

**Justice Innovation Startup Lab****Units: 4****Day—Time: MW 4:00-5:50****Location: [THH114](#).****Instructor: Dan Ryan****Office: STO330****Office Hours: By appointment online****Contact Info: [ryandj@usc.edu](mailto:ryandj@usc.edu)****Website: TBD****IT Help: ACAD IT****Hours of Service: TBD****Contact Info: TBD**

[CLICK HERE FOR VIDEO COURSE TRAILER](#)

### Course Description

The legal system has been called the least innovative part of the modern economy but it is, arguably, an “industry” that is ripe for disruption. The level of legal need is higher than ever, the incumbent providers of legal services are unaffordable for many if not most of those who need these services, and the organizational and technological methods used to produce law and justice are decidedly 20th century. This course aims to communicate the opportunity this situation represents, introduce students to nascent efforts to exploit it, and teach a set of skills that will incline them to seeing possibilities and how to attain them. The course starts with a brief survey of foundational material: creative thinking, law, the landscape of legal innovation, and an introduction to some ideas and techniques of human centered design. We then use this material to look at legal/justice needs and legal innovation in rural America, urban America, and developing countries. The second half of the course starts with lessons in how to move from the identification of a problem to the formulation of creative solutions. We will learn to brainstorm, prototype, and iterate through four cycles of research, prototype, presentation, feedback, and revision as we develop products and services that meet legal needs. The final project for the course will be the development, from identification of needs to a final pitch proposal, of a product, service, procedure, or organization that qualifies as an example of justice innovation.

### Learning Objectives

1. An introductory understanding of “the legal domain” sufficient to recognizing problems and communicating with domain experts.
2. Familiarity with a wide range of existing ventures in the justice innovation space
3. Ability to identify “problems worth solving.”
4. Capacity to use a design thinking toolkit that includes research techniques, brainstorming, creative listening, low resolution prototyping, listening to feedback, presentation, and pitching.
5. Presentation and communication skills.
6. Giving and receiving constructively critical, iteration-forwarding feedback.

**Prerequisite(s):** none

**Co-Requisite(s):** none

**Concurrent Enrollment:** none

**Recommended Preparation:** No particular preparation is expected, but the intellectual maturity that comes with previous coursework in law, design, business, or technology would be helpful.

## Course Notes

Course is mixture of lecture, seminar, and workshop. Significant use of online materials. Some work for the course will involve production of content for open online resources on the topics covered in the course.

### **Technological Proficiency and Hardware/Software Required**

Web browsing and ready access to some hardware/software for that purpose. All other necessary technological skills will be taught in the course.

### **Required Readings and Supplementary Materials**

Books will be ordered via campus bookstore. Most materials for the course will be open sources or instructor authored and available on the web.

### **Description and Assessment of Assignments**

The course is built around the idea of teaching, practicing, applying. The skills we teach in the class will be applied to example cases and team projects.

## How Grades Will Be Assigned

The "lab" in the course's title means that a lot of work will be done actively with one another in and out of class. Most of the time this will mean that work needs to be completed on time rather than eventually. The default grading scale looks like this:

A = Excellent and on time

B = Good and on time

C = Only just satisfactory but on time; Good or excellent, but late.

D = Less than satisfactory but on time; only just satisfactory, but late.

F = Unacceptable; never submitted; less than satisfactory, but late.

### 30% Preparatory Work

- 5% Personal Background and Aspirations Essay (<4 pages)
- 5% Quiz on legal concepts and terms
- 10% Attendance Participation in Class Activity and Workshop Writeups (~7)
- 10% Problem Identification Workshop Presentations (2-3)

### 30% Developmental Work

- 15% Problem Proposal (with research and plans) (5-10 pages)
- 15% Shaping Solutions Workshop Exercises (~6)

### 40% Delivery

- 25% Final deliverable (narrative - 10-20 pages, deck 10-15 slides, prototype(s))
- 15% Final presentation (~15 minutes)

Assignments are subject to change based on class progress and interests of class members. The points associated with any of the above which end up not being assigned will be redistributed proportionately to other assignments in the category.

Students completing this course as a capstone will each (individually) prepare the final deliverable in the form of a formal paper to accompany your or your team's final pitch. In addition to a record of your design process, the paper should include an explicit analytical treatment of how your home disciplines (e.g., major and minor work) interact with course material on law, technology, business, and design in your team's project. This paper will normally be not more than 20 pages.

### Required Books

Hadfield, Gillian K. 2016. *Rules for a Flat World*. Oxford University Press. ([Amazon hardback ~\\$30, Kindle ~15](#)) ISBN-13: 978-0199916528

Harvard Business Review. 2013. *HBR's 10 Must Reads on Innovation*. ([Amazon ~\\$20](#)) ISBN-13: 978-1422189856

Muller, Sam, et al. 2013. *Innovating Justice, Developing new ways to bring fairness between people*

### Optional Books

*You may want to own one or more of the following to use to catch up on legal basics if you don't have a law background.*

Feinman, Jay M. 2014. *Law 101: Everything You Need to Know About American Law*. Oxford University Press. 4th Edition [Amazon Hardcover ~\\$20, Kindle ~\\$12](#) ISBN-13: 978-0199341696

Gifis, Stephen H. 2015. *Dictionary of Legal Terms: Definitions and Explanations for Non-Lawyers*. Barron's Educational Series, Inc. 5 edition [Kindle 11.11](#) ISBN-13: 978-1438005126

Ventura, John . 2011. *Law For Dummies*. For Dummies. 2nd edition. [Amazon Paper ~\\$17 Kindle ~\\$13](#)

Cooter, R. D. and H. Schäfer. 2012. *Solomon's Knot: How Law Can End the Poverty of Nations*. Princeton: Princeton University Press.

### Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### Support Systems

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

**Student Support and Advocacy – (213) 821-4710**

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

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## Background and Overview

### WEEK ONE (1.8)

#### M: Course Intro

*Justice.Innovation.Legal Design.What.Why.How*

#### Readings

- In-Class Workshop Guide

#### W: Examples of Justice Innovation

*We will look at examples of justice innovation from around the world and talk about how to create a quick human-centered pitch about them.*

#### Readings

- I Paid a Bribe (FB, Twitter, Interview, New York Times)
- Kituo Cha Sheria in Kenya (Blog , page at Namati.org, FB, Internships)
- Epunge Maryland (compare FreshStartLawCenter LA, Baltimore Sun article, How they did it article)
- Crowd Jury

- Rechtwijzer in the Netherlands
  - Essay: My Substantive Interests and Background
  - In-Class Workshop Guide
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## WEEK TWO (1.15)

M: Holiday

*No class session today.*

W: Pitching Existing Justice Innovations

*Members of the class will present pitch deck for existing justice innovations they have researched.*

Readings

- Individually assigned.
- Deck, Script, Presentation

## Foundations

### WEEK THREE (1.22)

M: Legal Concepts and Vocabulary I

*Building up our legal vocabulary around justice innovation problem areas.*

Readings

- Study pages 24-25 (esp. 25) in Muller, et al. 2013. Innovating Justice: Developing new ways to bring fairness between people to lay groundwork of the sorts of human problems to which we look law for a solution.
- Then read ~11 pages in "What is Law?" for an introduction to how different types of law are classified (public/private, civil/criminal, common/equity) and some ideas about liability and property.
- Next we want to extract a few nuggets from Wikipedia. Read the sections on Law:History, Law:Legal Theory, and Law: Legal Systems. Of course, feel free to click and explore but don't spend too much time down the Wikipedia rabbit hole.
- (continued in part II)

W: Legal Concepts and Vocabulary II

*More of this*

Readings

- In Law 101: Everything You Need to Know About American Law read the introductory chapter (~10pp) and the "What is...?" sections at the start of the chapters on litigation (ch 4), accidents (ch. 5), deals (ch. 6), property (ch. 7).
- In Gifis, Dictionary of Legal Terms you might look up contract, equity, liability, property, common law, statute, and any other terms you encounter in other readings.
- In Ventura's Law for Dummies read the introduction and chapter 1 ("All About Our Legal System") and skim through the rest of the book noting the range of things we use law for.

### WEEK FOUR (1.29)

M: Six Hats and Creative Listening

*We will gather up some tools for our kit, tools that will promote collaborative innovation and prevent the stifling effects of what we already know.*

### Readings

- Ryan, Dan. Six Hats in About Five Minutes
- deBono Group Six Thinking Hats
- Wikipedia Editors. Six Thinking Hats

### M: Put Legal Thinking on Hold

*Now that we have some legal concepts under our belt will take some steps to not let them impede innovation.*

### Readings

- Hadfield, Gillian. Why Did Humans Invent Law?
- Muller, et al. 2013 Innovating Justice, pp. 34-37
- Hadfield. 2016. Rules for a Flat World. Introduction, pp. 5-13, 17-57, 83-104 (Reading Notes)
- In-Class Workshop Guide

### W: Problems worth solving; Solutions worth pursuing

*How to think big but keep an eye on success and impact. In this class we introduce the idea of problems worth solving along with strategies for identify them and the criteria by which we will judge a solution as worth pursuing.*

### Readings

- TEN Innovate. How to Identify the Big Problem worth Solving
- Austin Center for Design. Wicked Problems: Problems Worth Solving
- Kumar, Manu. 2015. Finding a Problem Worth Solving
- MacArthur Foundation. 2016. One Hundred & Change Press Release(see also Scoring Rubric)
- In-Class Workshop Guide

## People

### WEEK FIVE (9,10)

#### M: People Needing Law I

*Learning to look and listen to what people need from law*

### Readings

- Laird, Lorelei. 2014. "In rural America, there are job opportunities and a need for lawyers", ABA Journal (~6pp)
- Pruitt, Lisa R. and Bradley Showman. 2014. "Law Stretched Thin: Access to Justice in Rural America" 59 South Dakota Law Review 466. See section "A "THICKER" CONCEPTION OF ACCESS TO JUSTICE" pp. 497-508
- Sandefur, R. "Civil Legal Needs and Public Legal Understanding" (2pp)
- Legal Services Corporation. 2017. "Access to Justice in Rural Areas"
- Cooter, R.D. and H. Schäfer, 2012. Solomon's Knot. pp. 1-12, 64-9, 101-109, 159-63, 179-184 (35pp) PDF
- One Problem

#### W: People Needing Law II

*Learning to look and listen to what people need from law*

### Readings

- HILL Portfolio 2018
- For each project, write down what the underlying justice problem is (in the spirit of "one problem"), who the people with the needs are, and what institutional partners or tools are key to the solution (mutatis mutandis)

## WEEK SIX (11,12)

### M: People Needing Law III

*Let's turn the sensibilities and frameworks from the previous two classes on arenas with which we are familiar and start to build something.*

#### Readings

- TBA

### W: What is to be done?

*In which we select a problem we will solve.*

#### Readings

- Kolko, Jon. 2012. "Wicked Problems: Problems Worth Solving." Stanford Innovation Review Mar. 6, 2012
- FOUNDER.org. How to do a 60 Second Startup Pitch
- Wheeler, Joseph. Southbank 1 Minute Pitch Winner
- MIT Elevator Pitch. 2011. Sample Pitch Video
- Jill Harland 2016 Pitch 90 First Place
- Chris Redlitz: Nailing the One-Minute Pitch

DUE: [Problem Proposal](#)

## Shaping Solutions

## WEEK SEVEN (13,14)

### M: Holiday

*No class session today.*

### W: Shaping Solutions I: From problem to how-might-we?

*How to move from the identification of a problem through insights to the formulation of a "how might we..." question.*

#### Readings

Review these readings on "how might we"

- DesignKit "How Might We"
- Stanford HCI Group. "Method: How Might We Questions"
- Stanford d.school How Might We Questions
- Public Media Interaction Design How Might We
- Berger, Warren. 2012 The Secret Phrase Top Innovators Use Harvard Business Review
- Northwestern Coursera Video. Generating How Might We (HMW) Questions from Insights

## G L O B A L L E G A L H A C K A T H O N

## WEEK EIGHT (15,16)

### M: Shaping Solutions II Seeding the Brainstorm

*Structuring things to get the most creativity out of our creativity.*

#### Readings

- Muller, et al. *Innovating Justice*, pp . 48-51.

- . Other selections TBA
- In-Class Workshop Guide

#### W: Shaping Solutions III Brainstorming

*Generating promising ideas.*

##### Readings

- . Segal, David. 2010. "In Pursuit of the Perfect Brainstorm," New York Times Magazine Dec 16.
- . OpenIDEO. 2011. "Seven Tips on Better Brainstorming"
- . Dartmouth Thayer School of Engineering. 2012. "IDEO Workshop Part Three: Brainstorm (18:58)

In-Class Workshop Guide

### WEEK NINE (17,18)

#### M: Shaping Solutions IV Selecting fruitful ideas

*Methodically exploring and selecting ideas*

##### Readings

- . Muller, et al. 2013. *Innovating Justice*, pp. 52-53

#### W: Shaping Solutions V Prototyping

*Let the world talk*

##### Readings

- . DesignShack. 2015. "How & Why Prototypes Are Mandatory for Good Design."
- . Houde, Stephanie and Charles Hill 1997. "What do Prototypes Prototype?."
- . Stanford HCI. "Why Prototype?" (slide deck)
- . Victor, Bret. "Inventing on Principle." (54:19)
- . McElroy Kathryn. 2017. "Four steps to making a minimum viable prototype"
- . IDEO. "Prototype" (see pp. 10-19)
- . OpenIDEO. 2013. "Tips and Tricks to Run an Effective Prototype"
- . Aycan, David and Paolo Lorenzoni. 2014. "The Future of Prototyping Is Now Live" HBR

### WEEK TEN (19,20)

#### M: Shaping Solutions VI: Demoing, Testing, and Iterating

##### Readings

- . Interaction Design Foundation. 2018. "Design iteration brings powerful results. So, do it again designer!"
- . Olson, Todd. 2018. "Iteration is not design: Debunking design Darwinism"

#### W: Models and Analogies

*What is this just like? What can we learn from that?*

##### Readings

- . Dam, Rikke and Teo Siang. 2017. "Learn How to Use the Best Ideation Methods: Analogies"
- . Read Wikipedia on "Professional Certifications," "\* Licensure," "Occupational Licensing"
- . Familiarize yourself with the Washington state LLLT education and certification process.
- . Do analogy research and make notes on how LLLT education and certification process could be like each.

## Deep Dive

### WEEK ELEVEN (21,22)

M: Substantive Explorations in Justice Innovation

*Topical material related to class projects, guest speakers, etc.*

Readings

- TBA

W: Substantive Explorations in Justice Innovation

*Topical material related to class projects, guest speakers, etc.*

Readings

- TBA

### WEEK TWELVE (23,24)

M: Substantive Explorations in Justice Innovation

*Topical material related to class projects, guest speakers, etc.*

Readings

- TBA

W: Substantive Explorations in Justice Innovation

*Topical material related to class projects, guest speakers, etc.*

Readings

- TBA

## Iteration

### WEEK THIRTEEN (25,26)

M: Pitch and Catch Parallel Sessions

*Your classmates form an evaluation team that gives your project the once over.*

Readings

- Classmates' work

W: Iteration

*Feedback and counsel on iteration ideas*

Readings

- Project specific

## WEEK FOURTEEN (27,28)

M: Spare Class

W: Spare Class

## WEEK FIFTEEN (29,30)

M: Pitch and Catch Parallel Sessions

*Your classmates form an evaluation team that gives your project the once over.*

Readings

- Classmates' work

W: Iteration

*Feedback and counsel on iteration ideas*

Readings

- Project specific

# Landing

## WEEK SIXTEEN (31,32)

M: Study Days

*Saturday, April 29-Tuesday, May 1*

W: Final Presentations 4:30-6:30+

*Final Presentations to Panel of Judges*