

PPDE 580: Social Innovation
Fall 2019
Tuesday, 6:00-9:20 pm, VKC 261

Instructor

Christine Beckman
Office Hours: Wednesday, 3-5 pm or by appointment
Office: RGL 302
Email: cbeckman@usc.edu

Course Description

This course presents an overview of the strategies and processes of social innovation in the context of economic, institutional, and innovation theory. Then we focus on the spaces where social innovation has emerged or continues to emerge. Case studies on special topics examine relevant examples of social innovation across organizational forms and areas of interest. The course culminates with the development of a social innovation approach to solve a social problem.

Learning Objectives

This course aims for students to:

- 1) Gain a deeper understanding of social innovation and the theories that frame it
- 2) Improve critical thinking and writing skills
- 3) Develop a social innovation approach to solve social problems

Required Readings

Articles & Cases: Required article and news readings are listed by citation on the weekly schedule and are available through Google or Google Scholar. If any are posted to Blackboard they are denoted with BB in the weekly schedule.

Cases that need to be purchased from Harvard and WDI are denoted with HP/WDI in the weekly schedule. A link to purchase the cases will be provided. The WDI Oxfam case for Week 4 can be purchased here: <https://wdi-publishing.com/coursepack/purchase/?cpack=HQY35>. The Harvard (HP) cases can be purchased here: <https://hbsp.harvard.edu/import/656826>

For October 1 class: Kevin Albertson, Chris Fox, Chris O'Leary, and Gary Painter (special contributors Kimberly Bailey and Jessica LaBarbera) *Payment by Results and Social Impact*

Bonds: Outcome-based payment systems in the UK and US. Policy Press, 2018. Available for free on JSTOR through USC libraries, once logged in. Available by kindle for \$16.

Grade Breakdown

Assignment	Grade %
Class Participation	10%
Case Write-up and Presentation	20%
Speaker summaries	10%
Midterm	20%
Group Project	
Paper	30%
Presentation	10%

Assignments

There will be three sets of assignments in the course.

- 1) Students will be expected to provide feedback on a subset of Speaker presentations. These will be one to two page summaries where students will comment on how the work of the presenter fits with both the process and spaces of Social Innovation. There will be live and recorded speakers in various class sessions. Students can choose any two speakers to reflect on. Summaries are due the week following the speaker. The initial list of speakers to choose from include: Sonal Shah video, Rosen and Painter lunchtime seminar, Social Finance Evening seminar, Marc Ventresca lunchtime speaker, Ted Mitchell in class, Ange Marie Hancock video, Tara Roth lunchtime speaker.
- 2) Each student will be expected to find a case of Social Innovation and analyze the case for the class. Students will be expected to submit their idea for a case to analyze by week 3 of classes. Students will then analyze the case and present it to the class when scheduled. Some suggestions include: Schools 4.0 and Purpose Build Communities.

You are asked to provide a short summary of a case that uses social innovation as a mechanism for social change. The case could highlight a particular element of the social innovation process (design, pilots, scaling, diffusion) or a particular manifestation of social innovation (finance, enterprise, social movement, new engagement models).

Each assignment has three components: select a reading for the class, a short presentation (no more than 5 slides) and a short memo (2-4 pages). The memo is due two weeks after the presentation. Questions to be addressed in memo (and in presentation):

- 1) What is the problem/issue that social innovation is seeking to address?
- 2) What makes this a social innovation?
 - a) Did they engage in the process of social innovation to discover a solution?

- b) What process of social innovation is relevant to this case?
 - 3) What has been the impact of the social innovation?
 - 4) What remains necessary to diffuse this social innovation more broadly?
- 3) In groups of two or three, students will identify a social problem and write a research paper that outlines the problem, discusses previous attempts and failures at solutions, and puts forth a recommendation for a social innovation process. The paper must describe why applying a social innovation process is preferred to a more traditional process of social change. A project proposal will be required after the midterm exam. The presentation is scheduled for the last week of class (attendance mandatory). Paper due during finals week.

Exam

There will be a midterm during Week 9. The midterm will not take more than 90 minutes and will be in class. The midterm will be a series of short-answer essay questions applying concepts from the course.

Participation and Missed Classes

- 1) Much of your learning in this course will come through group discussion. Consequently, your attendance and participation in class is crucial. Participation enables you to learn from your colleagues and to help them learn from you. I expect you to participate in class – to analyze, comment, question, discuss, and build on others' contributions. You should carefully review the readings and cases for every class session. You are encouraged to discuss materials with other students before class. You should come to class prepared to share your ideas and to listen to the issues raised by others.
- 2) To ensure that all students have the opportunity to participate in the discussions, I will call on students who do not have their hands raised (a.k.a. cold-calling). If you feel that you are preparing well but are not getting an opportunity to speak often enough, please let me know. In grading class participation, I will consider whether your comments build on the comments of others and whether the comments add to the level of knowledge in the class. Are you able to provide rigorous and insightful diagnosis? Can you draw on the class materials and your own experience productively? Do you provide evidence for your arguments? Are you professional and respectful in your comments? Please note that you are rewarded for quality and not quantity.
- 3) If you have to miss class for unavoidable reasons, you are able to make up your participation for one class by analyzing the case and readings (and questions if posed) for that week with a 2-page memo. Your participation grade for that week will be determined by the quality of your answers to those questions. Please upload the questions and your answers to Blackboard for missed class assignment (due on the last day of class).

Expectations

Instructor Responsiveness

The best ways to communicate with me are via email (cbeckman@usc.edu) or during office hours (location and times noted above). If you email me during the week, please allow 24 hours for a response. If you email over the weekend, I cannot guarantee that I will respond until the next business day. If you do not hear back from me given these conditions, please email me again. Although I do have an office phone number, I use it sporadically. Email is the quickest way to contact me.

Student use of technology in class

In class, you will use computers for some group assignments. Other than those moments when required for class, please do not have them out. Why? For several reasons:

- 1) Our class is discussion based and learning happens by listening and responding to the comments of others. Taking notes during case discussions is rarely useful to your learning. In general, taking notes via computer is associated with lower rates of memory and understanding than taking notes by hand. See “[A Learning Secret: Don’t Take Notes with a Laptop](https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/)” <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>
- 2) Computer use in class is extremely distracting to the note taker and to those in visual proximity. In fact, from a learning perspective, it is analogous to second-hand smoking—it’s harmful to you and those around you.

Grade Dispute

If you have a question or concern regarding an assignment or quiz grade, you need to document your concern in writing. Within one week, you must email me a copy or screen shot of the original assignment and a written rationale to explain why you believe your grade should be changed. Please document reasons by referring to inconsistency in grading standards, misinterpreted meaning, etc. In your rationale, be sure to explain how my decision to change your grade will be fair to everyone else in the class. Re-grading can result in a higher or lower grade.

Academic Integrity & Conduct¹

Be respectful. Be present. Don’t cheat. Don’t plagiarize. Don’t be dishonest. It will not be tolerated. Any incident will be reported.

“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” <https://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>.”

“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

¹ All quoted text is from the USC syllabus template

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.”

“Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu> or to the Department of Public Safety <http://adminopsnet.usc.edu/department/department-public-safety>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.”

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 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.” Graddy-Reed
Fall 2017 PPDE 580 Page 4 of 10

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. <https://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. <http://www.suicidepreventionlifeline.org>

Relationship & 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. <https://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: <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. <https://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.

<https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710 Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>”

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.”

Detailed Course Schedule

This tentative schedule provides the topics, reading, and assignments for each class. It is expected that all readings are completed before class except for optional readings, which are up to the discretion of the student. Assignments are due at the start of class. Any changes to the schedule will be announced in class and noted on Blackboard.

Part I: Foundations

Week 1: Introduction to the field of Social Innovation (August 27)

Learning Objectives:

1. Introduction to the class, learning objectives, deliverables
2. Understanding the traditional problem-solving landscape
3. Problem identification and opportunity recognition
4. Why do we need social innovation?

Readings:

1. Review a traditional problem solving model in policy. For example, Bardach's eightfold path to problem solving (any edition; see overview on BB). Or Weimer and Vining *Policy Analysis: Focus on Problem Definition* and Chapter 10 on policy solutions
2. Dees, J.G., 1998, "Enterprising Nonprofits," *Harvard Business Review*.
3. Daily, Podcast, August 21, 2019, "[What American CEOs are worried about.](https://www.nytimes.com/2019/08/21/podcasts/the-daily/business-roundtable-corporate-responsibility.html)" <https://www.nytimes.com/2019/08/21/podcasts/the-daily/business-roundtable-corporate-responsibility.html> (23 minutes; available on Apple and Google podcasts); if you'd rather have a traditional medium, you can read this *The New York Times* [article](https://www.nytimes.com/2019/08/19/business/business-roundtable-ceo-corporations.html) instead. <https://www.nytimes.com/2019/08/19/business/business-roundtable-ceo-corporations.html>
4. Ostrom, E. (2009). Beyond Markets and States: Polycentric Governance of Complex Economic Systems. Nobel Prize Lecture. December 8th. (BB) Read: https://www.nobelprize.org/uploads/2018/06/ostrom_lecture.pdf

Or Listen: <https://www.nobelprize.org/prizes/economic-sciences/2009/ostrom/lecture/>

Week 2: Why Social Innovation: Theory and Development (Sept. 3)

Learning Objectives:

1. Understand the emergence of Social Innovation as a new approach to solve social problems
2. Develop a working definition of Social Innovation

Readings:

1. Mulgan, G. (2006). "The Process of Social Innovation." *Innovations*, 1(2), 145-162. **BB**
2. Phillips, Deiglmeier, and Miller, "Rediscovering Social Innovation," *SSIR*, 2008
3. Philip Auerswald, "Creating Social Value," *SSIR*, Spring 2009
4. Lawrence, T. Dover, G., and B. Gallagher. (2014). Managing Social Innovation. *The Oxford Handbook of Innovation Management*. **BB**
5. Danielle Logue. (2019). *Theories of Social Innovation*, Elgar Press. Chapter 1. **BB**
6. (Optional) Pol, E., & Ville, S. (2009). Social Innovation: Buzz word or enduring term? *The Journal of Socio-Economics*, 38(6), 878-885.

Part II: The Process of Social Innovation

Week 3: Designing for Social Innovation (Sept. 10)

Learning Objectives:

1. Introduction to Design Thinking
2. Understanding stakeholders

Readings:

1. Rosen and Painter, "From Citizen Control to Co-Production: Moving Beyond a Linear Conception of Citizen Participation" **BB**
2. Tim Brown & Jocelyn Wyatt, Design thinking for Social Innovation (https://ssir.org/articles/entry/design_thinking_for_social_innovation)
3. Ernesto Sirolli [Ted Talk](https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en) (17 minutes):
https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en

Deliverable: Submit a case presentation idea before class

Week 4: Pilots (Sept. 17)

Learning Objectives:

1. What is possible to learn from a pilot
2. Metrics/Standards of Evidence

Readings:

1. Murray and Ma, 2015. The Promise of Lean Experimentation. *SSIR*
https://ssir.org/articles/entry/the_promise_of_lean_experimentation
 - a. OR Listen to this 1 hour podcast:
https://ssir.org/podcasts/entry/lean_experimentation_for_the_social_sector_build_smart_to_learn_fast
2. Mangan, 2014. Is your nonprofit really ready to use lean startup? *SSIR*
https://ssir.org/articles/entry/is_your_nonprofit_really_ready_to_use_the_lean_startup

3. Candler, 2017. What if we launched Schools the way NASA launches spaceships? Medium. <https://medium.com/future-of-school/what-if-we-launched-schools-the-way-nasa-launches-spaceships-a274794aed26>
4. Sahni, N. R., Wessel, M., & Christensen, C. M. (2013). "Unleashing breakthrough innovation in government." *Stanford Social Innovation Review*, 11(3), 27-31.
5. Case: Oxfam and Swiss Re (WDI)

Before Class:

Lunch Seminar on 9/17: Rosen and Painter on Co-Production

Week 5: Measuring and Funding Social Innovation (Sept. 24)

Learning Objectives:

1. What are the resources that you need? What are key decisions that influence the resources and funding models that are the best fit?
2. What are the different funding models available? What is the appropriate funding mechanism for your idea?

Readings:

1. Chertok, Hamoui, Jamison "The Funding Gap" SSIR 2008 **BB**
2. "Ten Nonprofit Funding Models", Landes Foster, Kim, Christiansen, SSIR, Spring 2009
3. Lindsay, D. (2015). "Local Governments and Nonprofits Test Crowdfunding for Civic Projects." *The Chronicle of Philanthropy*.
4. Ebrahim, A. and V.K. Rangan. 2014. "[What Impact? A Framework for Measuring the Scale & Scope of Social Performance](#)." *California Management Review* 56, no. 3 (Spring 2014): 118–141.
5. So, I. and Capanyola, A. (2016). How impact investors actually measure impact. SSIR.
6. Case: TurboVote **BB**, and 5 minute intro video: <https://vimeo.com/170084217>
7. (Optional) Alnoor Ebrahim. *Measuring Social Change*. (2019). Selection will be put on **BB**.

Week 6: Social Finance (Tools): Highlighting Social impact bonds (Oct. 1)

Learning Objectives:

1. Understand Pay for Success Contracts - Social Impact Bonds

Readings:

1. Gary Painter, Kevin Albertson, Chris Fox, and Chris O’Leary (2018) “Social Impact Bonds: More Than One Approach”, SSIR.
2. Kevin Albertson, Chris Fox, Chris O’Leary, and Gary Painter (special contributors Kimberly Bailey and Jessica LaBarbera) *Payment by Results and Social Impact Bonds: Outcome-based payment systems in the UK and US*. Policy Press, 2018. (skim book)
3. (optional) Morduch, J. (1999). The microfinance promise. *Journal of economic literature*, 37(4), 1569-1614.
4. (optional) Painter, G., & Tang, S. Y. (2001). The microcredit challenge: a survey of programs in California. *Journal of Developmental Entrepreneurship*, 6(1), 1-16.
5. (optional) Yunus, M. (2011). Sacrificing microcredit for megaprofits. *New York Times*, 14(3), A23.

In class: Gary Painter and Chris Fox evening seminar event, with debrief to follow.

Week 7: Scaling Promising Practices (Oct. 8)

Learning Objectives:

1. Mobilizing support (moving ideas from pilots to practices)
2. How to evaluate at scale

Readings:

1. Chapter 1 **and 2**. Mair and Seelos *Scaling Social Impact* **BB**
2. Boorstin, Scaling up Impact, https://ssir.org/articles/entry/scaling_up_impact
3. Technical paper... Allcott, H., & Mullainathan, S. (2012). “External validity and partner selection bias.” Cambridge, MA: National Bureau of Economic Research. <https://conference.nber.org/confer/2011/EEEs11/Allcott.pdf>
 - a. Blog on the paper.... <https://blogs.worldbank.org/impac-tevaluations/moving-from-internal-to-external-validity-and-problems-with-partner-selection-bias>
4. Case: KIPP (HP)

Week 8: Diffusion/Mobilizing Change (Oct. 15)

Learning Objectives:

1. Understanding what needs to change: culture, policy, etc.

Readings:

1. “The networked nonprofit”, Jane Skillern-Wei & Marciano, SSIR, 2008 **BB**
2. https://ssir.org/articles/entry/accelerating_what_works **BB**
3. https://ssir.org/articles/entry/four_ways_to_spread_ideas **BB**

4. Cucciniello et al. Social Innovation in the Public Sector **BB**
http://www.lipse.org/upload/publications/LIPSE_WP5_WorkingPaper6_FINAL_afterproof.pdf
5. Ferraro et al., Tackling Grand Challenges **BB**
6. Case: Khan Academy (HP)

Week 9: Midterm Exam & Current Topics Session (Oct. 22)

In Class: Midterm for first half of class

Video of Speaker and Discussion in second half of class.

Part III: Spaces of Social Innovation

Week 10: Social Enterprise (Oct. 29)

Learning Objectives:

1. Market Analysis: Understanding the difference between a good (social) opportunity and a good (social) idea
2. Understand key challenges and strategies for managing tensions between social and business objectives

Readings:

1. Martin, R. L., & Osberg, S. (2007). Social entrepreneurship: The case for definition. *Stanford Social Innovation Review*, 5(2), 28-39. **BB**
2. Dacin, P. A., Dacin, M. T., & Matear, M. (2010). Social entrepreneurship: Why we don't need a new theory and how we move forward from here. *Academy of Management Perspectives*, 24(3), 37-57 **BB**
3. Cohen, R. (2014). Some Unanswered Questions About Benefit Corporations, L3Cs, and Social Enterprise More Generally. *Nonprofit Quarterly*, April 28, 2014.
<https://nonprofitquarterly.org/some-unanswered-questions-about-benefit-corporations-l3cs-and-social-enterprise-more-generally/>
4. Battilana et al. Dual-Purpose Organizations, *HBR*, 2019. <https://hbr.org/2019/03/the-dual-purpose-playbook>
5. (skim) Besharov and Smith. (2019). Bowing before Dual Gods, *ASQ* **BB**
6. Case: OvoEnergy **BB**

Before Class:

Lunch Seminar: Marc Ventresca, Oxford

Week 11: Social Movements (Nov. 5)

Learning Objectives:

1. Examination of a social movement

Readings:

1. Killian, Lewis. 1984. "Organization, Rationality and Spontaneity in the Civil Rights Movement," *American Sociological Review* 49:770-783
2. King, Martin Luther, Jr. 1963. "Letter from a Birmingham Jail."
3. https://ssir.org/articles/entry/five_ways_funders_can_support_social_movements
4. https://ssir.org/articles/entry/building_movements_not_organizations
5. Case: Fell, J. C., & Voas, R. B. (2006). Mothers against drunk driving (MADD): the first 25 years. *Traffic injury prevention*, 7(3), 195-212.

Week 12: New Engagement Models (Nov. 12)

Learning Objectives:

1. Understand the evolution of collaborative governance models
2. Highlight Collective Impact approaches as a new network form of governance

Readings:

1. https://ssir.org/articles/entry/collective_impact
2. https://ssir.org/articles/entry/does_collective_impact_really_make_an_impact
3. Critique of collective impact
<https://www.gjcopp.org/en/resource.php?issue=21&resource=200>
4. Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. *Journal of public administration research and theory*, 18(4), 543-571.
5. (skim) Swyngedoun Governance Innovation **BB**
6. (optional) Innovating for a Better City Bloomberg SSIR; W. Lee Innovating Local Govt SSIR; M. Potts, 2017 Social Innovation comes to Pennsylvania avenue SSIR

Before Class:

Lunch Seminar: Wilma Franco, Southeast Los Angeles Collaborative

Part IV: Applications of Social Innovation

Week 13: Social Innovation Approaches and Critiques (Nov. 19)

Learning Objectives:

1. Social Innovation vs. tradition social change
2. Critiques of social innovation

Readings:

1. "For Love or Lucre", Jim Fruchterman, SSIR, Spring 2011,
2. "A Social Entrepreneur's Quandary: Nonprofit or For-Profit?" New York Times 2013.
3. Anand Giridharadas (2018). *Winners Take All*. Selection. **BB**.
4. Jim March. (1972). Susan Sontag and Heteroscedasticity. **BB**.

Before Class:

Lunch Seminar: Tara Roth, Goldhirsh Foundation

**NO CLASS THANKSGIVING WEEK –
GROUP PROJECT MEETINGS WITH PROFESSOR**

Week 14: Presentations (Dec. 3)