Motoko Rich. <a href="#">“The Rise and Fall of Carlos Ghosn,”</a> <i>The New York Times</i>, December 2018</li> </ul> <p><b>Written Assignment due by Tuesday, December 2<sup>nd</sup>, at 5pm, through the “Assignments” tab on Brightspace</b></p>
Wed, Dec 10 Module 7	<p><b>How Can We Build the Future We Want?</b> Returning to the theme of our first class, we will empower ourselves to reconsider success and the future we want to create.</p> <ul style="list-style-type: none"> <li>● Michaelson, Christopher and Tostsi-Kharas. <a href="#">Is Your Work Worth It?</a> Public Affairs, 2024 (excerpt)</li> <li>● Matthew, Dylan. <a href="#">“Join Wall Street, Save the World,”</a> <i>Washington Post</i>, May 2013</li> <li>● Sinek, Simon. <a href="#">“The Infinite Game,”</a> 2018</li> <li>● Grasser, J.P. <a href="#">“Letter to My Great, Great Grandchild,”</a> <i>American Poets</i>, 2020</li> <li>● Todd, Benjamin. <a href="#">“This is Your Most Important Decision,”</a> 80,000 Hours, 2021</li>   <li>● Appiah, Kwame Anthony. <a href="#">“Our Idea of Happiness Has Gotten Shallow. Here’s How to Deepen It,”</a> <i>The New York Times</i>, 2025</li> </ul> <p><b>Written Assignment due by Tuesday, December 9<sup>th</sup>, at 5pm, through the “Assignments” tab on Brightspace</b></p>