

PPD 478: Social Innovation

Spring 2019–Monday/Wednesday–10 to 11:50 AM

Location: VPD 110

Instructor: Nicolas Duquette

Office: 234 Lewis Hall

Office Hours: 12:30-2:30, Wednesdays

or by appointment

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Course Description

This course provides an overview of the strategies and processes of social innovation and change, with a focus on the institutional, economic, and historical processes that shape and sometimes catalyze social change. Topical emphases will include examination of social innovation in the market, government, and within the nonprofit sector; innovation dynamics; and the role of civic action, activism and entrepreneurship.

Learning Objectives

The course has a dual objective. First, in the tradition of a generalist, liberal arts education, students will be expected to pursue a deep understanding of social innovation and its attendant social and economic processes, and to develop their ability to describe and explain with clarity of thought, word, and writing. Second, this course seeks to train potential social entrepreneurs, and to inculcate a socially innovative approach to problem-solving in students' future endeavors.

Required Readings and Supplementary Materials

Many of the required readings will be posted to Blackboard in PDF format. Students are required to purchase a coursepack of case studies, available [here](#).¹ A paper copy of each case study is available at Leavey Library's reserve desk. This is available as a courtesy to students but is not recommended as a primary means of access to the readings. It is available as reserve item 194939.

Some chapters of the following optional readings are not posted to Blackboard. They are available on reserve:

- Stephen Goldsmith. *The Power of Social Innovation*. Jossey-Bass, 2010. Reserve items 186325 and 186326. [Amazon](#).
- Kyle Westaway. *Profit & Purpose*. Wiley, 2014. Reserve item 186323. [Amazon](#).

¹ <https://hbsp.harvard.edu/import/593478>

- Lester M. Salamon. *Leverage for Good*. Oxford University Press, 2014. Reserve item 186322. [Amazon](#).
- Hal Varian, *Intermediate Microeconomics*, 5th or 6th editions. Reserve items 186320 and 186321. These are out-of-date editions you can pick up cheaply if you really want them. However, I have put two copies on reserve so you won't have to.
- Kevin Albertson, Chris Fox, Chris O'Leary, Gary Painter, and Kimberly Bailey *Payment by Results and Social Impact Bonds: Outcome-based Payment Systems in the UK and US*. Policy Press, 2018. [Amazon](#). Reserve item 190946.

The following items are also held on reserve.

- Nina Vasan and Jennifer Pryzybylo. *Do Good Well*. Jossey-Bass, 2013. Reserve items 186318 and 186319.
- Eds. Annelise Orleck and Lisa Hazirijan. *The War on Poverty: A New Grassroots History*. Reserve item 186327.

Description and Assessment of Assignments

1. *Group Presentation* (45% of final grade). The class will be divided into approximately ten groups of three students each. These groups will identify a social problem that is ripe for an innovative solution, explain the nature of the problem, and put forward a detailed plan to solve it. The last several sessions of class will be scheduled for these presentations, with one class meeting per two groups.

There will be a short project proposal early on in the class which does not receive a letter grade but which is required to continue in the course. A short essay written independently of the group is worth 5 percent of your final grade. A detailed outline of the presentation is worth 10 percent of your final grade. The final presentation is worth 25 percent.

Presentation grades will incorporate peer feedback from within and without the group, and grades may not be the same for all group members. See “Guide to Preparing the Group Project” at the end of this syllabus for detailed instructions and grading criteria.

2. *Examinations* (40% of final grade). One midterm and one final exam will be administered to check understanding of concepts and the readings. Each will be composed of written responses to question prompts under timed conditions. I will post two previous exams to Blackboard as a courtesy, but students should not assume that the content or form of past exams closely predicts the exams of this course.

<i>If your lower exam grade is on the ...</i>	<i>... then your final grade will be calculated using</i>
Midterm exam	4% Midterm exam 36% Final exam 60% Everything else
Final exam	20% Midterm exam 20% Final exam 60% Everything else

3. *Reading Quizzes* (5% of final grade). Very short, easy reading comprehension quizzes will be given at the beginning of some class meetings. The number and dates of these quizzes are intentionally secret and discretionary. Five percent of your grade will be calculated as the share of these quizzes answered correctly. There is no credit and no makeup possibility for reading quizzes missed due to unexcused absence or lateness.
4. *Class Citizenship* (10% of final grade). The success of the course depends on everybody's willingness to discuss and understand the readings and topics. Furthermore, the ability to articulate one's viewpoint in a clear and respectful manner is a valuable leadership skill. Ten percent of the course grade will therefore be based on student participation and related contributions to the shared learning process. This will be scored on:
 - Willingness to speak in class, particularly to articulate understanding of the readings and to engage with others.
 - Punctual attendance at guest lectures and others' student presentations.
 - Successful completion of peer feedback for own and others' student presentations.
 - Meaningful contributions to in-class exercises.

Grading Breakdown

<u>Assignment</u>	<u>% of Grade</u>
Group Project	45 (total)
<i>Proposal</i>	0
<i>Research essay</i>	10
<i>Outline</i>	10
<i>Final presentation</i>	25
Examinations	40% (total)
<i>Midterm exam</i>	4 or 20
<i>Final exam</i>	20 or 36
Reading Quizzes	5
Class Citizenship	10
<u>TOTAL</u>	<u>100</u>

Attendance and Punctuality

You are adults. It is your responsibility to decide whether class attendance is the best use of your time. Failure to attend class may reduce your grade in the following ways:

First, I take attendance (and note punctuality) for class meetings with scheduled guest speakers and other students' final presentations. Failure to attend, or to arrive on time, will result in a significant reduction in your class citizenship grade. Arriving on time for these class meetings is a sign of respect for outside speakers and for your peers.

Second, though attendance is not taken during lectures, participation is a primary factor in your class citizenship grade, and it is difficult to participate without being in the room. Punctuality also helps. There is no way to make up opportunities for class participation missed due to absence.

Third, in-class activities will affect your grade. In-class reading quizzes will contribute five points to your final grade, and some class meetings will have opportunities for small amounts of extra credit.

Excused absence for religious or other major personal obligations, cleared with the instructor in advance, will not affect your class citizenship grade.

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.

Academic Accommodations

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 the instructor (or to a TA) as early in the semester as possible. DSP is located in STU 301 and is open 8.30 AM to 5.00 pm 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 Conduct and Support Systems

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. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems

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

engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

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

engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors,

and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Course Schedule: A Weekly Breakdown

The course schedule below lists readings and notes. Any revisions to this syllabus will be posted on Blackboard and announced via class emails.

Notes: * = Mandatory reading (other readings are suggested but not required)

C = Coursepack reading

B = Posted on Blackboard

Note: The following schedule of readings and class topics is subject to change. Students should watch for course announcements by email and revised versions of this syllabus posted on Blackboard.

I. What is Social Innovation?

January 7 Introduction and overview

B Lecture Note: What is “social innovation”? Why is it important?

B Westaway, chapter 1 (pp. 1–27)

January 9 If everybody sees the problem, why can't we fix it?

Hal Varian, *Introductory Microeconomics*, 5th/6th edition. Chapter 29/30, “Exchange.”

_____. Chapter 32/33. “Externalities.”

_____. Chapter 35/35. “Public Goods.”

_____. Chapter 36/36. “Asymmetric Information.”

B Allen, chapter 7, “Lighthouses, Roads, and the Treasury.” pp. 172–190.

January 14 Theories of social innovation

Goldsmith, chapters 1 and 2 (pp. 3–64) .

C,* Christensen *et al.*, “Disruptive Innovation for Social Change.”

B Jill Lepore. “The Disruption Machine.” *The New Yorker*, June 23, 2014.

B Maria Konnikova. “Where do Eureka Moments Come From?” *The New Yorker*, May 27, 2014.

January 16 Social institutions in a modern context

NAMES OF GROUP MEMBERS REQUESTED AFTER CLASS

B,* Walter Issacson, “The Wikipedia Story.”

January 21 NO CLASS — MARTIN LUTHER KING DAY

January 23 NO CLASS — THURSDAY SPEAKER

January 24

THURSDAY NOON-1PM

Speaker Sam Polk (Everytable, Feast)

VPD 101 Lower Level

Confirm your attendance with an RSVP at

<https://socialinnovation.usc.edu/event/social-innovation-speaker-series-sam-polk-co-founder-and-founder-feast/>

Attendance is required; talk with me ASAP if you have a scheduling conflict to make alternate arrangements.

II. Social Innovation in the Nonprofit Sector

January 28

Nonprofit sector challenges and history

- B Peter Dobkin Hall, “A Historical Overview of Philanthropy, Voluntary Associations, and Nonprofit Organizations in the United States, 1600–2000,” in Powell and Steinberg, eds., *The Nonprofit Sector: A Research Handbook*. Yale, 2006, second edition, pp. 32–65.
- Salamon, chapter 1 (pp. 1–24).

January 30

Federated Grantmakers

- C.* Case Study: Peninsula Community Foundation
- B Eleanor Brilliant. *The United Way*. (1990). Chapters 1 and 2 (pp. 15–50).

February 4

The Problem of Program Evaluation

- B.* Chicago Public Media (2013). “#503: I Was Just Trying to Help.” *This American Life*, August 16, 2013. Part 1, “Money for Nothing and Cows for Free.” [audio file, 28 minutes, a short excerpt will be played during class]
- B David E. K. Hunter. (2014) “Evaluating Organizational Impact and Outcome Measurement.” in Hansen-Turton and Torres, *Social Innovation and Impact in Nonprofit Leadership*. Chapter 3, pp. 25–50.
- Goldsmith, chapter 4, pp. 101–130.
- B Westaway, chapter 7, pp. 153–172.

February 6 *Venture philanthropy*

GROUP PROJECT PROPOSAL DUE

- C.* Case Study: Edna McConnell Clark Foundation – Enabling a Performance Driven Philanthropic Capital Market
Lester Salamon, *Leverage For Good* (2014) chapters 2 and 3 (pp. 25–77).
- B “Taking Stock of Venture Philanthropy,” *Stanford Social Innovation Review*.

III. Social Innovation in the Public Sector

February 11 *The Limits and Potential of Innovative Government*

- B.* Greg Beato, “The Park That Paid Off.” *Stanford Social Innovation Review*, Summer 2015.

February 13 *Platforms for Social Change*

- B.* Francis Gouillart and Tina Hallett. “Co-creation in Government.” *Stanford Social Innovation Review*. Spring 2015 pp. 40–47.
- B Carl Kitchens and Price Fishback, “Flip the Switch: The Spatial Impact of the Rural Electrification Administration 1935–1940.” NBER Working Paper No. 19743, December 2013. Focus on pages 1–14

February 18 *NO CLASS —PRESIDENTS’ DAY*

February 20 *Government as Grantmaker*

- B.* “Let’s hear those ideas.” *The Economist*, August 12 2010.
- B.* Michael Smith. “Innovation to Impact: Obama’s Social Innovation Fund at Four.” *The Stanford Social Innovation Review*, March 3 2014.
- B Guian McKee, “‘This Government Is with Us’: Lyndon Johnson and the Grassroots War on Poverty,” in Orleck and Hazirjian pp. 31–62.
- B Robert Bauman, “Gender, Civil Rights Activism, and the War on Poverty in Los Angeles,” in Orleck and Hazirjian pp. 209–230.

February 25 *Education Innovation*

- Goldsmith, chapters 3 and 4 (pp. 65–130).
- C.* Husock and Moore, “The KIPP Schools: Deciding How to Go to Scale.” Case study.
- B “A Lesson in Farming, Classroom to Cafeteria.” *New York Times*, May 11 2014.

IV. Social Innovation in the For-Profit Sector

February 27 For profit, or for stakeholders?

INDIVIDUAL PROJECT ESSAY DUE

- C.* Hanson and Weiss, “Merck & Co., Inc.: Addressing Third-World Needs (A).” Case study
- B.* Milton Friedman. “The Social Responsibility of Business is to Increase its Profits.” *The New York Times Magazine*, 1970.
- B.* Elizabeth Warren. “Companies Shouldn’t Be Accountable Only to Shareholders.” *Wall Street Journal*, August 15, 2018.

March 4 Corporate social responsibility

- C.* McMaster and Nowak. “Fiji Water and Corporate Social Responsibility – Green Makeover or ‘Greenwashing?’” Case study, 2009.
- B Oscar Gelderblom, Abe de Jong and Joost Jonker. (2013) “The Formative Years of the Modern Corporation: The Dutch East India Company VOC, 1602–1623.” *The Journal of Economic History* 73 p. 1050–1076.

March 6 **MIDTERM EXAM**

The midterm will cover material from sections I, II and III (that is, through Feb 25).

March 11 and 13 NO CLASS —SPRING BREAK

V. Special Topics

March 18 Social Impact Bonds

- B.* V. Kasturi Gangan *et al.*, “Up For Debate: The Payoff of Pay-For-Success.” *Stanford Social Innovation Review*, Fall 2015.
- C.* Case Study: “Goldman Sachs Goes to Riker’s Island.”
Kevin Albertson, Chris Fox, Chris O’Leary, Gary Painter, and Kimberly Bailey
Payment by Results and Social Impact Bonds: Outcome-based Payment Systems in the UK and US. Policy Press, 2018.

March 20 Hybrid goods and hybrid enterprise

GROUP PROJECT OUTLINE DUE

- B.* Matthew Kotchen, “Offsetting Green Guilt.” *Stanford Social Innovation Review*, Spring 2009.
- B.* *New York Times*. “Bottom Line for (Red).” February 6, 2008.
- B Allen Bromberger, “A New Type of Hybrid.” *Stanford Social Innovation Review*, Spring 2011.

March 25 *B-Corporations*

GROUP PROJECT OUTLINE DRAFT REVISION DUE (OPTIONAL)

- B.* Jenna Lawrence, “Making the B List,” *Stanford Social Innovation Review*. Summer 2009.
Salamon, chapter 6 (pp. 106–115).
- C.* Case Study: “Patagonia: Driving Sustainable Innovation by Embracing Tensions.”

March 27 *Work as Mission*

- C.* Case Study: “Digital Divide Data: A Social Enterprise In Action.”
- B Chertok and Hockstein, “Sourcing Change: Digital Work Building Bridges to Professional Life,” *Innovations*, September 2013.
- B Wendy K. Smith and Marya L. Besharov. “Bowing Before Dual Gods: How Structured Flexibility Sustains Organizational Hybridity.” Forthcoming, *Administrative Science Quarterly*.

April 3 *GUEST SPEAKER (Vincent Stanley, Patagonia)*

VI. Group Presentations

April 8 *Presentation preparation time (No formal class meeting)*

April 10 *Two Presentations*

April 15 *Two Presentations*

April 17 *Two Presentations*

April 22 *Two Presentations*

April 24 *Two Presentations*

May 6 **FINAL EXAM 8 A.M.**

Guide to Preparing the Group Project

The final meetings of the class will be used for group presentations. The group presentation has two goals: to encourage the collaborative skills and presentation abilities that are crucial to successfully kickstarting a social enterprise, and to push students to use their own creativity and innovation skills to propose a solution to a problem.

Project-related assignments are worth forty-five percent of the overall course grade. The research essay is worth ten percentage points, the outline is worth ten percentage points, and the presentation itself twenty-five percentage points.

Early class meetings will include group activities; students are strongly encouraged to get to know each other and to find students with common interests. Self-organized groups are asked to send their names to the instructor by the end of the day January 16; students not in a group the following week will be matched by the instructor.

Short Proposal (Due February 6)

The first step is to form a project group with other students and to develop a very brief summary of the intended project. The short proposal should be a few sentences that define the targeted social problem clearly, and some provisional ideas for the proposed solution. For the expected enrollment of PPD 478 of about 30 students, there should be roughly ten groups of three students each, though the number or size of the groups may be adjusted.

The short proposal does not receive a grade or count for grade points. The purpose of this requirement is to make sure groups do not go too long working on an inappropriate idea or with no idea to work on, so at this stage a grade is not appropriate.

Each group must submit a satisfactory short proposal to pass the class. I will ask you to try again if the first submission is unacceptable.

Individual Project Essay (Due February 27)

Your individual project essay will report on a factual issue relevant to your group project. It should be 1-2 double spaced pages, excluding references (or 250-500 words). The first page should have your name, the name of your group, and the title of your essay.

These short write-ups should cover some piece of your group's presentation that you have taken the responsibility to investigate. Possible topics could include

- Elements of the social problem you hope to solve
- An explanation of how the social problem fits into the types of social problems discussed in this course
- An analysis of one or more other solutions to the social problem that have been tried, and how they fell short
- A detailed cost estimate of your group's intended solution

although other essays are possible.

Though the topic you write on will be part of your group's project, and group members should

coordinate to make sure they do not duplicate each other's work, each essay must be written and submitted independently by its author. In addition to writing a good piece of short research, your goal with this essay is to demonstrate to your groupmates and to the professor that you are taking individual responsibility for the group's success and not attempting to free-ride on the hard work of others.

Essays will be graded

- A – Satisfactory
- B – Needs Improvement
- C – Unsatisfactory
- D – Very Unsatisfactory
- F – Essays will not be accepted late in any condition and will receive a failing grade. Woefully inadequate submissions are also eligible for an F if even a D cannot be justified.

Written Outline (Due March 20, revisions due March 25)

At this stage, the content and structure of the project should be roughly complete. The main purpose of the outline is to spot potential problems before the presentation itself is crafted.

The written outline is

- A detailed list of the major points and components of the presentation. Think of this as a “script” for the talk to be given.
- Any figures, tables, multimedia, readings, etc. that will be handed out or shown to the class, or a detailed description of how these will be obtained and created.
- A full bibliography of sources.

Outlines will receive a letter grade.

- A – The outline provides a clear and detailed plan for a feasible presentation of appropriate length and high quality, with clear description of figures, resources, media, class participation exercises, and other components, and a complete and properly formatted list of sources.
- B – The outline signals that the presentation is likely to succeed, but with insufficient detail on the content and execution of the presentation, or concern that the timing and structure of the presentation has been thought through fully, or the list of content and sources is incomplete.
- C – The presentation is not on track to succeed and/or is in need of serious revision, or the outline signals serious lack of planning and preparation on the part of the group, or the outline is missing large amounts of critical information, or the outline does not list content and sources appropriately.
- D – An outline is submitted, but is a clearly inadequate or bad faith attempt to fulfill this assignment.
- F – Outlines will not be accepted late in any condition and will receive a failing grade. Woefully inadequate submissions are also eligible for an F if even a D cannot be justified.

Outlines may be revised and resubmitted by March 25 for regrading. However, *the revised grade*

cannot be better than a full letter grade over the first draft – for example, if a group receives a C+ on the first draft, then their revised outline cannot receive a grade better than B+.

Group Presentations (Due on presentation date April 10–24)

Groups will present their social problem and proposed solution over half of one class meeting during the final weeks of the semester. Presentations should be designed to last approximately 40 minutes, leaving 30 minutes for class discussion and feedback for both groups and a short break. The goal of the presentation is twofold: to explain a social problem to the class clearly, drawing on concepts discussed in the readings and lectures, and to then lay out a solution that is socially innovative, feasible, and likely to be effective.

All prepared materials, including any presentation slides and media, and a final bibliography of sources are to be handed in to the instructor on the presentation date. The presentation grade is twenty-five percent of the final grade.

Grading will be done using four sources of information: (1) instructor notes taken during the presentation itself, (2) instructor notes on the final packet of presentation materials and sources; (3) peer feedback submitted by other students who watch the presentation; (4) self-assessment by group members of their own work and of the contributions they and their group members made.

Grading will be on the traditional letter scale, and will evaluate the presentation on several qualities: (1) Was the presentation clear and artfully constructed? (2) Did the group identify an important and interesting social problem in need of an innovative solution? (3) Did the group explain the problem clearly to the class? (4) Did the group propose a creative and feasible idea to solve their target problem? (5) Did the group explain their solution clearly? (6) Did the elements of the presentation, such as use of slides, visuals, multimedia, or class participation exercises, succeed in their pedagogical purpose?

A – The problem is real and serious, the proposed solution is credible, the presentation is clear. The group is ready to go make the world a better place.

B – A good presentation, with significant room for improvement in its organization, explanations, and clarity, or with deficiencies in understanding of the identified social problem or thinking through the suggested solution.

C – A presentation with some good qualities, but with serious and possibly irreparable flaws in the understanding of the problem studied, the solution proposed, the presentation of the content, or understanding of social innovation in general. The goal of the proposal and outline submissions is to avoid this outcome.

D or F – A presentation with deep flaws that does not come close to meeting the goals of the assignment. The goal of the proposal and outline submissions is to avoid this outcome.