

Instructor: La Mikia M. Castillo, MPP/MPL

Office: RGL 107

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COURSE DESCRIPTION

This course introduces students to the strategies and processes of social innovation and social change. Students will gain knowledge of strategies of change that include the innovative activities of social and political entrepreneurs, activists, organizations, and social movements. Students will examine several individuals and groups who have catalyzed important positive social change through different organizational platforms – in the market, in government, within the nonprofit sector, and increasingly in the space between these three sectors. Throughout the course students will examine social innovation through case studies, best practice analyses, and relevant readings. Students will consider the role of civic action, activism in the world of social innovation, as well as explore the potential unintended consequences of well-meaning policies that are intended to drive social change.

LEARNING OBJECTIVES

Discussion of readings, cases, current affairs and the exploration of the implementation of real world social innovations will prepare students with the basic analytical skills to analyze problems in the public sector and identify potentially innovative solutions for those problems. Every student in the course will be required to submit written assignments, make oral presentations, and participate in class discussions. At the end of the course, students should be able to:

1. Define social innovation and explain the theories that frame it
2. Articulate why social innovations are important and why they are needed
3. Understand and value the role that community members and stakeholders play in the development of innovative solutions to public sector problems
4. Critically analyze proposed solutions and identify their potential unintended consequences

TECHNOLOGY PROFICIENCY AND HARDWARE/SOFTWARE REQUIRED

Accessing our class blackboard:

1. Go to <https://blackboard.usc.edu/>
2. Additional reading, lecture slides, and assignments will be posted under PPD 478.

REQUIRED READINGS AND SUPPLEMENTARY MATERIALS

There are three books required for this course (listed below). Each book is available for purchase at the bookstore. Additional required readings are listed in the weekly schedule and can be found (for free) using a Google or Google Scholar search. Other relevant readings might be added throughout the course and will be posted on Blackboard. Lecture slides and other materials will also be posted on Blackboard.

- Goldsmith, Stephen (2010). *The Power of Social Innovation: How Civic Entrepreneurs Ignite Community Networks for Good*. San Francisco, CA: Jossey-Bass.
- Ledwith, Margaret and Jane Springett (2010). *Participatory Practice: Community-Based Action for Transformative Change*. UK: The Policy Press.
- Banks, Ken (2013). *The Rise of the Reluctant Innovator: When problems find people, amazing things can happen*. UK: London Publishing Partnership.

ASSIGNMENTS

There are five key areas/assignments that will constitute your final grade for this course. These key areas include:

1. [Group Project](#)
2. [Individual Policy Memo](#)
3. **Final Exam**
4. [Theory In Practice "TIP" Papers](#)
5. **Class Participation**

The following are descriptions for each area/assignment:

1. [Group Project](#) (35% of final grade): In addition to informal small groups that will work together during select class sessions, students will be divided into formal teams (assigned by the professor) that will work together on a group project over the course of the semester. Each group will identify a social problem that is in need of an innovative solution. Team members will work together to:
 - Outline the problem
 - Explain the nature of the problem
 - Identify key stakeholders who are directly and indirectly impacted by the problem
 - Develop and present a detailed proposal with recommendations to address the problem and engage stakeholders in the process
 - Discuss potential unintended consequences of proposed solution

Groups will submit a written proposal (concept paper worth 5% and final proposal worth 15% of final grade for a total of 20% for the written portion of the group project), and make a class presentation (15% of final grade). The presentation will incorporate internal peer feedback from fellow team members, as well as feedback from classmates. Presentations will take place the last two weeks of class. Note that individual contributions to the group project will be considered in final grading, which means that grades may not be the same for all team members.

2. [Policy Memo](#) (20% of final grade): Each student will be responsible for drafting two documents for their policy memos: 1) a concept paper and 2) a policy memo.

The concept paper (5% of final grade) will be your initial thoughts on your policy memo (described below). The purpose of the concept paper is to allow the instructor to review your selected topic before you begin work on your paper. The one page concept paper should identify a social problem or issue that is of interest to you, and propose a social innovation that you believe might address the problem. In the concept paper, you will work to concretely define the problem and which decision maker(s), community based organization and/or stakeholders you believe are also concerned with the problem. After choosing a topic, the concept paper should briefly describe the problem or issue and describe why it is important, as well as outline what you plan to present in your policy memo.

The policy memo (15% of final grade) provides each student with the opportunity to assess a social issue and recommend an innovative solution to the problem. Students will identify a social problem or issue of personal interest, and write a short memo (2-3 page, single-spaced) that outlines the policy problem, identifies stakeholders, discusses potential solutions and puts forth a recommendation.

The selected issue should be current and have upcoming choices that can or should be made. You are to write the paper from the point of view of an informed consultant for whom the issue is

relevant. For example, if the issue was building affordable housing, you could write from the point of view of a building contractor, the local housing authority or from the point of view of an association representing the interests of public housing residents. This paper is used to help you learn and practice the kind of professional and action oriented writing that is done in this field.

The paper is to be action oriented, and is to provide a specific recommendation that you come to see as important and worth doing on the issue you have identified. The paper is to provide a brief summary of the problem on which the issue is focused and the context within which that problem is set; a review of the pros and cons of the major alternative choices that are feasible; and some of the necessary implementing steps that would be needed to achieve the recommendation's accomplishment.

3. **Final Exam (20% of final grade):** For the final exam, students will be asked to analyze a current social innovation using theories and concepts that have been discussed over the course of the semester and/or propose a social innovation for a current policy challenge. The final exam will occur in class and should draw on class readings to provide a thoughtful analysis of the existing or proposed social innovation that:
 - Identifies the root of the problem
 - Proposes an innovative solution or discusses whether or not the existing innovation adequately addresses the problem
 - Analyzes/proposes the extent to which community members were/will be engaged
 - Considers alternatives that might have been used to address the problem
 - Highlights potential unintended consequences of the innovation and provides recommendations for how they might be remedied
4. **Theory In Practice "TIP" Papers (15% of final grade):** TIP papers are one page, single-spaced reflection papers that incorporate theories from the readings as they apply to real world practice. These papers are intended to allow the instructor to assess your comprehension of the readings and discussions on the variety of topics presented throughout the semester. Additionally, the TIPs will allow you to demonstrate your ability to apply course theories to practice by drawing out theories and concepts from readings and discussions and reflecting on how they apply to real world innovations presented by guest speakers, in case studies and in specific examples of social innovations highlighted in the readings.

You are required to submit 5 TIPs over the course of the semester, each worth 3%, for a total of 15% of your final grade. If you would like to submit 6 TIPs, the professor will drop your lowest grade and count only your 5 highest scored TIPs toward your final grade.

5. **Class Participation (10% of final grade):** This course will offer a combination of lecture, discussion, case studies, group presentations, informal group work, site visits and guest speakers who will offer insights from their experiences in the realm of social innovation. Students are expected to have completed all readings and assignments before class and arrive at each session fully prepared to engage in meaningful discussion, provide thoughtful commentary and ask questions that will encourage fellow classmates to think critically and consider new perspectives on each topic of discussion. It is expected that, as students work to develop their leadership skills, they will articulate personal viewpoints in a clear and respectful manner, as well as listen and respond to the viewpoints of others with respect and an open mind. The class participation grade will consider:

- Regular attendance in class
- Consistent engagement in class discussions
- Willingness to speak in class, articulate understanding of readings, engage with others, ask meaningful questions and move discussions forward
- Participation in and contributions to informal groups during in-class exercises
- Engagement with guest speakers

GRADE BREAKDOWN

The table below provides a breakdown of how each assignment will be graded.

Grade %	Assignment	Due Date(s)
35%	Group Project <ul style="list-style-type: none"> ● Concept Paper (5%) ● Final Proposal (15%) ● Presentation (15%) 	2/27/2017 4/17/2017 4/17 or 4/24
20%	Policy Memo <ul style="list-style-type: none"> ● Concept Paper (5%) ● Final Memo (15%) 	2/6/2017 3/20/2017
20%	Final Exam	5/8/2017
15%	Theory In Practice “TIP” Papers <ul style="list-style-type: none"> ● Five One-Page Papers (<i>may submit up to six; lowest grade will be dropped</i>) 	First 3 TIPs due by 3/6/2017; Final TIPs due by 4/10/2017
10%	Class Participation <ul style="list-style-type: none"> ● Group Interactions & Contributions ● Questions, Comments, General Discussion ● Engagement in in-class exercises 	Ongoing
100%	Total	

GRADING POLICY

USC policies for grades are as follows:

Grade	Criteria
A	Work of excellent quality
B	Work of good quality
C	Minimum passing for graduate credit
C-	Failing grade for graduate credit
D-	Minimum passing for undergraduate credit
F	Failed

WRITTEN ASSIGNMENT RUBRIC

Below is the grading rubric that will be used when evaluating each of your written assignments.

ASPECT	POINTS	A	B	C	D
	10	2	1.5	1	0.5
Understanding of problem	2	Demonstrates sophisticated understanding of problem	Demonstrates accomplished understanding of the problem	Demonstrates acceptable understanding of the problem	Demonstrates inadequate understanding of the problem
Use of appropriate terms, concepts, tools	2	Correctly uses terms and tools learned	Show general understanding of terms and tools	Few uses and application of concepts and tools learned	Frequent incorrect application of concepts in paper
Powerful and logical alignment among sections	2	Makes powerful connections between sections and shows strong reasoning	Makes appropriate connections between sections with adequate reasoning	Make appropriate but sometimes vague connections between sections	Sections are disjointed, fall apart and in general lacks sound reasoning
Clarification and readability	2	Writing shows clarity and is concise; extremely well organized	Writing is accomplished in terms of clarity and is concise; well-organized	Writing lacks clarity, not concise and contains numerous errors; lacks organization	Writing is unfocused, or contains serious errors; poorly organized
Follows required format	2	Follows listed guidelines, meets page limits, cites references	Fails one requirement	Fails two requirements	Fails all requirements

DETAILED COURSE SCHEDULE

Part I: What is Social Innovation?

Week 1 (January 9th): Course Introduction and Overview

- ❑ Mulgan, Geoff (2006): [The Process of Social Innovations](#)
- ❑ Pol, Eduardo and Simon Ville (2008): [Social Innovation: Buzzword or Enduring Term?](#)
- ❑ Banks, Introduction

Week 2 (January 16th): NO CLASS | Martin Luther King Holiday

Week 3 (January 23rd): Social Innovation Theories

- ❑ Goldsmith, Chapter 1: Igniting Civic Progress
- ❑ Goldsmith, Chapter 2: Innovation as a Catalytic Ingredient
- ❑ Ledwith and Springett, Chapter 1: Participatory Practice

Part II: Social Innovation in the Public Sector

Week 4 (January 30th): Limits and Potential of Innovative Government

- ❑ Ledwith and Springett, Chapter 2: Troubled Times
- ❑ Ledwith and Springett, Chapter 3: A Participatory Worldview
- ❑ Hartley, Jean and Mark Moore (2008): [Innovations in Governance](#)
- ❑ Cohen, Rick (2014): Social Impact Bonds: [Phantom of the nonprofit sector](#)

Week 5 (February 6th): Government as Grantmakers

* Policy Memo Concept Paper due at 12pm.

- ❑ *The Economist* (2010): ["Let's hear those ideas"](#)
- ❑ Smith, Michael (2014): [Innovation to Impact: Obama's Social Innovation Fund at Four](#)
- ❑ Bailey, Martha and Nicolas Duquette (2014): [How Johnson Fought the War on Poverty: The Economics and Politics of Funding the Office of Economic Opportunity](#)

Week 6 (February 13th): Innovation in Economic and Community Development

- ❑ Drabentstott, Mark (2006): [Rethinking Federal Policy for Regional Economic Development](#)
- ❑ Wolfe-Powers, Laura (2010): [Community Benefits Agreements and Local Government: A Review of Recent Evidence](#)
- ❑ Banks, Chapter 10: Building for a Better Future

Week 7 (February 20th): NO CLASS | President's Day Holiday

Week 8 (February 27th): Innovation in Education

* Group Project Concept Paper due at start of class.

- ❑ Hattie, John (2015): ["What Doesn't Work in Education: The Politics of Distraction"](#)
- ❑ Raymond, Margaret (2014): [A Critical Look at the Charter School Debate](#)
- ❑ Forman, Jr., James (2007): [Do Charter Schools Threaten Public Education? Emerging Evidence from Fifteen Years of a QuasiMarket for Schooling](#)
- ❑ Center for Great Public Schools Policy Brief (2008): [Technology in Schools: The Ongoing Challenge of Access, Adequacy and Equity](#)
- ❑ Banks, Chapter 1: Let a Billion Readers Bloom

Part III: Social Innovation in the Nonprofit Sector**Week 9 (March 6th): Challenges and Opportunities of Innovation in Nonprofits**

* Must have submitted 3rd TIP paper by this date (i.e. total of 3 TIPs submitted by this point)

- Salamon, Lester M. (2012): [The Resilient Sector: The Future of Nonprofit America](#)
- Colby, Susan, Nan Stone, & Paul Carttar (2004): [Zeroing in on Impact](#)
- Banks, Chapter 7: The Ripple Effect

**Week 10 (March 13th): NO CLASS | Spring Break
Nonprofit Grantmakers and Venture Philanthropy**

- Daniels, Alex and Maria Di Mento (2015): [Young Tech Donors Take Leading Role in Philanthropy 50](#)
- [LA2050 Vision for a Successful Los Angeles](#)
- Los Angeles Times Editorial (2016): [Gates Foundation failures show philanthropists shouldn't be setting America's public school agenda](#)

Week 11 (March 20th): Innovation in Criminal Justice, Policing, and Public Health

* Policy Memo due at 12pm.

- Bird, Mia, Sonya Tafoya, Ryken Grattet, & Viet Nguyen (2016): [How Has Proposition 47 Affected California's Jail Population?](#)
- Cooper, Hannah L. F., and Mindy Fullilove (2016): [Editorial: Excessive Police Violence as a Public Health Issue](#)
- Feldman, Justin (2016): [Public Health and the Policing of Black Lives](#)
- [The Movement for Black Lives Platform](#)
- Banks, Chapter 3: Data-Powered Development
- Banks, Chapter 4: Dial M For Medicine

Part IV: Social Innovation in the For-Profit Sector**Week 12 (March 27th): For Profit or For People?**

- Friedman, Milton (1970): [The Social Responsibility of Business is to Increase Its Profits](#)
- Friedman, Milton, John Mackey & T.J. Rodgers (2005): [Rethinking the Social Responsibility of Business](#)
- Banks, Chapter 8: Patent Wars

Week 13 (April 3rd): Corporate Social Responsibility

- Porter, Michael E., and Mark R. Kramer (2002): [The Competitive Advantage of Corporate Philanthropy](#)
- McWilliams, Abigail, and Donald Siegel (2001): [Corporate Social Responsibility: A Theory of the Firm Perspective](#)
- Aupperle, Kenneth, Archie B. Carroll, and J.D. Hatfield (1985): [An Empirical Examination of the Relationship Between Corporate Social Responsibility and Profitability](#)

Part V: Community Engagement in Social Innovation**Week 14 (April 10th): The Role of Civic Action, Activism and Social Movements**

- Ledwith and Springett, Chapter 4: Participatory Practice in a Non-Participatory World

- Ledwith and Springett, Chapter 5: The Use of Story
- Goldsmith, Chapter 5: Animating and Trusting the Citizen

Week 15 (April 17th): Social Media for Social Change

* Final Group Proposal due at 12pm.

- Sharma, Ritu (2014): [Social Media as a Formidable Force for Change](#)
- Moscato, Derrick (2015): [Media Portrayals of Hashtag Activism: A Framing Analysis of Canada's #IdleNoMore Movement](#)
- Banks, Chapter 2: Silicon Savannah Rising

Part VI: The Future of Social Innovation

Week 16 (April 24th): What next?

* Group Presentations will take place in class.

- Seelos, Christian, and Johanna Mair (2012): [Innovation is Not the Holy Grail](#)
- Goldsmith, Chapter 6: Turning Risk Into Rewards
- Goldsmith, Chapter 7: The Fertile Community
- Ledwith and Springett, Chapter 9: Becoming Whole

Week 16 (May 8th): Final Exam

* In-person Final Exam at 7pm - 9pm.

POLICIES

Assignment Submission Policy

All assignments that are due over the course of the semester must be handed in at the beginning of the relevant class session. Additionally, each assignment must be submitted via Blackboard and TurnItIn by the same time. Late assignments will not be accepted unless prior approval is given.

Incomplete Assignment Policy

IN Incomplete is assigned when work is not completed because of documented illness or other “emergency” occurring after the twelfth week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

Registrar’s Note: Recommended definition of emergency: A situation or event which could not be foreseen and which is beyond the student’s control, and which prevents the student from taking the final examination or completing other work due during the final examination period. Also note that as defined above, a student may not request an IN before the end of the twelfth week (or twelfth week equivalent for any course scheduled for less than 15 weeks); the rationale is that the student still has the option to drop the course until the end of the twelfth week (or twelfth week equivalent). The grade of IN exists so there is a remedy for illness or emergency which occurs after the drop deadline.

Marks of IN must be completed within one year from the date of the assignment of the IN. If not completed within the specified time limit, marks of IN automatically become marks of IX (expired incomplete) with the exception of thesis, dissertation, and non-letter-graded courses, and are computed in the GPA as a grade of F (zero grade points). A student may petition the Committee on Academic Policies and Procedures (CAPP) for an extension of time to complete an Incomplete. Extensions beyond the specified time limit are rarely approved, particularly if the student has enrolled in subsequent semesters, since the completion of the incomplete should be the student’s first priority.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Violation	Recommended Sanction for Undergraduates*
Copying answers from other students on any course work. **	F for course.
One person allowing another to cheat from his/her exam or assignment.	F for course.
Possessing or using material exam (crib sheets, notes, books, etc.) which is not expressly permitted by the instructor.	F for course.
Continuing to write after exam has ended.	F for course.
Taking exam from room and later claiming that the instructor lost it.	F for course and recommendation for further disciplinary action (possible suspension).
Changing answers after exam has been returned.	F for course and recommendation for further disciplinary action (possible suspension).
Fraudulent possession of exam prior to administration	F for course and recommendation for suspension.
Obtaining a copy of an exam or answer key prior to administration	Suspension or expulsion from the university; F for course
Having someone else complete course work for oneself.	Suspension or expulsion from the university for both students; F for course.
Plagiarism – Submitting other’s work as one’s own or giving an improper citation.	F for course.
Submission of purchased term papers or papers done by others.	F for the course and recommendation for further disciplinary action (possible suspension).
Submission of the same assignment to more than one instructor, where no previous approval has been given.	F for course.
Unauthorized collaboration on an assignment.	F for the course for both students.
Falsification of information in admission applications (including supporting documentation).	Revocation of university admission without opportunity to re-apply.
Documentary falsification (e.g., petitions and supporting materials; medical documentation).	Suspension or expulsion from the university; F for course when related to a specific course
Plagiarism in a graduate thesis or dissertation.	Expulsion from the university when discovered prior to graduation; revocation of degree when discovered subsequent to graduation. ***

* Assuming first offense ** Exam, quiz, tests, assignments or other course work. *** Applies to graduate students