

INSTRUCTOR:

Marshall Ganz
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TIME AND LOCATION:

Tuesday and Thursday
2:40 – 4:00 PM
STARR Auditorium

FACULTY ASSISTANT:

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OFFICE HOURS:*

Tuesdays, 4:30-6:00 PM

TEACHING FELLOWS:

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o v e r v i e w

Questions of *what I am called to do, what is my community called to do, and what we are called to do now* are at least as old as the three questions posed by the first century Jerusalem sage, Rabbi Hillel:

- *If I am not for myself, who will be for me?*
- *When I am for myself alone, what am I?*
- *if not now, when?*

This course offers students an opportunity to develop their capacity to lead by asking themselves these questions at a time in their lives when it really matters. . . and learning how to ask them of others.

Public narrative is a leadership practice. To lead is to accept responsibility for enabling others to achieve purpose in the face of uncertainty. Through narrative we learn how to make choices in response to challenges of an uncertain world – as individuals, as communities and as nations. Responding to urgent challenges with agency requires drawing on sources of hope to trump fear; empathy to trump alienation; and self-worth to trump self-doubt.

Public narrative is the art of translating values into action. It is a discursive process through which individuals, communities, and nations learn to make choices, construct identity, and inspire action. Because it engages the “head” *and* the “heart,” narrative can instruct *and* inspire - teaching us not only why we *should* act, but moving us *to act*.

*Office hours appointments (15min) must be made by filling out the sign-up sheet outside Professor Ganz’s office.

We can use public narrative to link our own calling to that of our community to a call to action. Leaders can use public narrative to interpret their values to others, enable one's community to experience values it shares, and inspire others to act on challenges this community must face. It is learning how to tell a story of self, a story of us, and a story of now.

In recent years, scholars have studied narrative in diverse disciplines including psychology, sociology, anthropology, political science, philosophy, legal studies, cultural studies, and theology. Professions engaged in narrative practice include the military, the ministry, law, politics, business, and the arts. In recent years we have introduced public narrative training to the Obama campaign (2007-8), Sierra Club, Episcopal Church, Israel-Palestine Negotiation Network, Immigration Reform Movement, Amman institute (Jordan), Serbia on the Move (Belgrade), National Health Service (UK), and Peking University Civil Society Center (Beijing) In this course we link narrative analysis across the disciplines, narrative practice across the professions, and narrative discourse across cultures with the narrative we practice every day.

Our pedagogy is one of reflective practice. We model public narrative, engage students in articulating their own narrative, facilitate peer coaching, and evaluate students on their demonstrated practical and analytic understanding of narrative practice. This is not a course in public speaking, in messaging, image making or spin. Successful students complete the course not by writing a script, but by having learned a process. As Jayanti Ravi, MPA/MC 07 put it, "in this course students learn how to bring out their 'glow' from within, not how to apply a 'gloss' from without."

l o g i s t i c s

Class will meet twelve times between September 6 and October 11: twice a week, every Tuesday and Thursday. We discuss theory, reflect on readings, analyze videos, and coach students to develop their own public stories. In addition to scheduled classes, other important dates include:

- **Tuesday, September 11th**, students required to submit their public narrative worksheet.
- **Wednesday, September 19th**, required clinic in coaching public narrative, a skill critical for success in the course.
- **Tuesday, September 18th - Tuesday, September 25th**, TF's will schedule fifteen-minute sessions with every student in their section.
- **Each Friday**, at a time to be determined, TF's host an optional clinic offering students the opportunity for individual coaching.
- **Saturday, October 13th**, TF's host an optional all day clinic in coaching for the final story telling.
- **Friday, October 19th**, Final video taping of personal narrative. Students may invite whomever they wish to be their "listeners."
- **Wednesday, October 24th** Final analytic paper due.
- Students are evaluated on class participation (35%), a public narrative video of 5 minutes (25%), and a theoretical analysis (3 pages) (40%) evaluating what about their story worked and what did not work. Class participation includes coming prepared to class.

Three books for this class are available at the Coop and on reserve in the Kennedy School Library:

1. **REQUIRED** George Marcus, *The Sentimental Citizen: Emotion in Democratic Politics*, (University Park: Penn State University Press, 2002).
2. **REQUIRED** Jerome Bruner, *Making Stories*, (Cambridge: Harvard University Press, 2003).
3. **RECOMMENDED** Richard Kearney, *On Stories: Thinking in Action*, (New York: Routledge, 2006).

Articles and book chapters will be available on the MLD 355 website or in the coursepacks.

w e e k l y r e a d i n g s & a s s i g n m e n t s

W E E K 1 | WHAT IS PUBLIC NARRATIVE?

Thursday, September 6, 2012

Reading:

1. **REQUIRED** * Thich Nhat Hanh, "The Raft is Not the Shore" *Thundering Silence: Sutra on Knowing the Better Way to Catch a Snake*, (Berkeley, CA: Parallax Press, 1994), p. 30-33. [4 pages] (Coursepack)
2. **REQUIRED** * Jerome Bruner, "Two Modes of Thought", Chapter 2 in *Actual Minds, Possible Worlds* (Cambridge: Harvard University Press, 1986), p.11 – 25. [15 pages] (Coursepack)
3. **REQUIRED*** Marshall Ganz, "Public Narrative, Collective Action, and Power," Chapter 18 in *Accountability Through Public Opinion: From Inertia to Public Action*, Edited by Sina Odugbemi and Taeku Lee (Washington, DC: The World Bank, 2011), p. 273-289. [Available on MLD-355M Website](#) [17 pages] (Online)
4. **REQUIRED*** Marshall Ganz, "Why Stories Matter: The Art and Craft of Social Change", *reprinted with permission from Sojourners*, (March 2009), pp. 18-19. [Available on MLD-355M Website](#) [2 pages] (Online)
5. **RECOMMENDED** Marshall Ganz, "Leading Change: Leadership, Organization and Social Movements", Chapter 19 in the *Handbook of Leadership Theory and Practice*, Edited by Nitin Nohria and Rakesh Khurana (Danvers: Harvard Business School Press, 2010), p. 509-550. This article contextualizes public narrative within a broader leadership framework. [Available on MLD-355M Website](#) [41 pages] (Online)
6. **RECOMMENDED** Hannah Arendt, "The Public and the Private Realm", (p. 50 – 59), and "Action", (p. 175-188), from *The Human Condition*, (Chicago: University of Chicago Press, 1958). [23 pages] (Coursepack)
7. **RECOMMENDED** Jerome Bruner, "The Narrative Construction of Reality", in *Critical Inquiry*, Vol. 18, No.1 (Autumn, 1991), p.1-21. [Available on MLD-355M Website](#) [22 pages] (Online)
8. **RECOMMENDED** Richard Kearney, "Narrative Matters", Chapter 11 in *On Stories: Thinking in Action* (New York: Routledge, 2006), p. 125-156. [16 pages] (Coursepack)

Class Work:

1. Introductions: Framing, Who's Who and Norms
2. Lecture Discussion: What is Public Narrative
3. Debrief: Barack Obama, Keynote Address, "The Audacity of Hope", Democratic National Convention, July 27, 2004, Boston, Massachusetts

Assignment:

On Tuesday, September 11, please **e-mail** your response to the *Public Narrative Worksheet* to pn.coursework@gmail.com. Assignments should be sent as a MS WORD attachment. The subject line of the email should read **Last Name, First Name: Public Narrative Worksheet**. Focus on section one, *story of self*, identifying key choice points. In section three, the *story of now*, describe a purpose for which you might motivate others to act. In section two, *story of us*, try to define the values of a community you might inspire to join you in this action.

WEEK 2 | HOW NARRATIVE WORKS

Tuesday, September 11, 2012 | HOW EMOTION MOVES: Values, Motivation and Action

Reading:

1. **REQUIRED** * George Marcus, *The Sentimental Citizen: Emotion in Democratic Politics*, (University Park: Penn State University Press, 2002). Introduction (p. 1-8), Chapter 4 (p. 49-78), and Chapter 8 (p.133-148) [43 pages] (Book)
2. **REQUIRED** * Martha Nussbaum, "Emotions and Judgments of Value", Chapter 1 in *Upheavals of Thought: The Intelligence of Emotions*, (New York: Cambridge University Press, 2001), p. 19-33. [14 pages] (Coursepack)
3. **REQUIRED** * Barbara L. Fredrickson, "The Value of Positive Emotions" in *American Scientist*, Volume 91, 2003, p. 330 – 335. [Available on MLD-355M Website](#) [6 pages] (Online)

Class Work:

1. Lecture Discussion: How Emotion Moves
2. Debrief: Dr. Martin Luther King, "I Have a Dream", Washington DC, August 28, 1963
3. Debrief: Student Public Narrative

Assignment:

Turn in your response to the *Public Narrative Worksheet*. Save a copy for yourself.

Thursday, September 13, 2012 | ELEMENTS OF NARRATIVE: Plot, Character, and Moral

Reading:

1. **REQUIRED** * *Skim*: Robert McKee, Chapter 2, "The Structure Spectrum", (p. 31-42); Chapter 7, "The Substance of Story", (p. 145 – 152); Chapter 8, "The Inciting Incident" (p. 189-197), and Chapter 13, "Crisis, Climax, Resolution" (p. 303 – 314), in *Story: Substance, Structure, Style, and the Principles of Screenwriting* (Harper Collins, 1997). [37 pages] (Coursepack)
2. **RECOMMENDED** Anthony Amsterdam and Jerome Bruner, "On Narrative", Chapter 4 in *Minding the Law: How Courts Rely on Storytelling, and How Their Stories Change the Ways We Understand the Law – and Ourselves*. (Harvard University Press, 2000), p. 110 – 142. [32 pages] (Coursepack)

Class Work:

1. Lecture Discussion: Elements of Narrative
2. Debrief: James Croft, "Catch Them Before They Jump", Cambridge, October, 2010.
3. Debrief: Student Public Narrative

WEEK 3 | STORIES OF "SELF"

Tuesday, September 18, 2012 | Telling Your "Self" Story

You tell a "story of self" to enable others to "get you" by enabling them to experience sources of values that shape who we are, what we are doing, and why. It requires finding the courage to permit yourself the vulnerability.

Reading:

1. **REQUIRED** * Dan P. McAdams, "Chapter 3, Life Stories", (p.73 – 99), in *The Redemptive Self: Stories Americans Live By* (Oxford, 2006). [26 pages] (Coursepack)
2. **REQUIRED** * Jerome Bruner, "The Narrative Creation of Self", in *Making Stories*, (Harvard University Press, 2003), p. 63 – 87. [24 pages] (Book)
3. **REQUIRED** * Video Debriefing of Stories of Self, CAUSE Campaign, California School Employees Association, March 2010. [21 minutes] [Available on MLD-355M Website](#) (Online)
4. **RECOMMENDED** Boas Shamir and Galit Eilam, "What's Your Story?" A life-stories approach to authentic leadership development", in *The Leadership Quarterly* 16 (2005), p. 395 – 417. [Available on MLD-355M Website](#) [22 pages] (Online)

Class Work:

1. Lecture Discussion: Story of Self
2. Debrief: Graduation Speech, J.K. Rowling, Harvard Graduation, June 4, 2008.

Tuesday, September 18th – Tuesday, September 25th

Schedule 15 minute session with TF

Wednesday, September 19th – Required Coaching Clinic

Students learn critical skills for giving and receiving feedback in public narrative.

Thursday, September 20, 2012 | Telling Your "Self" Story

Today we conduct our **first story telling workshop**. Students will be assigned to one of six sections of 20 students whose work will be facilitated by a member of our teaching team. Each section subdivides into 5 "coaching teams" of 4 people who will work together coaching one another on their public story telling for the rest of the course. You are required to use the "story of self" worksheet to prepare for this class.

WEEK 4 | STORIES OF "US"

Tuesday, September 25, 2012 | Telling Your Story of "Us"

We tell a "story of us" to enable others to identify with each other by experiencing values they share. It requires the courage to risk empathetic articulation of the experience of others. Our story of self is interwoven with stories we share with others: stories of our family, community, faith tradition, school, profession, movements, organizations, nations and, perhaps the world. Through shared stories we establish the identities of communities in which we participate (family, faith, nation) and of emergent communities we are forming (new social movements, new organizations, new neighborhoods). Telling a "story of us" requires learning how to use storytelling to create an experience of "us" based on values

those in the room (or greater audience) share with each other, as well as the speaker. Telling a “story of us” is a way to engage a community in acting together, based on values that it shares. How did Obama tell his story of the United States of America? How did Henry V turn his “happy few” into “a band of brothers?”

Reading:

1. **REQUIRED** * Richard A. Cuoto, “Narrative, Free Space, and Political Leadership in Social Movements”, *The Journal of Politics*, Vol.55. No.1 (February, 1993), p. 57-79. Narrative in the civil rights movement. [Available on MLD-355M Website](#) [22 pages] (Online)
2. **REQUIRED** * Marshall Ganz, “The Power of Story in Social Movements”, *American Sociological Association Annual Meeting*, 2001. Story of the emerging farm worker movement. [Available on MLD-355M Website](#) [16 pages] (Online)
3. **REQUIRED** * Drew Westen, Chapter 7, “Writing An Emotional Constitution” (p. 145-169), *The Political Brain: the Role of Emotion in Deciding the Fate of the Nation* (Public Affairs, 2007). [29 pages] (Coursepack)
4. **REQUIRED** * Video, The Empathic Civilisation, J. Rifkin, RSA Animate, UK <http://www.youtube.com/watch?v=l7AWnfFrc7g> [10 minutes] (Link)
5. **RECOMMENDED** Brown, A.D. “A Narrative Approach to Collective Identities” *Journal of Management Studies*, 43:4, June 2006, p. 731 – 753. This development of an organizational identity narrative. [Available on MLD-355M Website](#) [22 pages] (Online)
6. **RECOMMENDED** Richard Kearney, “Part Three, National Narratives: Rome, Britain, and America” in *On Stories: Thinking in Action* (New York: Routledge, 2006), p. 79 – 117. [38 pages] (Book)

Class Work:

1. Lecture Discussion: Story of Us
2. Debrief: Susan Christopher, *Camp Obama*, 2007, Los Angeles; Christopher Arlene, *HKS MPP Class Day Speech, 2010* ; Henry V, “We Happy Few”.

Thursday, September 27, 2012 | Telling the Story of “Us”

Today we conduct our **second workshop in story telling**. This time students focus on the “story of us” component of their public narrative. **You are required to use the “story of us” worksheet to prepare for this class.**

WEEK 5 | STORIES OF “NOW”

Tuesday, October 2, 2012 | Telling Stories of Now

We tell a “story of now” to motivate others to join us in acting on an urgent challenge to values we share. It requires the courage to create tension in the present, elicit sources of hope, imagine a possible future risk rejection.. The story of now grows out of the “story of self” and the “story of us” that created the ground for it. On the other hand, it also shapes the content of the “story of self” and “story of us” that preceded it. We are the “characters” in a story of “now.” We face a challenge now. We hope for an outcome, as yet unknown, but it depends on a choice we make now.

Reading:

1. **REQUIRED** James W. Polichak and Richard J. Gerrig, “Get Up and Win!” Participatory Responses to Narrative” in *Narrative Impact: Social and Cognitive Foundations*, by Melanie Green, Jeffrey Strange, and Timothy Brock (Erlbaum, New Jersey, 2002), p. 71 – 95. [24 pages] (Coursepack)
2. **REQUIRED** James E. Maddux, “Self-Efficacy: The Power of Believing You Can”, Chapter 20 in the *Handbook of Positive Psychology*, edited by C.R. Snyder and Shane J. Lopez (New York: Oxford, 2005), p. 277 – 287. [10 pages] (Coursepack)

Class Work:

1. Lecture Discussion: Story of Now
2. Debrief: “You Have to Give Them Hope”, Harvey Milk; “Gaiety Theatre Talk”, Mohandas Karamchand Gandhi

Thursday, October 4, 2012 | Telling Stories of Now

Today we conduct our **third workshop in story telling**. This time students focus on the “story of now” component of their public narrative. **You are required to use the “story of now” worksheet to prepare for this class.**

WEEK 6 | *LINKING SELF, US AND NOW*

Tuesday, October 9, 2012 | Telling Public Stories

In class, we will discuss ways to link one’s story of self, story of us, and story of now. A story that links all the elements may begin with a “challenge” drawn from the story of now, end with the “choice” called for in the story of now, with the story of self and us in between. A public narrative usually ends with the words, “So join me in . . .”

Class Work:

1. Lecture Discussion: Linking Self, Us and Now
2. Debrief: James Croft, “Catch Them Before They Jump”, Cambridge, October, 2010.

Thursday, October 11, 2012 | Telling Public Stories

In this workshop, we practice linking one’s story of self, story of us, and story of now. We also reflect on key learning during the module and evaluate our work together in section. **Please use the “linking” worksheet to prepare.**

WEEK 7 | *CONCLUSION*

Tuesday, October 16, 2012 | New Stories for a New Era

In this final class of the module, we reflect on the ground we have covered since we began. What have we learned about public narrative? Have we learned how to tell our public story? What will be our narrative of the class? How can understanding public narrative equip us for challenges in our own lives – and in our own times?

Reading:

1. Jerome Bruner, "The Uses of Story" in *Making Stories: Law, Literature, Life* (New York: Ferrar, Straus and Giroux, 2002), p. 3-36. [34 pages] (Book)

Class Work:

1. Retrospective on the Semester
2. Evaluation
3. What's the Next Chapter?

Wednesday, October 17th – Friday, October 19th: Video Taping of Final Personal Narrative

Friday, October 19th: Final 5-minute **VIDEO** due by **5PM EST**. Submit by e-mail to your TF

Wed., October 24th: Final 3-page **ANALYTICAL PAPER** due by **5PM EST**. Submit by e-mail to your TF