

**Power and Glory in Turbulent Times:
The History of Leadership
From Henry V to Steve Jobs**

Spring 2017

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COURSE DESCRIPTION

This course offers students the opportunity to explore the lives and work of a number of fascinating men and women, who led organizations, countries, and movements during periods of widespread disruption. The course aims to understand the values these individuals lived by, the decisions they reached, —including the strategies they pursued, and the tradeoffs they faced as they created widespread power in companies, nations, and communities. It also focuses on the impact that each of these individuals had and how this impact was related to their respective missions. Particular attention is paid to the lessons these leaders offer for men and women today who want to make a real, positive difference in the world.

The class also covers the life journeys of these people, including their evolution as human beings. Throughout the semester, students are encouraged to examine the choices the leaders made, the paths they traveled—including the mistakes and failures they experienced—the missions they nurtured, and the larger stage on which these people acted. In looking closely at the agency of individuals who have exerted lasting influence, students are challenged to consider their own agency, along with their ambitions, deepest values, and ideas about leadership.

The course will draw on a range of materials from the humanities and social sciences, including case studies, articles, book chapters, and multimedia offerings.

There is an important writing component to the course. Students are required to write three short critical essays during the term and one longer integrative essay due right before exam period. Detailed feedback is offered on all these papers, providing students an important opportunity to hone their communication skills, including their critical thinking and writing abilities.

The leaders studied are:

1. Ernest Shackleton
2. Josiah Wedgwood and Alexander Hamilton
3. Frederick Douglass and Abraham Lincoln
4. Henry Heinz and John Rockefeller
5. Madame C.J. Walker and Milton Hershey
6. Estée Lauder and Gloria Steinem
7. Dietrich Bonhoeffer and Martin Luther King, Jr.
8. Rachel Carson and Gary Hirshberg
9. Katherine Graham and Oprah Winfrey
10. Bono and Howard Schultz
11. Mark Zuckerberg and Steve Jobs

Animating Questions:

1. How did the leaders studied in this course create the authority they wielded? How did they acknowledge and exercise the responsibilities that accompanied such authority?
2. The American philosopher Mortimer Adler, drawing on Aristotle, noted that a good leader must have three qualities: *Logos*, *Pathos*, and *Ethos*. *Logos* is a capacity to move the minds of people and to give consistent, unwavering motivation for action. *Pathos* is the ability to affect the emotional hearts of people. *Ethos* is one's moral core and the base from which a speaker persuades others. How did each individual leader evidence these qualities and to what extent?
3. David Foster Wallace, the American novelist, once wrote that true leaders are people "who help us overcome the limitations of our own laziness and selfishness and weakness and fear and get us to do better, harder things than we can get ourselves to do on our own." How do you assess this definition of leadership? How does it apply to the protagonists in this course? How does it apply to you?
4. To what extent have the leaders here been driven by ethical values? How have they come to terms with themselves and with the missions of their organizations? How important was a "clean" business or organization to them?
5. What qualities are most important for effective leaders, here and now?

MBA Program Honor Code

The mission of Harvard Business School is to educate leaders who make a difference in the world. The MBA Program does this through a learning model in which students and faculty teach and learn from one another. This process of active participation and shared learning – crucial in any academic community, and the very foundation on which the HBS MBA Program rests – depends on individual preparation of all materials, small-group discussions to explore and expand on this initial work, consistent attendance in class and full engagement in class discussions, and post-class reflection. The Honor Code supplements the School's statement of Community Values and reflects the commitment students and faculty make as members of the community to participate in, foster, and uphold this learning model.

It is a commitment of the students, individually and collectively, to prepare for and participate fully in classroom and academic activities; refrain from giving or receiving unauthorized aid in class preparation or classwork, during examinations, or in any other work that is to be used by an instructor as part of a course or as a basis of grading; and act as stewards of the Honor Code in upholding its spirit and letter and encouraging others to do so as well. It is a commitment of the faculty, individually and collectively, to demonstrate confidence in the honor of their students; act as stewards of the Honor Code in upholding its spirit and letter and encouraging others to do so as well.

Additionally, while the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work. Any activity that violates the spirit or letter of the learning model is a violation of the Honor Code and Harvard Business School's Community Values.

Source: <http://www.hbs.edu/mba/student-life/Pages/community-values.aspx>

Power and Glory in Turbulent Times

Outline of the Course

1. Monday, January 23 The Quest for Fame: Ernest Shackleton
2. Monday, January 30 Path Breakers to Modernity: Josiah Wedgwood and Alexander Hamilton
3. Monday, February 6 Servants to a Mighty Cause: Frederick Douglass and Abraham Lincoln
4. Monday, February 13 Market Leaders: Henry Heinz and John D. Rockefeller
5. Monday, February 27 Passing It Forward: Madame C.J. Walker and Milton Hershey
6. Monday, March 6 Breaking through Boundaries: Estée Lauder and Gloria Steinem
7. Monday, March 20 The Cost of Commitment: Dietrich Bonhoeffer and Martin Luther King, Jr.
8. Monday, March 27 Stewards of Sustainability: Rachel Carson and Gary Hirshberg
9. Monday, April 3 My Life is My Message: Katherine Graham and Oprah Winfrey
10. Monday, April 10 Entrepreneurial Success and Social Impact: Bono and Howard Schultz
11. Monday, April 24 Power and Responsibility in Turbulent Times:
Mark Zuckerberg and Steve Jobs

Power and Glory in Turbulent Times

Spring 2017

List of Materials

Books:

Nancy F. Koehn, Brand New: How Entrepreneurs Earned Consumers' Trust from Wedgwood to Dell (Boston: Harvard Business School Press, 2001).

Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave: Written by Himself with Related Documents, edited and with an introduction by David W. Blight (Boston: Bedford/St. Martin's, 2003).

Rachel Carson, Silent Spring (New York: Houghton Mifflin, 2002).

Walter Isaacson, Steve Jobs (New York: Simon & Schuster, 2001). Read: pp. 1-85; pp. 327-339; pp. 358-367; and pp. 538-558.

Cases:

Leadership in Crisis: Ernest Shackleton and the Epic Voyage of the <i>Endurance</i>	803-127
The Strategic Vision of Alexander Hamilton	795-075
Abraham Lincoln and the Civil War	805-115
Slavery	792-001
John D. Rockefeller and the Creation of Standard Oil	807-110
Madame C.J. Walker: Entrepreneur, Leader, and Philanthropist	807-145
Candy Land: The Utopian Vision of Milton Hershey	805-066
Gary Hirshberg and Stonyfield Farm	811-096
Oprah Winfrey	809-068
Bono and U2	809-148
Starbucks Coffee Company: Transformation and Renewal	314-068

Online Supplied Readings:

Frederick Douglass, Autobiographies (New York: Library of America, 1994). From Autobiography #2 (My Bondage and My Freedom): “The Last Flogging,” pp. 286-287; “Introduced to the Abolitionists,” pp. 364-369; “21 Months in Great Britain,” pp. 372-375. From Autobiography #3 (Life and Times): “Secession and War,” pp. 775-780; “The Black Man at the White House,” pp. 784-788, pp. 793-798, pp. 912-914.

Selection of Frederick Douglass’s Speeches, from Philip S. Foner, The Life and Writings of Frederick Douglass (New York: International Publishers, 1955), “What the Black Man Wants,” pp. 157-165. Also taken from The Frederick Douglass Papers, edited by John W. Blassingame (New Haven: Yale University Press, 1979), “What to the Slave is the Fourth of July?” pp. 359-366; “The Present,” pp. 366-371; “The Church Responsible,” pp. 377-381.

Gloria Steinem, Outrageous Acts and Everyday Rebellions (New York: Henry Holt and Company, 1995), “Life Between the Lines,” pp. 3-31.

Nancy Hass, “Gloria Steinem Still Wants More.” *Newsweek* (August 7, 2011). Accessed at: <http://www.thedailybeast.com/newsweek/2011/08/07/gloria-steinem-the-future-of-the-fight-for-women-s-rights.html>.

Gloria Steinem, “Statement of Gloria Steinem, Writer and Critic.” Source: Congress, Senate, Committee on the Judiciary, *The “Equal Rights” Amendment: Hearings before the Subcommittee on Constitutional Amendments of the Committee on the Judiciary*, 91st Cong., 2d sess. (May 5, 6, and 7, 1970). Accessed at: <http://historymatters.gmu.edu/d/7025>.

John Leland, “Showgirls, Pastrami and Candor: Gloria Steinem’s New York.” *New York Times* (October 7, 2016). Accessed at: <http://www.nytimes.com/2016/10/09/nyregion/gloria-steinem-feminist.html?emc=eta1>.

Dietrich Bonhoeffer, A Testament to Freedom: The Essential Writings of Dietrich Bonhoeffer, edited by Geoffrey B. Kelly and F. Burton Nelson (San Francisco: HarperSanFrancisco, 1990), Editor’s Introduction: “Solidarity with the Oppressed: Bonhoeffer the Man,” pp. 3-46; “Christ and Peace” (Fall, 1932), pp. 98-101; “The Church is Dead” (August 29, 1932), pp. 108-111; (Editors’ Introduction) “The Church Struggle and Nazi Racial Policies,” pp. 133- 135; “The Bethel Confession” (August 1933), pp. 141-144.

Dietrich Bonhoeffer, Letters and Papers from Prison, edited by Eberhard Bethge (New York: Macmillan, 1972), “Prologue: After Ten Years: A Reckoning Made at New Year 1943,” pp. 3-17; Letter to his parents (September 5, 1943), pp. 104-106; Excerpt from Letter commemorating baptism of Eberhard Bethge’s son (May 1944), pp. 296-299; Letter to Eberhard Bethge (July 21, 1944), pp. 369-370.

“King, Martin Luther, Jr.,” entry from Africana: The Encyclopedia of the African and African American Experience, Second Edition, edited by Kwame Anthony Appiah and Henry Louis Gates, Jr., *Oxford African American Studies Center*.

Martin Luther King, Jr., “Letter to the Southern Christian Leadership Conference” (February 4, 1958). Accessed at: http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_580204_005/.

Martin Luther King, Jr., “Letter from Birmingham Jail” (April 16, 1963). Accessed at: http://mlk-kpp01.stanford.edu/kingweb/popular_requests/frequentdocs/birmingham.pdf.

Video (17:28): Martin Luther King, "I Have a Dream" (Speech delivered August 28, 1963). Accessed at: <http://www.youtube.com/watch?v=smEqnklfYs>.

"Memphis Sanitation Workers' Strike (1968)," entry from the Martin Luther King, Jr. Encyclopedia. Authored and edited by Clayborn Carson, Tenisha Armstrong, Susan Carson, Erin Cook, and Susan Englander (Westport, CT: Greenwood, 2008). Accessed at: http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_memphis_sanitation_workers_strike_1968/.

Martin Luther King, Jr., "I've Been to the Mountaintop" (Speech delivered April 3, 1968). Accessed at: <http://www.americanrhetoric.com/speeches/mlkivebeentothemountaintop.html>.

Taylor Branch, Parting the Waters: America in the King Years 1954-63 (New York: Simon & Schuster, 1988), pp. 264-286; pp. 299-302; pp. 700-711; pp. 725-730.

Video (4:47): Robert Kennedy, "Robert Kennedy Announces the Assassination of Dr. Martin Luther King, Jr., Indianapolis, IN (April 4, 1968). Accessed at: <http://www.youtube.com/watch?v=j6mxL2cqxRA>.

Rachel Carson, "Letter to Dorothy Freeman" (September 1963), reprinted in Lost Woods: The Discovered Writings of Rachel Carson, edited by Linda Lear (Boston: Beacon Press, 1998), pp. 246-247.

Jonathan Norton Leonard, "Rachel Carson Dies of Cancer; 'Silent Spring' Author was 56," *New York Times* (April 15, 1964). Accessed at: <http://www.nytimes.com/books/97/10/05/reviews/carson-obit.html>.

Nancy F. Koehn, "From Calm Leadership, Lasting Change," *New York Times* (October 27, 2012). Accessed at: <http://www.nytimes.com/2012/10/28/business/rachel-carsons-lessons-50-years-after-silent-spring.html?pagewanted=all&r=0>.

Katharine Graham, "A Vigilant Press: Its Job To Inform," Speech Delivered at Colby College (March 20, 1974), printed in Vital Speeches of the Day 40:15, pp. 460-462.

Katharine Graham, Personal History (New York: Random House, 1997), pp. 432-508.

Nora Ephron, "Paper Route," *New York Times* (February 9, 1997).

Evan Thomas, "An American Original: Katharine Graham, 1917-2001," *Newsweek* (July 30, 2001). Accessed at: <http://www.thedailybeast.com/newsweek/2001/07/29/an-american-original.html>.

"Katharine Graham, 1917-2001," *Washington Post* (July 18, 2001). Accessed at: <http://www.washingtonpost.com/wp-dyn/content/article/2006/03/20/AR2006032000789.html>.

Video (28:58): "Oprah Winfrey Harvard Commencement Speech 2013," Youtube channel of Harvard University, May 30, 2013. Accessed at: <https://www.youtube.com/watch?v=GMWFieBGR7c>.

Jose Antonio Vargas, "The Face of Facebook: Mark Zuckerberg Opens Up," *The New Yorker* (September 20, 2010), pp. 54-64. Accessed at: http://www.newyorker.com/reporting/2010/09/20/100920fa_fact_vargas?printable=true.

Miguel Helft and Jessi Hempel, "Inside Facebook," *Fortune* (March 19, 2012).

United States Securities and Exchange Commission, “Form S-1 Registration Statement, Facebook, Inc.” (February 1, 2012), pp. 1-6, pp. 11-14; pp. 15-33; Mark Zuckerberg’s Letter [to Potential Investors] on pp. 67-70; pp. 71-81. Accessed at: http://www.sec.gov/Archives/edgar/data/1326801/000119312512034517/d287954ds1.htm#toc287954_10.

Aarti Shahani, “From Hate Speech to Fake News: The Content Crisis Facing Mark Zuckerberg,” *NPR* (November 17, 2016). Accessed at: <http://www.npr.org/sections/alltechconsidered/2016/11/17/495827410/from-hate-speech-to-fake-news-the-content-crisis-facing-mark-zuckerberg>.

Nathan Heller, “The Failure of Facebook Democracy,” *The New Yorker* (November 18, 2016). Accessed at: http://www.newyorker.com/culture/cultural-comment/the-failure-of-facebook-democracy?mbid=nl_161118_Daily&CNDID=37287515&spMailingID=9903578&spUserID=MTMzMTgzODIxNjM2S0&spJobID=1041491253&spReportId=MTA0MTQ5MTI1MwS2.

Nancy F. Koehn, “Steve Jobs’s Legacy,” *Fortune* (November 23, 2009). Accessed at: http://money.cnn.com/2009/11/03/technology/steve_jobs_legacy.fortune/index.htm.

John Markoff, “Apple’s Visionary Redefined Digital Age,” *New York Times* (October 5, 2011). Accessed at: http://www.nytimes.com/2011/10/06/business/steve-jobs-of-apple-dies-at-56.html?_r=1&pagewanted=print.

Video (15:00): Steve Jobs, “How to Live Before You Die,” Stanford University Commencement Address (June 14, 2005). Accessed at: http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html.

Steven Levy, “Steve Jobs, 1954-2011,” *Wired* (October 6, 2011). Accessed at: <http://www.wired.com/epicenter/2011/10/jobs/all/1>.

Video clips (3:12): Steve Jobs introducing his products since 1977, part of a tribute to Steve Jobs, on *Wired*. Accessed at: <http://www.wired.com/epicenter/2011/10/jobs/all/1>. This is an optional reading.

Video clips (3:12) of Steve Jobs introducing his products since 1977, part of a tribute to Steve Jobs, on *Wired*. Accessed at: <http://www.wired.com/epicenter/2011/10/jobs/all/1>. This is an optional reading.

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Professor's Note: The course is organized by themes, with two leaders generally grouped together under each theme. Every week—with one exception—we will cover one theme and thus two leaders. We will devote our class time to a discussion of these leaders, frequently comparing them within units and—as we get to know the individuals we are studying—across time periods and themes. In this context, there is a large reading component to the course. It is vital you read and absorb the stories of these individual leaders. Doing so on your part will stimulate comparative discussion, incisive understanding of the broader connections among these people and a richer appreciation of who these individuals were and are and how they matter—not only in the times in which they lived but in relation to our own moment. As important, the studies of these leaders and their respective journeys will enrich your thinking about your own leadership path. This will allow better comparative discussion, more incisive understanding of the broader connections among these people, and a much richer appreciation of who these individuals were (and are) and how they matter—not only in the times in which they lived but also here and now in our own moment. As important, the study of these leaders and their respective journeys will enrich your thinking about your own leadership path.

The Quest for Fame

Monday, January 23

LEADER: Ernest Shackleton

READINGS: Leadership in Crisis: Ernest Shackleton and the Epic Voyage of the *Endurance*
Case Number 803-127

Nancy F. Koehn, “Leadership Lessons From the Shackleton Expedition,” *New York Times* (December 24, 2011). Accessed at:
<http://www.nytimes.com/2011/12/25/business/leadership-lessons-from-the-shackleton-expedition.html?pagewanted=all>.

Discussion Questions:

1. What drove Ernest Shackleton? How does an understanding of his ambition inform your perspective on his leadership during the crisis of the *Endurance* expedition?
2. How would you assess Shackleton’s actions on the ice, once the game had changed so suddenly and completely for the expedition? What were his key strengths and weaknesses throughout the 20-month ordeal?

3. What are the most important lessons of the Shackleton story for leaders today working in the midst of great turbulence?
4. What do you take personally from this amazing story?

Path Breakers to Modernity

Monday, January 30

LEADERS: Josiah Wedgwood

Alexander Hamilton

READINGS: Nancy F. Koehn, Brand New: How Entrepreneurs Earned Consumers' Trust from Wedgwood to Dell (Boston: Harvard Business School Press, 2001). Read: Chapter 2: "Josiah Wedgwood, 1730-1975," pp. 11-42.

The Strategic Vision of Alexander Hamilton 795-075

Discussion Questions:

1. A managerial scholar has defined entrepreneurship as "the relentless pursuit of opportunity without regard to the resources currently controlled." With this definition in mind, was Wedgwood an entrepreneur? If so, what opportunities did he pursue?
2. What were the key drivers of Josiah Wedgwood's success?
3. As Thomas McCraw writes, "Hamilton always thought strategically. He dwelled on the big picture." In the case of Hamilton, what did it mean to "think continentally?"
4. What was the essence of Hamilton's vision? What did Hamilton see that Jefferson did not and why is the difference in these two visions important?

Servants to a Mighty Cause

Monday, February 6

LEADERS: Frederick Douglass

Abraham Lincoln

READINGS: Slavery 792-001

Abraham Lincoln and the Civil War 805-115

Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave: Written by Himself with Related Documents, edited and with an introduction by David W. Blight (Boston: Bedford/St. Martin's, 2003), pp. 29-30; 41-125.

Frederick Douglass, Autobiographies (New York: Library of America, 1994). Read: From Autobiography #2 (My Bondage and My Freedom): "The Last Flogging," pp. 286-287; "Introduced to the Abolitionists," pp. 364-369; "21 Months in Great Britain," pp. 372-375. From Autobiography #3 (Life and Times): "Secession and War," pp. 775-780; "The Black Man at the White House," pp. 784-788, pp. 793-798, pp. 912-914.

Selection of Frederick Douglass's Speeches, taken from Philip S. Foner, The Life and Writings of Frederick Douglass (New York: International Publishers, 1955). Read: "What the Black Man Wants," pp. 157-165. Also taken from The Frederick Douglass Papers, edited by John W. Blassingame (New Haven: Yale University Press, 1979). Read: "What to the Slave is the Fourth of July?" pp. 359-366; "The Present," pp. 366-371; "The Church Responsible," pp. 377-381.

Discussion Questions:

1. What was the institutional failure that Frederick Douglass set out to address? What failure did Lincoln try to right? How did each leader motivate others to join them in their respective endeavors?
2. How, if at all, did these two leaders draw on personal lessons learned early on in their lives to both weather and manage the crisis of the civil war?
3. How did each of these men deal with the obstacles in their path? How, if at all, did they transform crises into opportunities for growth and renewal?
4. What were the most important attributes of each man that allowed them to be effective leaders? What were some of the weaknesses that you see in each of these men that made them less effective?

Market Leaders

Monday, February 13

LEADERS: H.J. Heinz

John D. Rockefeller

READINGS: Nancy F. Koehn, Brand New: How Entrepreneurs Earned Consumers' Trust from Wedgwood to Dell (Boston: Harvard Business School Press, 2001). Read: Chapter 3, "H.J. Heinz, 1844-1919," pp. 43-90.

John D. Rockefeller and the Creation of Standard Oil 807-110

Discussion Questions:

1. How did each of these entrepreneurs come to create a new market and then lead it so effectively?

2. How did each of these individuals define success?
3. What drove Henry Heinz? What drove John D. Rockefeller? How do your answers to these questions affect your understanding of *how* they achieved their success?
4. Were there weaknesses in Heinz and Rockefeller that potentially made them less effective?

Passing It Forward

Monday, February 27

LEADERS: Madame C.J. Walker

Milton Hershey

READINGS: Madame C.J. Walker: Entrepreneur, Leader and Philanthropist 807-145

Candy Land: The Utopian Vision of Milton Hershey 805-066

Discussion Questions:

1. Madame C.J. Walker and Milton Hershey each came from humble beginnings. Nonetheless, they both built successful companies that not only led their respective markets, but also exerted positive social impact. What were the most important drivers of these achievements? How did Madame C.J. Walker and Milton Hershey come to terms with their success—monetary and otherwise?
2. Madame C.J. Walker saw the social and educational progress of young African-Americans as one of her primary objectives. Even as her fortune grew, she stayed connected to the issues facing black society. How is a business leader's commitment to a larger social agenda compatible with the economic imperative for growth? How can it be detrimental?
3. What do you make of Milton Hershey's repeated failures both before and after he started the chocolate company? What can we learn about leadership in the 21st century from the life and work of Milton Hershey?
4. How were Walker and Hershey driven by ethical values? What do you learn about your own journey from examining how they came to terms with both themselves and the missions of their respective organizations?
- 5.

Breaking Through Boundaries

Monday, March 6

LEADERS: Estée Lauder

Gloria Steinem

READINGS: Nancy F. Koehn, Brand New: How Entrepreneurs Earned Consumers' Trust from Wedgwood to Dell (Boston: Harvard Business School Press, 2001). Read: Chapter 5: "Estée Lauder," pp. 137-199.

Gloria Steinem, Outrageous Acts and Everyday Rebellions (New York: Henry Holt and Company, 1995). Read: "Life Between the Lines," pp. 3-31.

Nancy Hass, "Gloria Steinem Still Wants More." *Newsweek* (August 7, 2011). Accessed at: <http://www.thedailybeast.com/newsweek/2011/08/07/gloria-steinem-the-future-of-the-fight-for-women-s-rights.html>.

Gloria Steinem, "Statement of Gloria Steinem, Writer and Critic." Source: Congress, Senate, Committee on the Judiciary, *The "Equal Rights" Amendment: Hearings before the Subcommittee on Constitutional Amendments of the Committee on the Judiciary*, 91st Cong., 2d sess. (May 5, 6, and 7, 1970). Accessed at: <http://historymatters.gmu.edu/d/7025>.

John Leland, "Showgirls, Pastrami and Candor: Gloria Steinem's New York." *New York Times* (October 7, 2016). Accessed at: <http://www.nytimes.com/2016/10/09/nyregion/gloria-steinem-feminist.html?emc=eta1>.

Discussion Questions:

1. How did Estée Lauder's upbringing and experience affect her chances of success in the 1930s and 1940s? On which stage was she most effective? To which values and principles did Lauder hold fast during the course of her career?
2. Compare and contrast the opportunities open to Estée Lauder with those of Gloria Steinem in the 1960s and 1970s.
3. What could Lauder and Steinem see that others could not? How did Lauder's vision for women differ from that of Steinem? How do you assess the ambition of each of these women and how did this affect their evolving visions?
4. In November 2013, President Barack Obama awarded Gloria Steinem the Presidential Medal of Freedom, one of two highest civilian awards in the United States. In your mind, what has Steinem accomplished and how do these achievements stack up against her broader mission?
5. How would you compare Estée Lauder and Gloria Steinem as leaders? How influential have their views and work been for modern women?

The Cost of Commitment

Monday, March 20

LEADERS: Dietrich Bonhoeffer
Martin Luther King, Jr.

READINGS:

Professor's note: You have before you a range of primary and secondary source readings from and about Dietrich Bonhoeffer and Martin Luther King, Jr.. The readings are intended to provide you a sense of the broad context in which each of these leaders worked and grew. The excerpts from *Parting the Waters* are often dense with details about the myriad of people and organizations that lit the early fires of civil rights activism. Do not worry about parsing out the different people and groups too closely. Instead focus on the larger picture of King trying to organize effective, nonviolent action in the face of all kinds of significant obstacles.

Dietrich Bonhoeffer, *A Testament to Freedom: The Essential Writings of Dietrich Bonhoeffer*, edited by Geoffrey B. Kelly and F. Burton Nelson (San Francisco: HarperSanFrancisco, 1990). Read: Editor's Introduction: "Solidarity with the Oppressed: Bonhoeffer the Man," pp. 3-46; "Christ and Peace" (Fall, 1932), pp. 98-101; "The Church is Dead" (August 29, 1932), pp. 108-111; "[Editors' Introduction]: The Church Struggle and Nazi Racial Policies," pp. 133- 135; "The Bethel Confession" (August 1933), pp. 141-144.

Dietrich Bonhoeffer, *Letters and Papers from Prison*, edited by Eberhard Bethge (New York: Macmillan, 1972). Read: "Prologue: After Ten Years: A Reckoning Made at New Year 1943," pp. 3-17; Letter to his parents (September 5, 1943), pp. 104-106; Excerpt from Letter commemorating baptism of Eberhard Bethge's son (May 1944), pp. 296-299; Letter to Eberhard Bethge (July 21, 1944), pp. 369-370.

"King, Martin Luther, Jr.," entry from *Africana: The Encyclopedia of the African and African American Experience, Second Edition*, edited by Kwame Anthony Appiah and Henry Louis Gates, Jr., *Oxford African American Studies Center*.

Martin Luther King, Jr., "Letter to the Southern Christian Leadership Conference" (February 4, 1958). Accessed at: http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_580204_005/.

Martin Luther King, Jr., "Letter from Birmingham Jail" (April 16, 1963). Accessed at: http://mlk-kpp01.stanford.edu/kingweb/popular_requests/frequentdocs/birmingham.pdf.

Martin Luther King, Jr., "I Have a Dream" (Speech delivered August 28, 1963). Accessed at: <http://www.vlib.us/amdocs/texts/mlkdream.html>.

Video (17:28): Martin Luther King, "I Have a Dream" (Speech delivered August 28, 1963). Accessed at: <http://www.youtube.com/watch?v=smEqnklfYs>.

"Memphis Sanitation Workers' Strike (1968)," entry from the *Martin Luther King, Jr. Encyclopedia*. Authored and edited by Clayborn Carson, Tenisha Armstrong, Susan Carson, Erin Cook, and Susan Englander (Westport, CT: Greenwood, 2008). Accessed at: <http://mlk->

kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_memphis_sanitation_workers_strike_1968/.

Martin Luther King, Jr., "I've Been to the Mountaintop" (Speech delivered April 3, 1968 at Mason Temple/Church of God in Christ Headquarters, Memphis, Tennessee). Accessed at: <http://www.americanrhetoric.com/speeches/mlkivebeentothemountaintop.htm>.

Taylor Branch, *Parting the Waters: America in the King Years 1954-63* (New York: Simon & Schuster, 1988). Read: pp. 264-286; pp. 299-302; pp. 700-711; and pp. 725-730.

Video (4:47): Robert Kennedy, "Robert Kennedy Announces the Assassination of Dr. Martin Luther King, Jr., Indianapolis, IN (April 4, 1968). Accessed at: <http://www.youtube.com/watch?v=j6mxL2cqxrA>.

Discussion Questions:

1. Both Bonhoeffer and King were freedom fighters who put their lives in danger. Both spent time in prison. Political and civic leaders often risk personal safety and security, persecution, jail time, and, in some cases, death in the pursuit of their higher goals. How do they change accepted culture mores and rigid institutional practices by embracing these risks?
2. How were the personal lives of these leaders affected because of the relentless pursuits of their missions? What concessions did they each make to try to accomplish their goals?
3. To what extent must an effective leader have a sense of a mission beyond him or herself? Beyond his or her time? Where and when did this sense of duty develop for Bonhoeffer and King? How was it honed or sharpened over time? Is it a type of obsession?
4. How did King and Bonhoeffer transform early failure and missteps into opportunity?

Stewards of Sustainability

Monday, March 27

LEADERS: Rachel Carson

Gary Hirshberg

READINGS: Gary Hirshberg and Stonyfield Farm 811-096

Rachel Carson, *Silent Spring* (Boston: Houghton Mifflin, 2002). Read: "Introduction" by Linda Lear, pp. x-xix; pp. 1-13; pp. 84-127; pp. 276-297; and "Afterword," by E. O. Wilson, pp. 357-363.

Rachel Carson, "Letter to Dorothy Freeman" (September 1963), reprinted in Lost Woods: The Discovered Writings of Rachel Carson, edited by Linda Lear (Boston: Beacon Press, 1998), pp. 246-247.

Jonathan Norton Leonard, "Rachel Carson Dies of Cancer; 'Silent Spring' Author was 56," *New York Times* (April 15, 1964). Accessed at: <http://www.nytimes.com/books/97/10/05/reviews/carson-obit.html>.

Nancy F. Koehn, "From Calm Leadership, Lasting Change," *New York Times* (October 27, 2012). Accessed at: <http://www.nytimes.com/2012/10/28/business/rachel-carsons-lessons-50-years-after-silent-spring.html?pagewanted=all&r=0>.

Discussion Questions:

1. What drove Rachel Carson? How do you assess her leadership? How does she compare with other men and women of impact whom we have studied?
2. What drove Gary Hirshberg? How do you assess his leadership? How does he compare with other individuals whom we have studied?
3. What do you learn about the entrepreneurial journey from Hirshberg's story? Are you more or less inclined toward starting your own business after reading this case?
4. How difficult was it for Carson and Hirshberg to realize their dreams, practically and emotionally, given the obstacles in their respective paths? What lessons do you take away for yourself from considering each of these leader's paths?

"My Life is My Message"

Monday, April 3

LEADERS: Katherine Graham

Oprah Winfrey

CASE: Oprah Winfrey 809-068

READINGS: Katharine Graham, "A Vigilant Press: Its Job To Inform," Speech Delivered at Colby College (March 20, 1974), printed in Vital Speeches of the Day 40:15, pp. 460-462.

Katharine Graham, Personal History (New York: Random House, 1997). Read: pp. 432-508.

Nora Ephron, "Paper Route," *New York Times* (February 9, 1997).

Evan Thomas, "An American Original: Katharine Graham, 1917-2001," *Newsweek* (July 30, 2001). Accessed at: <http://www.thedailybeast.com/newsweek/2001/07/29/an-american-original.html>.

“Katharine Graham, 1917-2001,” *Washington Post* (July 18, 2001). Accessed at: <http://www.washingtonpost.com/wp-dyn/content/article/2006/03/20/AR2006032000789.html>.

Video (28:58): “Oprah Winfrey Harvard Commencement Speech 2013,” Youtube channel of Harvard University, May 30, 2013. Accessed at: <https://www.youtube.com/watch?v=GMWFieBGR7c>.

Discussion Questions:

1. Compare and contrast how Winfrey and Graham used their respective media platforms. Which leader was more effective in relation to her particular goals?
2. Consider each of these individuals’ journeys up to the point when they assumed real authority. What insights do you draw about the “making of a leader” from these very distinct paths?
3. Both Winfrey and Graham have exercised great control over the distribution of information. Toward which ends has each of these leaders used such control?

Entrepreneurial Success and Social Impact

Monday, April 10

LEADERS: Bono

Howard Schultz

READINGS: Bono and U2 809-148

Starbucks Coffee Company: Transformation and Renewal 314-068

Discussion Questions:

1. According to *Forbes*, the members of U2 earned almost \$200 million in 12 months during their most recent tour (the 360 degree tour, 2009-2011). Four years earlier, the members of the band and their manager had taken home \$250 million without releasing a new album, touring, or creating any new offerings. What business strategy stands behind this consistent wealth creation and how has this strategy evolved since the band's early days? What are the band’s key assets and liabilities in managing the business model they have created?
2. How do you assess U2's humanitarian work, particularly Bono's activism and philanthropy? How has his role as an activist been affected by his artistic and an entrepreneurial work? What challenges arise from the nexus between his two “day jobs” of rock star and devoted humanitarian?
3. What is U2’s mission?
4. How, beginning in 2007, did Starbucks lose its way? What were the most important decisions Schultz and his team made beginning in 2008 to try to turn Starbucks around?

5. How would you assess Schultz's leadership style? How did leading the transformation hone his skills and abilities?
6. How do you assess Schultz's vision of businesses as a catalyst to political and social change? How much potential does this idea have?

Power and Responsibility in Turbulent Times

Monday, April 24

LEADERS: Mark Zuckerberg

Steve Jobs

Professor's Note: *For this class, we will take up the work and impact of Mark Zuckerberg and Steve Jobs, arguably two of the most important individuals in the early 21st-century technology sector. As background for your reflection and our class discussion, I have assigned a variety of articles, a video clip and pages from the bestselling biography on Steve Jobs by Walter Isaacson. All of the materials are easy to read (or watch); several are gripping. As you absorb these fascinating stories, bear in mind that this is history in the making and that, as such, we do not have the perspective that time and distance provide. A second aspect to keep in your mind's eye is that as exciting and powerful as both these men's lives have been, the success, influence and money are not the whole story. What lies underneath these aspects of Zuckerberg and Jobs as we have come to know them? What tradeoffs has each leader made as he relentlessly pursued his goals? How do these tradeoffs and the undersides of each story matter?*

READINGS: Jose Antonio Vargas, "The Face of Facebook: Mark Zuckerberg Opens Up," *The New Yorker* (September 20, 2010), pp. 54-64. Accessed at: http://www.newyorker.com/reporting/2010/09/20/100920fa_fact_vargas?printable=true.

Miguel Helft and Jessi Hempel, "Inside Facebook," *Fortune* (March 19, 2012).

United States Securities and Exchange Commission, Form S-1 Registration Statement, Facebook, Inc. (February 1, 2012), pp. 1-6, pp. 11-14; pp. 15-33; Mark Zuckerberg's Letter [to Potential Investors] on pp. 67-70; pp. 71-81. Accessed at: http://www.sec.gov/Archives/edgar/data/1326801/000119312512034517/d287954ds1.htm#toc287954_10.

Aarti Shahani, "From Hate Speech to Fake News: The Content Crisis Facing Mark Zuckerberg," *NPR* (November 17, 2016). Accessed at: <http://www.npr.org/sections/alltechconsidered/2016/11/17/495827410/from-hate-speech-to-fake-news-the-content-crisis-facing-mark-zuckerberg>.

Nathan Heller, "The Failure of Facebook Democracy," *The New Yorker* (November 18, 2016). Accessed at: <http://www.newyorker.com/culture/cultural-comment/the-failure-of-facebook->

[democracy?mbid=nl_161118_Daily&CNDID=37287515&spMailingID=9903578&spUserID=MTMzMTgzODIxNjM2S0&spJobID=1041491253&spReportId=MTA0MTQ5MTI1MwS2](http://money.cnn.com/2009/11/03/technology/steve_jobs_legacy.fortune/index.htm).

Nancy F. Koehn, “Steve Jobs’s Legacy,” *Fortune* (November 23, 2009). Accessed at: http://money.cnn.com/2009/11/03/technology/steve_jobs_legacy.fortune/index.htm.

John Markoff, “Apple's Visionary Redefined Digital Age,” *New York Times* (October 5, 2011). Accessed at: http://www.nytimes.com/2011/10/06/business/steve-jobs-of-apple-dies-at-56.html?_r=1&pagewanted=print.

Video (15:00): Steve Jobs, “How to Live Before You Die,” Stanford University Commencement Address (June 14, 2005). Accessed at: http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html.

Steven Levy, “Steve Jobs, 1954-2011,” *Wired* (October 6, 2011). Accessed at: <http://www.wired.com/epicenter/2011/10/jobs/all/1>.

Video clips (3:12): Steve Jobs introducing his products since 1977, part of a tribute to Steve Jobs, on *Wired*. Accessed at: <http://www.wired.com/epicenter/2011/10/jobs/all/1>. **This is an optional reading.**

Optional Information on Mr. Jobs:

Video clips (3:12) of Steve Jobs introducing his products since 1977, part of a tribute to Steve Jobs, on *Wired*. Accessed at: <http://www.wired.com/epicenter/2011/10/jobs/all/1>.

Discussion Questions:

1. What do you make of Mark Zuckerberg, one of the wealthiest and most powerful people in the world? At almost every turn, he says he co-founded Facebook in order to make the world more open and connected. How do you assess this mission in relation to Zuckerberg himself and in relation to how his company makes money? What synergies and conflicts do you see between Facebook’s overarching goal and what it actually does day to day? (Pay special attention to the readings from the SEC S1 document as you think about this question).
2. How do you assess Facebook’s impact on social relationships—on and offline? Have our social relations and the quality of our connections improved through a platform like Facebook? Does more “connectivity” enrich the quality of our lives? What difference has Facebook made in how you think about yourself and in your life more generally? How do the answers to this question inform your assessment of Mark Zuckerberg as a leader?
3. In the aftermath of the 2016 election, millions of Facebook users (and others) learned that the platform had hosted a wide range of blatantly false news stories, many of which may have influenced the presidential race. How did the proliferation of fake news happen at Facebook? What do you make of the Zuckerberg’s response to this important issue? How, if at all, does this response affect your assessment of

him as a leader?

4. Ousted from Apple in 1985, Jobs spent many years in what he would later call the wilderness before returning to the company in 1997. What role did this wilderness period play in Jobs's evolution as a leader? As a human being?
5. Several of the readings compare Steve Jobs to historical entrepreneurs such as Henry Ford, Andrew Carnegie or Thomas Edison. Certainly Jobs was an entrepreneur who relentlessly pursued opportunity without regard to resources currently controlled. How do you assess him as a *leader*? What were his greatest strengths and weaknesses? With which other figures in our course would you compare him?
6. In the last assigned chapter in biography of Jobs, Walter Isaacson writes about Job's relationships with his family and others. How do these snapshots of Jobs inform your broader understanding of him as a leader?