

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:

Section #1

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o v e r v i e w

This module builds on its prerequisite MLD 355, Public Narrative: Self, Us, Now. In that module we began learning the practice of public narrative: how it works, why it works, and how to do it. You learned how to use public narrative to translate your values, and those of your community, into the capacity for a mindful response – agency - to challenges to those values that demand action.

Confronted with the same challenge, however, different leaders may respond with different narratives, calling on different “us’s”, and each of which may elicit a different form of action. Most of us have experienced competing narratives in our families, communities, faiths, schools, workplaces, organizations, and nations. Can we “clear up the confusion” by “getting the facts”? Is one story “wrong” and the other “right”? Or are competing narratives rooted in competing values, different life experience, diverse stories of self and us? Can we learn how to manage these conflicts – without suppressing it – in ways that encourage adaptation, learning, and agency?

In this module students learn to draw on their narrative resources to learn how to enable others to respond to four critical leadership challenges: domination, loss, difference, and change. How do we respond with a ‘story of now’ that can enhance “agency” - our capacity to act mindfully - by accessing hope over fear, empathy over alienation, and self-worth over self-doubt? Do we respond to domination

**Office hours appointments (15-30 min) must be made by filling out the sign-up sheet outside Professor Ganz’s office.*

with a story of resistance or of compliance? Do we respond to difference with a story of inclusion or exclusion? And do we respond to loss with a story of redemption or contamination? Do we respond to change with a story of rejection, accommodation, reform, or revolution? ?

After two introductory classes, each week we focus on one of four leadership challenge: domination, loss, difference, and change Students learn how to draw on their own narrative resources, and those of their community, to respond to each challenge, exploring ways to manage their response wisely.

Each Tuesday we introduce the week's topic, discuss readings, and debrief video clips. On Wednesday **EACH STUDENT SUBMITS A TWO-PAGE REFLECTION PAPER** (by email to their TF by 5:00PM Eastern time) in which they reflect on their own experience of a leadership challenge of the sort we address that week. On Thursday, students meet in sections in which each student will have an opportunity to present a case drawn from their own experience, reflect on it with the class, and draw out leadership lessons. To prepare for their presentation, each student will meet with their TF during office hours the week of their presentation.

Reflection papers and presentations should focus on the following:

FIRST, what was the *challenge*, the *choice*, and the *outcome* in your narrative?

- What was the leadership challenge? (A 'leadership challenge' is when you have accepted responsibility for enabling others to achieve shared purpose in the face of uncertainty.)
- What values did the narrative responses draw upon? What were their sources?
- How does the narrative response to this challenge, Story of Now, link back to stories of Self and Us?

SECOND, focus on *leadership lessons* that can be learned by analyzing that challenge.

- What went well? What went wrong? What could have been done differently?
- What practical steps does this suggest you might take when you are faced with challenge? With whom would you talk? What would you ask others and yourself?

Your **FINAL ASSIGNMENT** is a 5 page paper in which you choose a leadership challenge in which *you* were – or are – an actor, analyze it using our framework, and identify the challenges. Consider how you could use narrative tools learned in the first module to address the challenges, using specific examples. Assess what you have learned about how you can use public narrative citing specific examples and synthesizing key learning from each leadership challenge that we have studied.

*Articles and book chapters are available on line or in the course pack. You will also be asked to review passages from two books **REQUIRED** for MLD 356, which are on reserve in the Kennedy School Library:*

1. George Marcus, *The Sentimental Citizen: Emotion in Democratic Politics* (University Park: Penn State University Press, 2002).
2. Richard Kearney, *On Stories: Thinking in Action* (New York: Routledge, 2006).

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

INTRODUCTION: COMMON CHALLENGES, COMPETING STORIES, ALTERNATIVE FUTURES

WEEK 1 | UNDERSTANDING MULTIPLE NOW'S

Tuesday, October 23, 2012

Reading:

1. **REQUIRED:** Jerome Bruner and Anthony Amsterdam, "Chapter 8, On the Dialectic of Culture", *Minding the Law*, (Cambridge: Harvard University Press, 2000), (pp. 217-245). [29 pages] (Coursepack)
2. **REQUIRED:** Kathe Callahan, et al, "War Narratives: Framing Our Understanding of the War on Terror", *Public Administration Review*, July/August, 2006, (pp. 554 – 568). [Available on MLD-356M website](#) [15 pages] (Online)
3. **REQUIRED:** Drew Westen, "Chapter 7, Writing An Emotional Constitution", *The Political Brain: the Role of Emotion in Deciding the Fate of the Nation*, (New York: Public Affairs, 2007), (pp. 145-169). [25 pages] (Coursepack)
4. **REQUIRED:** Chimamanda Adichie, "The Danger of the Single Story", TED, 7/09 found at: http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html [18 min.]

Class Work:

1. Introduction: Public Narrative, Narrative Dialectic; Organization of Course.
2. Lecture/Discussion: Overview of Module.
3. Debrief: Presidential Nominees' Acceptance Speeches.

Thursday, October 25, 2012

Reading:

1. **REQUIRED:** Lewis Coser, "Chapter 12, Conclusion", *The Functions of Social Conflict*, (New York: Free Press, 1956). (pp 151-157). [7 pages] (Coursepack)
2. **REQUIRED:** Kathleen M. Eisenhardt, Jean L. Kahwajy, and L.J. Bourgeois III, "How Management Teams Can Have a Good Fight", *Harvard Business Review*, July-August, 1997, (pp. 77-85). [Available on MLD-356M website](#) [9 pages] (Online)
3. **REVIEW:** George Marcus, "Chapter 7, The Dangers of Loathing", (pp. 119-132), "Chapter 8, The Sentimental Citizen", (pp. 133-148), *The Sentimental Citizen*, (University Park: Pennsylvania State University Press, 2002). [30 pages] (Book)

4. **RECOMMENDED:** Robert McKee, "Chapter 14, The Principle of Antagonism", *Story*, (New York: Harper Collins, 1997), (pp. 317-333). [17 pages] (Coursepack)

Class Work:

1. Lecture/Discussion: Conflict, Continuity, and Change.
2. Debrief: Robert Kennedy, "Remarks on the Assassination of Dr. Martin Luther King", April 4, 1968, Indianapolis.

WEEK 2 | DOMINATION

Tuesday, October 30, 2012

Reading:

1. **REQUIRED:** James C. Scott, Chapter 1, "Behind the Official Story" (pp. 1-16), Chapter 2, "Domination, Acting and Fantasy" (pp. 17-44) in *Domination and the Arts of Resistance* (New Haven: Yale, 1990). [44 pages] (Coursepack)
2. **REQUIRED:** Marshall Ganz, "The Power of Story in Social Movements", *American Sociological Association Annual Meeting*, 2001, 13 pp. [Available on MLD-356M website](#) [10 pages] (Online)
3. **RECOMMENDED:** Richard A. Cuoto, "Narrative, Free Space, and Political Leadership in Social Movements", *The Journal of Politics*, Vol.55. No.1 (February, 1993), (pp. 57-79). [Available on MLD-356M website](#) [23 pages] (Online)

Class Work:

1. Lecture/Discussion: Domination, Compliance, and Resistance.
2. Debrief: North Country

Section:

Thursday, November 1, 2012

Drawing on your own experience, tell a story of response to power inequality with a resistance or compliance narrative, perhaps one that was "hidden"? What precipitated the challenge? What narrative resources were drawn on? What values were mobilized? What was the outcome? What leadership lessons can be learned? Be sure to use the worksheet to guide you.

WEEK 3 | DIFFERENCE

Tuesday, November 6, 2012

Reading:

1. Read **one** of the two following readings:
 - a. Belinda Bozzoli, "Public Ritual and Private Transition: The Truth Commission in Alexandra Township, South Africa 1996", *African Studies*, 57(2), 1998, (pp. 167-195). [29 pages] (Coursepack)OR

- b. Richard A. Wilson, "Chapter 4, Reconciliation Through Truth?" *The Politics of Truth and Reconciliation in South Africa*, (Cambridge: Cambridge University Press, 2001), (pp. 97-122). [26 pages] (Coursepack)
2. **REQUIRED:** John Winslade and Gerald Monk, "Chapter 1, Narrative Mediation: What Is It?" (pp. 1-30), *Narrative Mediation*, (San Francisco: Jossey-Bass, 2001). [30 pages] (Coursepack)
3. **REQUIRED:** Douglas Stone, Bruce Patton, and Sheila Heen, "Chapter 8, Getting Started: Begin From the Third Story", (pp. 147-162), *Difficult Conversations*, (New York: Penguin, 1999). [16 pages] (Coursepack)

Class Work:

1. Lecture/Discussion: Difference, Inclusion, and Exclusion.
2. Debrief: Mean Girls, Sesame Street, Harvey Milk

Section:

Thursday, November 8, 2012

Drawing on your own experience, tell a story of response to the challenge of difference with a story of exclusion or inclusion. What precipitated the challenge? What narrative resources were drawn on? What values were mobilized? What was the outcome? What leadership lessons can be learned? Be sure to use the worksheet to guide you.

WEEK 4 | LOSS

Tuesday, November 13, 2012

Reading:

1. **REQUIRED:** Dan P. McAdams and Philip J. Bowman, "Chapter 1: Narrating Life's Turning Points: Redemption and Contamination," *Turns in the Road: Narrative Studies of Lives in Transition*, (Washington D.C.: American Psychological Association, 2001), (pp. 3-34). [32 pages] (Coursepack)
2. **REQUIRED:** Francesca Polletta, "Ways of Knowing and Stories Worth Telling," *It Was Like A Fever: Storytelling in Protest and Politics*, (Chicago: University of Chicago, 2006), (pp. 109-140). [32 pages] (Coursepack)
3. **REQUIRED:** Kim Voss, "Claim Making and Framing of Defeats: Interpretations of Losses by British and American Labor Activists, 1886-1895", *Challenging Authority: the Historical Study of Contentious Politics*, Michael Hanagan, Leslie Page Moch, and Wayne te Brake eds., (Minneapolis: University of Minnesota Press, 1998), (pp. 136-148). [13 pages] (Coursepack)

Class Work:

1. Lecture/Discussion: Loss, Contamination, and Redemption
2. Debrief: The Joy Luck Club
3. Debrief: The Dreamers

Section:

Thursday, November 15, 2012

Drawing on your own experience, tell a story of a response to loss with a narrative of contamination or of redemption. What components define it as a story of contamination and/or redemption? What precipitated the challenge? What narrative resources were drawn on? What values were mobilized? What was the outcome? What leadership lessons can be learned? Be sure to use the worksheet to guide you.

WEEK 5 | CATCHING OUR BREATH: WHERE ARE WE NOW?

Tuesday, November 20, 2012

No Readings

Thursday, November 22, 2012

THANKSGIVING: no section meetings

WEEK 6 | CHANGE

Tuesday, November 27, 2012

Reading:

1. **REQUIRED:** Joshua J. Yates and James Davison Hunter, "Chapter 6, Fundamentalism: When History Goes Awry", *Stories of Change: Narratives and Social Movements*, Joe Davis ed., (Albany: State University of New York, 2002), (pp.123-148). [26 pages] (Coursepack)
2. **REQUIRED:** Bruner and Amsterdam, "Chapter 9, Race, the Court and America's Dialectic", *Minding the Law*, (Cambridge: Harvard University Press, 2000), (pp.246-281). Continuity narrative (Plessey), Change narrative (Brown). [14 pages] (Coursepack)

Class Work:

1. Lecture/Discussion: Change: Rejection, Conservation, Reform or Revolution.
2. Debrief: Invictus

Section:

Thursday, November 29, 2012

Drawing on your own experience, tell a story of response to the challenge of change with a narrative of rejection, conservation, reform, or revolution. What precipitated the challenge? What narrative resources were drawn on? What values were mobilized? What was the outcome? What leadership lessons can be learned? Be sure to use the worksheet to guide you.

Tuesday, December 4, 2012

What did we learn about the sources of alternative narrative response?

How can we evaluate narrative response? Under what conditions does it encourage agency, diminish it?

What did we learn about leadership?

f i n a l a s s i g n m e n t

5 PAGE PAPER (double-spaced, 12-point type) analyzing a leadership challenge in which *you* were an actor, the narrative responses, and leadership lessons to be learned from it. Due **WEDNESDAY, DECEMBER 12, 2012** at 5:00PM Eastern Time. They can be submitted via e-mail to your CA.