

UNPLUGGED IV

IE University

Professor: **BORJA SANTOS PORRAS**

E-mail: bsantos@faculty.ie.edu

Academic year: 23-24

Degree course: SECOND

Semester: 2^o

Category: COMPULSORY

Number of credits: 3.0

Language: English

PREREQUISITES

None

SUBJECT DESCRIPTION

Today's leaders must have the ability to communicate clearly, persuasively, and thoughtfully to diverse audiences. This course is designed for people who want to lead and communicate well in an increasingly complex world. Its principal goal is to strengthen the capacity of each student to speak more effectively and authentically in public settings.

The course will emphasize public oratory: how to find one's voice; employ standard elements of rhetoric; speak with eloquence, passion, and confidence; express cultural identities and values; and articulate empathy and understanding for different perspectives. Along the way, we will address the following aspects of public communication: speaking on the spot; addressing controversial topics; framing political issues; telling stories; being persuasive; and using humor and emotion.

In the third module of the course, students will learn how to develop their Public narrative as a leadership practice. 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. 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. Students will be able to use public narrative to link their own calling to that of their 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.

This unplugged course pursues to integrate the connection of both degrees, Law and International Relations, as you will elaborate speeches related to the intersection of these two disciplines.

Students are expected to read selected articles and view selected videos in preparation for each lesson/discussion. Students will also engage in a variety of public speaking exercises—individual speech presentations—for which they will receive feedback from their peers and professor.

OBJECTIVES AND SKILLS

Overall, through readings, videos, class discussion and speeches, students will gain a better practice on how to communicate speeches in issues on the intersection between Law and International Relations.

To achieve this overall objective, the course will be structured in two modules with distinct intermediary objectives:

Module 1 – The art of communication

- Research, outline/write and deliver speeches that inform, persuade or fulfill the needs of a special occasion in a logical and thorough way
- Deliver a variety of speeches (informative, persuasive, demonstrative, special occasions, etc.).
- Develop speech preparation and presentation techniques, audience awareness and self-awareness.
- Develop and demonstrate verbal, nonverbal, and paralinguistic competencies through the research, preparation and delivery of presentations relevant to your audiences.

Module 2 – Developing your public narrative

- Develop and deliver a story of self
- Develop and deliver a story of us
- Develop and deliver a story of now
- Develop your own public narrative and learn how to engage your community or constituency to a call to action

METHODOLOGY

This course will rely on a combination of tools in order to maximize student learning.

Each module will have different sessions where we will learn from videos, readings, discussions. Finally, students will deliver their own individual speeches. Students will deliver up to three different speeches during the course.

Participation in class will be highly appreciated and it will be graded as it will highly enrich the learning of the class.

Grading will be divided in three:

- Speech delivery 60%
- Self-reflection 25%
- Participation and feedback 15%

Even though this is an unplugged course, time requirements for this course are likely to be high and this course is particularly intense. While communicating you will be learning about yourself and this is usually a process that carry a lot of frustration, but at the end, an immense satisfaction.

This course is developing tacit knowledge. If you want to be a tennis player like Rafael Nadal, you can read tennis guidelines, watch his matches or write about his playing, but the only way of becoming a professional tennis player is by practicing and playing, practicing and playing. Same situation happens with the Art of communications.

Since peer feedback is an important part of the class participation grade, attendance at all class sessions is required, in particular during the speech delivery. Unexcused absences and excessive tardiness will negatively affect the class participation and final grades. Certain exceptions for sickness or personal emergency will be granted only if students contact Professor Borja Santos via email in advance of the class meeting.

Please note: the use of personal technology (smart phones, laptops, etc.) for any purpose other than note taking is strictly prohibited. Any student who violates this policy will receive a failing grade for class participation.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	40.0 %	30 hours
Discussions	13.33 %	10 hours
Exercises	46.67 %	35 hours
Group work	0.0 %	0 hours
Other individual studying	0.0 %	0 hours
TOTAL	100.0 %	75 hours

PROGRAM

MODULE 1 - THE ART OF COMMUNICATION

SESSION 1 (FACE TO FACE)

ENGAGING THE AUDIENCE: LOGOS, ETHOS, PATHOS

Course overview

Introduction to public speaking and public speaking competencies

Important aspects of the conversation / Rhetoric

How to engage your audience

B.C.: Influence and Persuasion (HBR Emotional Intelligence Series), Chapter 4-6

Other: Aristotle on Rhetoric

Other: George Orwell, "Politics and the English Language" (1946)

R.A.: Susan Faludi, "Speak for Yourself," New York Times Magazine, Jan. 26, 1992

Video: Amy Cuddy, "Your Body Language Shapes Who You Are," TED Talk (2012)

Other: Barack Obama, Democratic Convention Keynote Address (2004)

Other: Bill Clinton, Speech to Memphis Ministers (1993)

Other: Barbara Jordan, On the Impeachment of Richard Nixon (1974)

SESSION 2 (VIDEOCONFERENCE)

SPEAKING ON THE SPOT & ADDRESSING CONTROVERSIAL ISSUES

Tips, enumerate points, question, quoting, body language, ethics, tone, personal experience, taking a stand, breathing,

B.C.: Thank You for Arguing

Other: Marie Danziger, "Mental Models for Public Speaking"

Video: MM Lee with His Jovial Question (2011)

Video: Li Na, Australian Open Winner's Speech (2014)

Video: David Cameron, Prime Minister's Questions (2013)

Video: Reza Aslan, "But You're A Muslim, Right?" (2013)

Video: Hillary Rodham Clinton, On Reproductive Rights and Family Planning (2009)

Video: Megyn Kelly-Donald Trump Exchange, Republican Presidential Debate (2015)

R.A.: Alex Lickerman, "How to Give and Receive Feedback"

R.A.: Keith Jackson, "Active Listening: Hear What People Are Really Saying"
Video: Hillary Clinton Speaks to Black Lives Matter Activists (2015)
Video: Donald Trump, 2016 Presidential Campaign Announcement (2015)
Video: Mario Cuomo, "Religious Belief and Public Morality" (1984)
Video: Matthew Vines, "The Gay Debate: The Bible and Homosexuality" (2012)
Video: Cecile Richards on Planned Parenthood Controversy (2015)

SESSION 3 (NON-CLASS LEARNING)

FRAMING A DEBATE

Framing a debate (metaphors, associations, repetition of a frame to create an association and a feeling, use music or pictures, vocabulary used, ...

Other: George Lakoff, *Don't Think of an Elephant*

B.C.: George Lakoff, "What Orwell Didn't Know about the Brain, the Mind, and Language," in Szanto, pp. 67-74

B.C.: Drew Westen, "The New Frontier: The Instruments of Emotion," in Szanto, pp. 75-86

Other: Drew Westen, *The Political Brain: The Role of Emotion in Deciding the Fate of the Nation* (Public Affairs, 2007), introduction and ch.1 Luntz, *Words That Work*, ch. 1, 12-13, Appendix B

R.A.: Matt Bai, "The Framing Wars," *New York Times*, July 17, 2005

Other: Jonathan Haidt, "The Moral Roots of Liberals and Conservatives" (2008 TED Talk) and "How Common Threats Can Make Common (Political) Ground" (2012 TED Talk)

Video: Martin Luther King, Jr., March on Washington Address (1963)

Video: Malcolm X, *The Ballot or the Bullet Speech* (1964)

Video: Mario Cuomo, *Democratic National Convention Keynote* (1984)

Video: Ann Richards, *Speech to Emily's List* (2004)

Video: Aung San Suu Kyi, *Forum on Women Keynote Address* (2013)

Video: Zach Wahls, "On Family" (2011)

Video: Sheryl Sandberg, *Why We Have Too Few Women Leaders*, TED Talk (2010)

Other: *Students should also take the Implicit Attitude Tests

SESSION 4 (FACE TO FACE)

INDIVIDUAL EXERCISE: DELIVERING A SPEECH

Instructions to be sent in class

SESSION 5 (FACE TO FACE)

INDIVIDUAL EXERCISE: DELIVERING A SPEECH

Instructions to be sent in class

SESSION 6 (VIDEOCONFERENCE)

TELLING STORIES

R.A.: Marshall Ganz, "The Power of Story in Social Movements" (2001)

B.C.: Stephen L. Carter, *Integrity* (BasicBooks, 1996), ch. 1, 13

B.C.: Peggy Noonan, *On Speaking Well* (ReganBooks, 1999), pp. 194-208

Other: Barack Obama, "A More Perfect Union" (2008)
Video: Barack Obama, Speech on Trayvon Martin (2013)
Video: Malala Yousafzai, Speech to the United Nations (2013)
Video: J. K. Rowling, "The Fringe Benefits of Failure, and the Importance of Imagination," Harvard Commencement Address, 2008
Video: Lisa Kristine, "Witness: Illuminating the World of Modern-Day Slavery" (TEDx Talk, 2012)
Video: Diane Savino, "On Marriage Equality" (2009)
Video: Michael Bloomberg, "Speech on Ground Zero Mosque" (2010)
Video: Steve Jobs, Stanford Commencement Address (2005)
Video: Lupita Nyong'o, "On Black Beauty" (2014)
Video: Chimamanda Adichie, "The Danger of a Single Story," TED Talk (2009)

SESSION 7 (NON-CLASS LEARNING)

HOW EMOTION MOVES? - VALUES, MOTIVATION AND ACTION

The relationship among emotions, values, and capacity for mindful action.

Lecture and analysis

Other: Dr. Martin Luther King, "I Have a Dream", Washington DC, August 28, 1963
B.C.: 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]
R.A.: Barbara L. Fredrickson, "The Value of Positive Emotions" in American Scientist, Volume 91, 2003, p. 330 – 335. [6 pages]

SESSION 8 (FACE TO FACE)

INDIVIDUAL EXERCISE: DELIVERING A SPEECH

Instructions to be sent in class

SESSION 9 (FACE TO FACE)

INDIVIDUAL EXERCISE: DELIVERING A SPEECH

Instructions to be sent in class

MODULE 2 &NDASH; DEVELOPING YOUR PUBLIC NARRATIVE

SESSION 10 (VIDEOCONFERENCE)

WHAT IS PUBLIC NARRATIVE?

Lecture and debriefs

Video: James Croft, "Catch Them Before They Jump", Cambridge, October 2010
T.N.: 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. [17 pages]
R.A.: Marshall Ganz, "Why Stories Matter: The Art and Craft of Social Change", reprinted with permission from Sojourners, (March 2009), pp. 18-19. [2 pages]

SESSION 11 (FACE TO FACE)

STORY OF SELF - MOBILIZING SHARED VALUES: WHY I HAVE BEEN CALLED

Today we focus on learning to tell a “story of self”: a story the purpose of which is to enable others to “get you” – to experience the values that call you to leadership on behalf of your cause, in this place, at this time.

Class Work:

1. Lecture Discussion: Story of Self
2. Debriefs: Videos and speeches

Video: Graduation Speech, J.K. Rowling, Harvard Graduation, June 4, 2008.

Other: Coaching Moment at Fresh Pond, July 2013.

Other: Coaching Story of Self, Madonna Ramp. Ed.L.D. Workshop, August 2014

B.C.: Dan P. McAdams, “Chapter 3, Life Stories”, (p.73 – 99), in The Redemptive Self: Stories Americans Live By (Oxford, 2006). [26 pages]

B.C.: Jerome Bruner, “The Narrative Creation of Self”, in Making Stories, (Harvard University Press, 2003), p. 63 – 87. [24 pages]

R.A.: 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. [22 pages]

Video: Video Debriefing of Stories of Self, CAUSE Campaign, California School Employees Association, March 2010. [21 minutes]

SESSION 12 (FACE TO FACE)

STORY OF US - MOBILIZING SHARED VALUES

The goal of a “story of self” is to enable others to “get you.” The goal of a “story of us” is to enable others to “get each other”. We tell a “story of us” to move others to join with one in collective action based on values they share. It is not a “categorical” us - people who fit into a particular category. It is an “experiential” us – people who may share certain values, rooted in common experience. This “us” is rooted in the experience of the “people in the room.” It works when people feel part of an “us.” And we have all felt part of multiple “us’s” – like at a sporting event, a community dinner, a cultural observance. New communities, organizations, movements, nations, learn to tell very well developed stories of us, based on shared struggles, moments of choice, historical points of reference, etc. But the effectiveness test of a “story of us” is always right there in the room.

Class Work:

1. Lecture Discussion: Story of Us
2. Debrief videos and readings

Other: Henry V, “We Happy Few”; Senator Robert F. Kennedy, “On News of the assassination of Dr. M.L. King” April 4, 1968.

Video: Video, The Empathic Civilisation, J. Rifkin, RSA Animate, UK [10 minutes]

B.C.: “Crafting a Sense of Us: Leaders as entrepreneurs of identity” Chapter 6 in The New Psychology of Leadership: Identity, Influence and Power, (New York: Psychology Press, 2011) (pp 137-164).

R.A.: 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. [22 pages]

R.A.: 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. [22 pages]

Student Public Narrative; Jacquinette Brown

SESSION 13 (NON-CLASS LEARNING)

Story of Now and linking - Mobilizing shared Values and commitment

We tell a “story of now” to move others to choose to join us in response to an urgent challenge to our shared values with purposeful action. This requires finding the courage to create tension, elicit sources of hope, and risk failure. The story of now grows out of the “story of self” and the “story of us” that create the ground for it. But it also shapes the “story of self” and “story of us” that precede it. We become “characters” in a story unfolding now: we face a challenge, we hope for an outcome, but it all depends on what we choose to do – now!

Lecture Discussion: Story of Now

Debriefs videos and readings

B.C.: Polichak, J. W., & Gerrig, R. J. (2002). "Get up and win!": Participatory responses to narrative. In M. C. Green, J. J. Strange, & T. C. Brock (Eds.), *Narrative impact: Social and cognitive foundations* (p. 71–95). Lawrence Erlbaum Associates Publishers.

B.C.: 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]

Other: “You Have to Give Them Hope”, Harvey Milk, 1978

SESSION 14 (FACE TO FACE)

Exercise:

Speech: Developing your public narrative

SESSION 15 (FACE TO FACE)

Exercise:

Speech: Developing your public narrative

BIBLIOGRAPHY

Compulsory

- Morgan, Nick | Cialdini, Robert B., PhD | Hill, Linda A. | Duarte, Nancy. *Influence and Persuasion*. Harvard Business Review Press. ISBN 1633694755 (Electronic)

- Jay Heinrichs. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Pers.* Three Rivers Pr; Highlighting, Underlined edición. ISBN 0307341445 (Electronic)

- George Lakoff. *Don't Think of an Elephant: Know Your Values and Frame the Debate*. Chelsea Green Publishing Co; First Printing edición. ISBN 1931498717 (Electronic)

- Peggy Noonan. *ON SPEAKING WELL (Inglés)*. HARPERCOLLINS; ReganBooksHarperPerennial. ISBN 0060987405 (Electronic)

- Jerome Bruner. *Making Stories*. Law, Literature, Life. ISBN 9780674010994
(Electronic)

EVALUATION CRITERIA

Each student has four attempts over two consecutive academic years to pass this course.

Dates and location of the final exam will be posted in advance and will not be changed

Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year).

Students who are in the third or fourth attempt should contact the professor during the first two weeks of the course.

Criteria	Percentage	Comments
Individual Work - Speeches	60 %	Speeches
Individual Work - Self-reflection	25 %	Self-reflection
Class Participation & feedback	15 %	Participation & feedback

RETAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- The exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.
- Dates and location of the retakes will be posted in advance and will not be changed.

PROFESSOR BIO

Professor: **BORJA SANTOS PORRAS**

E-mail: bsantos@faculty.ie.edu

I am an expert in public policy and international development and passionate about social change. I work currently as the Executive Director and Professor Practice at IE School of Public and Global Affairs and I participate in consultancy projects.

I have over 13 years of professional experience focused on the design, implementation and evaluation of public policies and international programmes in countries in Africa, Europe, America and Asia. I have designed strategies for better economic growth with the Government of Sri Lanka and the Harvard Center for International Development; carried out impact evaluations in Perú and Belize with international development banks; led the institutional humanitarian response and disaster risk management programmes of United Nations and the Government of Ethiopia and Ecuador; managed international aid projects at the Spanish Ministry of Foreign Affairs in different countries; and worked fostering innovation ecosystems in cities like San Sebastian.

I hold a Master in Public Administration in International Development (MPA/ID) by the Harvard Kennedy School (2017), being recipient of the international scholarship of “La Caixa” foundation. I also hold a Master in International Relations (2014) and a BEng+MEng in Telecommunication Engineering with cum laude in the final thesis (University of Valladolid, 2006). Additionally, I completed the professional piano studies at the professional music school of Valladolid (2003).

In addition, I am trying to make a positive impact on society by leading the Spanish Alumni of the Harvard Kennedy School; heading the international expansion of IMFAHE (a social international mentorship foundation); forming part of the Board of Trustees of COV360 (a charity for the advancement of education in public health); being a member of the Advisory Council of SCIO (Advisory Services for International Cooperation); and participating as a Katerva expert board (an organization that accelerates disruptive sustainable innovations from around the world). I have also published regularly in Agenda Pública, Esglobal, The Conversation, El País, Norte de Castilla, RNW Media, AllAfrica o Harvard Kennedy School news.

@borjamonde

www.borjasantospurras.org

OTHER INFORMATION