



Public Narrative: Leadership, Storytelling & Action
August 29, 2022 - December 16, 2022

“In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge; on its progress depends that of all the others.” — Alexis de Tocqueville

A. OVERVIEW: SELF, US AND NOW

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 program 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 shared purpose in the face of uncertainty. Through narrative we can learn to access the moral – or emotional - resources to respond to the challenges of an uncertain world – as individuals, as communities and as nations. Responding to urgent challenges mindfully – with agency - requires courage rooted in our ability to draw on hope over fear; empathy over alienation; and self-worth over self-doubt.

Public narrative is the art of translating values into the emotional resources for 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*.

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 enable others to respond effectively to challenges to those values. It is learning how to tell a story of self, a story of us, and a story of now. Although both parts focus on the links among all three elements, the first half focuses more on the relationship of the self to the us, while the second half focuses more on the relationship of the us to the now.

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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. We have introduced public narrative training to the Obama campaign (2007-8), Sierra Club, Episcopal Church, United We Dream Movement, the Ahel Organizing Initiative (Jordan), Serbia on the Move (Belgrade), Avina (Bogata), National Health Service (UK), Peking University (Beijing), Tatuwa (Kenya), Community Organizing Japan (Tokyo) and elsewhere. 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 explain public narrative, model public narrative; students practice their public narrative, and debrief it one another with peer coaching. Students are evaluated on their practical and analytic understanding of narrative practice. This is not a course in public speaking, in messaging, image making or spin. It is a class in the craft of translating authentic values into action. It is about learning a process, not writing a script. As Jayanti Ravi, Harvard alumna put it, "In this course students learn how to bring out their 'glow' from within, not how to apply a 'gloss' from without."

B. OVERVIEW: LOSS, DIFFERENCE, POWER, CHANGE

Now we build on your foundational learning of public narrative: exercising leadership by translating your values, and those of others, into the emotional capacity to respond to challenges with agency, rather than reacting to them with fear. We learn to employ an empathetic bridge to enable others to respond to disruptive loss, difference, domination and change.

- First, you will learn to **diagnose a leadership challenge** drawn from your own experience by using the tools of public narrative, to describe the challenge, who was involved, and the distinct narratives in play, informed by background reading, film clips, and critical reflection.
- Second, you will learn to **analyze the leadership response** to this challenge by examining her narrative response in terms of intent, values, and enabling others to respond to the disruption with agency.
- Third, you will **learn leadership lessons** that can be drawn from your experience could be of value to you in the future. How can you enable others to respond to disruptive events with greater agency? How can you exercise your own agency to enable others to exercise theirs?



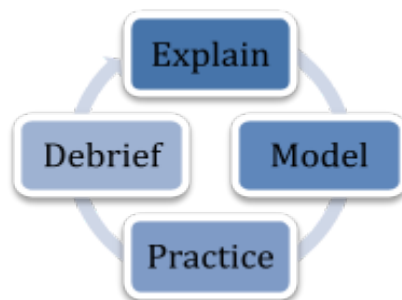
C. PARTICIPANTS

This program is for students interested in learning to create social change through storytelling and collective action. There are no prerequisites. Students with and without “real world” experience find the class equally useful. Students with a strong commitment to their community, organization, or values will be most successful. Because this is a program in practice, it will require you to try new things, to risk failure, and to step outside your comfort zone.

As reflective practitioners, students will learn through critical reflection on their experience, through feedback, and through coaching. If you are not prepared for this kind of challenge, then this class is not for you.

D. PEDAGOGY

People learn narrative from the experience of conceptualizing it, seeing it, doing it, debriefing their experience, and then trying again.



This requires reading background material, participating in lectures, watching videos, writing reflection papers and cases, taking part in section meetings, receiving coaching from your Teaching Fellow, and coaching each other. Students are expected to invest an average of **10 hours per week** doing all of the above, although the amount of time required varies from week to week. Some weeks it is lighter and other weeks it is heavier.

E. COURSE FLOW

Class will meet twenty-four times between August 29 and December 16: on average twice a week, every Tuesday (9:30 am – 11:00 am ET) and Thursday (section meeting time TBD). In sessions, we discuss theory, reflect on readings, analyze videos, and coach students to develop their own public stories. The following required events supplement regular classes. **Please make sure to pencil these early in your schedule.**

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- Saturday and Sunday, **September 10 and 11**, 9:00am to 1:30pm ET, an online Public Narrative workshop, in which they learn to tell a “first draft” of their public narrative, the foundation of the rest of the course.
- Wednesday, **September 14, 21, 28**, and **October 5**, by **11:59 PM ET**, you will submit a draft of the 2 minute stories of self, us, and now, and a 3 minute linked narrative respectively. You will also share these in your section that week.
- Thursday, **October 13**, you will share your final 5 minute linked public narrative with your section. This section will start on the regular time, but will be of two hours instead of the regular 1.5 hours to enable everyone to share.
- Week 9 of the course will include two lectures: Tuesday, **October 25** and Thursday, **October 27**, at the usual time 9:30 am to 11:00 am ET.
- Wednesday, **November 2, 9, 16**, and **30**, by **11:59 PM ET**, you will submit a case of your own experience of a leadership challenge with respect to Loss, Difference, Power & Change. Your TF will respond with written feedback on one case.
- During the concluding week of the class, each section will meet on Tuesday, **December 6** (at the time your section usually meets) and the full class will meet for Lecture on Thursday, **December 8**. Lecture will meet at its usual time 9:30 am to 11:00 am ET.
- Wednesday, **December 14**, Final paper due by 11:59 PM / midnight ET. Your paper will be returned with TF comments within a week.

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	TUESDAY	WEDNESDAY	THURSDAY
Part 1: Self, Us, Now			
Week 1: Starting Aug 29	Lecture – Introduction - 1 9:30-11:00am ET		No section
Week 2: Starting Sept 5 *Weekend workshop on Public Narrative September 10, 11	Lecture – Introduction - 2 9:30-11:00am ET		No section
Week 3: Starting Sept 12	Lecture – Story of Self 9:30-11:00am ET	2-min written story of self, draft due 11:59pm ET	Section – Story of Self
Week 4: Starting Sept 19	Lecture – Story of Us 9:30-11:00am ET	2-min written story of us draft due 11:59pm ET	Section – Story of Us
Week 5: Starting Sept 26	Lecture – Story of Now 9:30-11:00am ET	2-min written story of now draft due 11:59pm ET	Section – Story of Now
Week 6: Starting Oct 3	Lecture – Linking Story of Self, Us, Now 9:30-11:00am ET	3-min written linked narrative draft due 11:59pm ET	Section –Linking
Week 7: Starting Oct 10	No lecture		Section – Story Sharing (2 hour section)

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Week 8: Starting Oct 17	Lecture – New Stories for a New Era, 9:30-11:00am ET		No section
Part 2: Loss, Difference, Power, Change			
Week 9: Starting Oct 24	Lecture - Responding to Multiple Nows-1 9:30-11:00am ET		Lecture - Responding to Multiple Nows-2 9:30-11:00a m ET
Week 10: Starting Oct 31	Lecture – Loss 9:30-11:00am ET	Written case on Loss, due 11:59pm ET	Section - Loss
Week 11: Starting Nov 7	Lecture – Difference 9:30-11:00am ET	Written case on Difference, due 11:59pm ET	Section - Difference
Week 12: Starting Nov 14	Lecture – Power 9:30-11:00am ET	Written case on Power, due 11:59pm ET	Section - Power
Week 13: Starting Nov 21	<i>Thanksgiving holidays</i>		
Week 14: Starting Nov 28	Lecture – Change 9:30-11:00 am ET	Written case on Change , due 11:59pm ET	Section – Change
Week 15: Starting Dec 5	Closing Section		Closing Lecture, 9:30-11:00 am ET
Week 16: Starting Dec 12		Final paper, due 11:59pm ET	



All course materials are available on the course website

Collaboration: Discussion and the exchange of ideas are essential to academic work. However, you should ensure that any written work you submit for evaluation is the result of your own work. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc.), you must also acknowledge this assistance.

DAY	STUDENT TASKS	ESTIMATED TIME
Before lecture	Complete readings	3h
Tuesday	Participate in lecture	1.5h
Thursday	Participate in Section	1.5h
Wednesday (before section)	Submit Story Draft/Case	1.5h
TOTAL		7.5h

F. GETTING STARTED

STEP 1: TECH OVERVIEW

Tuesday, August 23,
9:30am ET (optional /
recorded)

In this optional session, we will quickly go over how we use Zoom for classes, Canvas for our website and will have plenty of time to answer questions and meet some other students. If you are unable to attend live, we will post the recording later.

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STEP 2: MEET YOUR TF

Scheduled by TF

Students are required to meet their Teaching Fellow and receive coaching on their stories of self. The Teaching Fellow will request a 20-minute Zoom one-on-one at a scheduled time prior to the first section meeting. Students will also meet with their TF during office hours, before sharing their final narrative, and before their case presentations in part 2.

STEP 3: MEET YOUR SECTION

Tuesday, Sept 6
(last half of lecture)

Students are required to attend an introductory meeting with their designated section. At the section meeting, students will be introduced to their section members, set team norms, learn the technology, and receive clarification regarding the pedagogy.

STEP 4: ACQUIRE READINGS

The **required** readings, videos, and other materials can be found on the course website. Students will be required to read the materials each week prior to the lecture.

G. SCHEDULE AND REQUIREMENTS

1. **Readings:** Readings provide valuable background for class discussions. An introductory paragraph places each week's readings in context.
2. **Live Lecture Discussions:** Students use a conceptual framework to integrate lectures and readings with critical reflection on their experience of their project. The sessions alternate between discussion of concepts and analysis of narratives. Live lectures (1.5 hours long) led by Professor Marshall Ganz will be held on **Tuesdays from 9:30am-11:00am ET**. There are two exceptions to this as can be seen in the course flow: **Thursday**

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October 27, Lecture on “Responding to multiple nows – 2” and **Thursday December 8**, Closing Lecture, both held between 9:30-11:00 am ET.

Live Lecture Dates

Aug	Sep	Sep	Sep	Sep	Oct	Oct	Oct	Oct	Nov	Nov	Nov	Nov	Dec
30	6	13	20	27	4	18	25	27	1	8	15	29	8
	45 mins												

3. **Section Meetings:** Section meetings provide students with the opportunity to consolidate their learning in each module by sharing their story drafts and cases and getting peer coaching on them. Section meetings will be a 1.5-hour meeting and will be held on **Thursdays** in each module following the lecture. In the closing week, however, the section is held on Tuesday, **December 6**, at the section’s usual meeting time. Please ensure you have a stable Internet connection in a quiet space. Students can find their assigned section and meeting time on the course website.

Section Meeting Dates

Sep	Sep	Sep	Sep	Oct	Oct	Nov	Nov	Nov	Dec	Dec
6	15	22	29	6	13	3	10	17	1	6
45 mins										

4. Students are required to attend **all classes**, do **all the readings**, and take an active part in the discussion. Students must “show up” for class 15 minutes in advance to trouble-shoot any technological problems before lecture begins.
5. **Written Submissions:** During weeks 3-6 of the course, each student will submit a draft of their story of self, story of us, story of now, of 2 min each; and linked public narrative of 3 min respectively.

When our focus shifts to use of the empathetic bridge in week 9, students will submit cases each week starting week 10, of no more than 1000 words. Cases will be graded based on the following scale and criteria:

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- Check Plus – Student demonstrates strong understanding of the week’s material. The case describes a clearly analyzed specific narrative moment that demonstrates a strong understanding of that week’s narrative challenge.
- Check – Student demonstrates good understanding of the week’s material, but could dive deeper. The case does provide concrete examples and a general understanding of that week’s framework.
- Check Minus - Student does not demonstrate an understanding of the week’s material. Little effort or time seems to have been invested in the paper.

Papers are due at **11:59pm ET on Wednesdays**, listed below. Late drafts and drafts exceeding word or time limits will be downgraded by one grade. Prompts will be posted every Friday by 5 PM ET on the course website to stimulate reflection. Submit your papers by uploading it to the Canvas website (you will be instructed on how to do this).

For story drafts, your teaching fellow will provide written feedback each week. For cases, your teaching fellow will provide written feedback on your case the week you will be presenting in section. Papers with feedback from the teaching fellow will be returned before the next lecture via Canvas. *Assignments submitted more than two weeks late will not be accepted and you will no longer be eligible to receive a certificate for completion of the course.*

Reflection Paper: Story draft and Case Due Dates

Sept	Sept	Sept	Oct	Nov	Nov	Nov	Nov
14	21	28	5	2	9	16	30

6. **Final assignment:** The course will close with a final assignment. Your final assignment is a 1500 word paper (double spaced), in which you choose a leadership challenge in which you were – or are – an actor. You will diagnose it, analyze it, and draw lessons from it. Using specific examples, consider how you could use narrative tools to address the challenge. Assess what you have learned in the course of the module about how to use public narrative strategically. It is due Wednesday, **December 14**, at **11:59 pm ET**.
7. **Office Hours (optional).** Office hours offer students the opportunity to discuss their learning and to receive coaching from Professor Ganz. Students will not have to book a time for Professor Ganz’s office hours; office hours are on a first-come, first-served basis, and are held in a group. Teaching Fellows will also be available for one-to-ones with students

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throughout the course. As needed, the Head TF may also be available for office hours throughout the course.

Professor Ganz: Office Hours Dates and Times

Sep	Sep	Sep	Oct	Oct	Nov	Nov	Nov	Dec	Dec
15	23	29	7	27	4	10	18	1	9
7-8 PM ET	9-10 AM ET	7-8 PM ET	9-10 AM ET	7-8 PM ET	9-10 AM ET	7-8 PM ET	9-10 AM ET	7-8 PM ET	9-10 AM ET

H. CERTIFICATE REQUIREMENTS

With our support and guidance, students are expected to commit an appropriately high level of commitment. To earn a course certificate, students are required to complete all of the following on time:

1. Attend and participate in all of the **course lectures** and **section meetings** on time! Participants who arrive later than 15 minutes or leave earlier than 15 minutes will be marked as absent for the lecture or section meeting.
2. Submit the **reflection papers** (story drafts and cases) on time. Papers submitted more than two weeks late will make you ineligible for a certificate.
3. Record your **5 min linked narrative** in the storytelling section.
4. Submit the **final paper** on time. A late submission makes you ineligible for a certificate.
5. Complete an **introductory and mid-term 1:1** with your Teaching Fellow
6. Submit **course pre-, mid- and final evaluations**

Make-Up Policy. In case of a work or family emergency that cannot be rescheduled without putting jobs/health in jeopardy, students may miss **up to two** scheduled sessions (lecture or sections). There are three requirements to make up the missed session:

1. Explain your absence to your TF in advance
2. Watch the recorded session video (available on the course website)
3. As early as possible, but within 2 weeks after a missed session, submit a half-page written evaluation of the video (takeaways, pluses, and deltas) to your TF

Papers are due by the set deadline. In case of an emergency, students who cannot submit the assignments by the deadline must inform their Teaching Fellow in advance. Late papers are downgraded by a grade, and students have

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a maximum of two weeks for papers and upto one week for final paper to submit the late assignment or they will no longer be eligible for a certificate.