

PPDE 580: Social Innovation
Fall 2020
Monday, 6:00-7:30 pm, online

Professor Christine Beckman
Email: cbeckman@usc.edu
Office Hours: Tuesdays, 4- 6 pm (starting 8/25) or by appointment;

Course Description

This course presents an overview of how social innovation can be used to tackle complex social problems. We focus on understanding social innovation processes and how one can recognize and evaluate social innovation. We take the perspectives of various actors (individual, non-profits, corporations and governments) engaged in social innovation, and we debate the challenges and benefits of these different actors for social innovation processes. Case studies 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) Recognize social innovation and identify examples
- 2) Evaluate social innovations based on existing definitions and understandings
- 3) Design a social innovation process to address a social problem

Required Readings

Articles: Listed by citation on the weekly schedule. Most are posted to Blackboard. Other articles (are available through USC Libraries or Google Scholar. See Week 1 video for instructions on how to access articles online.

Cases: You will need to purchase a course pack for the cases discussed in class from the University Bookstore.

You can purchase a case pack [here](#), the instructions from the bookstore are posted on Blackboard.

<https://shop.universitycustompublishing.com/my-account/>

Grade Breakdown

	Grade %
Synchronous Class Participation	15%
Speaker Discussion Board	10%
Presentation Discussion Boards (Case and Final Presentations)	15%
Case Presentation and Script	20%
Group Project	
Initial Proposal	2%
Presentation	13%
Paper	25%

Final grades will be determined according to the following scale: 94-100 A; 90-93 A-; 87-89 B+; 84-86 B; 80-83 B-; 77-79 C+; 74-76 C; 70-73 C-; 60-69 D; <60 F.

Assignments

There will be three sets of assignments in the course.

- 1) Discussion Board. Students are required to engage in four types of discussion boards over the course of the semester. Watching video recordings and posting to the discussion boards will comprise the bulk of our asynchronous class time. During an in-person version of this class, we would watch all of these presentations and discuss them in person. You should expect to spend between 2 - 2.5 hours each week watching these videos and posting to the discussion board. Given that these discussion boards are designed to simulate interactive conversation, late submissions will not count toward your course grades.

Introductions Discussion Board: Everyone will make a one-minute video on VoiceThread to post to the Discussion Board by Sunday at Noon before the Week 2 session. You should choose at least 10 intro videos to comment on in the discussion board. By Wednesday at midnight, you should post your comments (less than 300 words each).

Speaker Discussion Boards: The second type of discussion board is for students to provide feedback on Speaker Videos (two posts for each speaker). There will be recorded videos available, with a few available to attend in real-time if your schedule allows. Links to the videos are posted on Blackboard and linked with weekly class topics. You are expected to watch all of the videos as part of our class time. You will comment on how the work of the speaker fits within our discussions of social innovation (specific questions are posted on Blackboard). You should choose at least 8 speakers to comment on in the discussion board. By Monday at midnight, you should post your initial questions or comments (200-400 words). By Wednesday at midnight, you should post a response to someone else's question or comment (less than 300 words).

Case Presentation Discussion Boards: The third type of discussion board is for students to engage with the presentations of their peers (see assignment #2). You are expected to watch all of the case presentations (there will be 2-3 each week). You should choose at least 20 case presentations to comment on in the discussion board. You should post your comments and questions for each presentation by Monday at midnight during the week it was assigned (200-400 words each; presentations will be available by Noon on Sunday). By Wednesday at midnight, you should post a response to one person's question or comment (less than 300 words). During the week you present, you should respond to at least 5 of your peers' comments about your presentation.

Final Group Presentation Discussion Board: The fourth type of discussion board is for students to engage with the final presentations of their peers (see assignment #3). You are expected to watch and comment on all of the group presentations (200-400 words each). They will be posted to watch during the final week of class. Your comments will provide feedback to help improve the group's final paper. Your responses should be posted by midnight on Friday, November 13th.

- 2) Case Presentation. Each student will be expected to find an example of Social Innovation and analyze the case for the class. Your case should focus on social innovation as a mechanism for social change. The case could highlight a particular element of the social innovation process (i.e., co-production, pilots, scaling, diffusion) or a particular manifestation of social innovation (e.g., social enterprise, social movement, new engagement models, social finance). Students will be required to submit their idea for a case to the Professor by Week 2 (with volunteers to present during Week 2). You will research the case and record a presentation for the class to review by Sunday at Noon before the class session to which you have been assigned. Your script will be due on Blackboard by Monday at Noon before the class session to which you have been assigned. Late assignments will be penalized by a half-grade for each day the assignment is overdue. Classmates cannot complete their discussion board assignments when your presentations are late, so timeliness for this one assignment is critical. More detail on the assignment and a rubric can be found on Blackboard. Examples from prior years are posted to Blackboard.

The case has two components: a 10-15 minute presentation recorded and posted to the Discussion Board and a document with your presentation script submitted to Blackboard (2-4 pages). Your script should

include a bibliography with references that you used to learn about the case. The script can be in narrative form or bullet points. The professor should be able to follow the key points in the script if you use a bullet point format. Questions to be addressed in the presentation and script (see the assignment detail on Blackboard): What is the problem/issue that social innovation is seeking to address? What has been the impact of the social innovation? What remains necessary to diffuse this social innovation more broadly?

- 3) Final Group Presentation and Paper. 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. You are not asked to provide a solution for the problem you identify, but you are asked to detail what a social innovation process would entail in an attempt to tackle this problem. The paper must include: a description and evidence of the social problem that needs to be addressed; a blueprint for how the four-stage social innovation process will be engaged (co-production, pilots, scaling, diffusion); a set of metrics and criteria for evaluation; a funding plan; and why a social innovation process is preferred to a more traditional process of social change. You should select your group by Week 4 (email the group member names to the professor). A project proposal will be required Week 6 before class. You will share your progress with another group during the Week 10 synchronous class session and receive feedback. The 15-20 minute presentation will be recorded and viewed in the last week of the semester. The 10-12 page paper is due during finals week. Examples from prior classes are posted to Blackboard. More details on the assignment and rubric can be found on Blackboard.

Participation and Missed Classes

- 1) Given the limited amount of time we have to engage in real-time, your attendance and participation in the Monday evening class sessions is crucial. Participation enables you to learn from your colleagues and to help them learn from you. You should carefully review the readings before 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. If there are emergencies or excused absences (e.g., unstable internet, sickness, religious holidays), there will be class recordings available. But please make every effort to attend our Monday evening sessions.
- 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. We will decide as a group on virtual conversation norms for participation and follow them throughout the semester. 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 class by watching the recorded class video and writing a 2-page memo. Your participation grade for that week will be determined by the quality of your memo, demonstrating that you read the course materials for that week and watched the class recording. Please upload your memo to Blackboard for a missed class to the Assignment for missed classes (due within a week of the class session unless approval for an extension is approved by the professor).

Expectations

Instructor Responsiveness

The best ways to communicate with me are via email (cbeckman@usc.edu). If you email me during the week, please allow 24 hours for a response. If you email over the weekend, I will do my best to respond quickly given

that our class is on Monday evening. However I cannot guarantee that I will respond until Monday morning. If you do not hear back from me given these conditions, please email me again. Although I do have an office phone number, and a lovely office that I wish I could hold office hours in, I am not in my office this semester. Email is the quickest way to contact me.

Asynchronous and synchronous class time

We will use our synchronous class time (1.5 hours/week) for case discussions and broader conversations. We will have both large class discussions and smaller break-out discussions during this class time. Taken together with the asynchronous presentations and discussions (2-2.5 hours/week), this will comprise our class time. As noted above, given the limited amount of time we have to engage in real-time, your attendance and participation in the Monday evening class sessions is crucial. If there are emergencies (e.g., unstable internet, sickness), there will be class recordings available. But please make every effort to attend our Monday evening sessions.

Grade Dispute

If you have a question or concern regarding an assignment, you need to document your concern in writing. Within one week, you must provide 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.

	Topics/ Daily Activities	Speaker Videos	Assignments Due
Week 1	Introduction to Social Change (Activity: CSR)	Cecilia Munoz, former Director of the Domestic Policy Council	Speaker Discussion Board
Week 2	Intro to Social Innovation (Activity: Tire Exercise)	Sonal Shah, WH Office of Social Innovation	Select Case for Presentation (assigned to present Week 2-12) Post Intro Video Discussion Boards
Week 3	Social Innovation Today	In Class Speaker: La Mikia Castillo, Castillo Consulting Partners	Discussion Boards
Week 4	Designing for Social Innovation (no class)	Jovanna Rosen and Gary Painter, USC	Select Group Members Discussion Boards
Week 5	Pilots (Case: Oxfam and Swiss Re)	Marc Ventresca, Oxford University In-Person Option: Woody Powell, Stanford University on Sept. 17	Discussion Boards
Week 6	Scaling (Case: KIPP)		Group Project Proposal Due Discussion Boards
Week 7	Diffusion (Case: Khan)	Ted Mitchell, American Council on Education	Discussion Boards
Week 8	Evaluation and Funding (Case: TurboVote)	Chris Fox and Gary Painter, on Social Impact Bonds OR Tara Roth, Goldhirsh Foundation	Discussion Boards
Week 9	Social Enterprises (Case: Gram Vikas)	Saul Garlick, Entrepreneur OR Kat Taylor, Beneficial State Bank In-Person Option: Stefanie DeLuca, John Hopkins	Discussion Boards
Week 10	Social Movements (Case: MADD)	Ange-Marie Hancock Alfaro, USC	Discussion Boards
Week 11	New Engagement Models (Activity: Group Project Feedback)	Wilma Franco, Southeast Los Angeles Collaborative	Discussion Boards
Week 12	Questions and Critiques (Activity: Debate)		Discussion Boards
Week 13	Group Presentations		Final Group Presentation Due Final Group Discussion Board
FINAL			Final Group Paper Due

Detailed Course Schedule

This 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. 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 17)

Learning Objectives:

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

Readings:

1. Danielle Logue. (2019). *Theories of Social Innovation*, Elgar Press, Sector Overview p. 60-72.
2. 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> (25 minutes; available on Apple and Google podcasts)
 - OR read these two *The New York Times* articles instead. "Shareholder Value is no longer everything, C.E.O.s say" <https://www.nytimes.com/2019/08/19/business/business-roundtable-ceos-corporations.html>
 - "C.E.O.s Are Qualified to Make Profits, Not Lead Society" <https://www.nytimes.com/2020/07/24/business/ceos-profits-shareholders.html>
3. Ostrom, E. (2009). Beyond Markets and States: Polycentric Governance of Complex Economic Systems. Nobel Prize Lecture. December 8th [Lecture](https://www.nobelprize.org/prizes/economic-sciences/2009/ostrom/lecture/) (28 minutes; personally, I think this is easier to follow than the written lecture). <https://www.nobelprize.org/prizes/economic-sciences/2009/ostrom/lecture/>
 - Or Read the Nobel Price lecture on https://www.nobelprize.org/uploads/2018/06/ostrom_lecture.pdf
 - Or Read this overview of Ostrom's work by Danielle Logue
4. Dees, J.G., 1998, "Enterprising Nonprofits," *Harvard Business Review*.
5. Review a traditional problem solving model in policy. For example, Bardach's eightfold path to problem solving (any edition; see overview and problem definition). Or Weimer and Vining *Policy Analysis*: Focus on Problem Definition and Chapter 10 on policy solutions.

Videos:

1. Introduction to Course Logistics (13 min)
2. How to Access Readings and Purchase Course Pack (4 min)
3. Lecture: Motivation for Social Change and Social Innovation (9 min)
4. [Speaker](#): Cecilia Munoz, former Director of the Domestic Policy Council under President Obama (69 min)
5. Detail of Assignments: Case Presentations (8 min), Discussion Board – Speaker (3.5 min)

Week 2: Why Social Innovation: Theory and Development (August 24)

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. Phills, Deiglmeier, and Miller, "Rediscovering Social Innovation," *SSIR*, 2008

3. Lawrence, T. Dover, G., and B. Gallagher. (2014). Managing Social Innovation. *The Oxford Handbook of Innovation Management*.
4. Seelos, C. and Mair, J. *Innovation and Scaling for Impact*. Chapter 1. First half of chapter, p. 15-29.
5. (Optional) Danielle Logue. (2019). *Theories of Social Innovation*, Elgar Press. Chapter 1.
6. (Optional) Pol, E., & Ville, S. (2009). Social Innovation: Buzz word or enduring term? *The Journal of Socio-Economics*, 38(6), 878-885.

Videos:

- 1) Lecture: Social Innovation Definitions
- 2) How to Make a VoiceThread Video (for Week 2 Discussion Board; 5.5 min))
- 3) Detail of Assignments: Final Project (5 min), Discussion Board – Case (2.5 min)
- 4) Speaker: Sonal Shah, WH Office of Social Innovation, [here](#) (67 min) OR [here](#) (79 min)
 - a) https://socialinnovation.usc.edu/past_events/social-innovation-research-talk-sonal-shah/
 - b) https://socialinnovation.usc.edu/past_events/lunchtime-seminar-series-sonal-shah/

Week 3: Social Innovation Today (August 31)

Learning Objectives:

1. Apply social innovation definitions and frameworks to current challenges

Readings:

- 1) Nishimura, April et al., 2020. [Transformational Capacity Building](#) . *Stanford Social Innovation Review*
- 2) Acharya, Karabi. 2020. [How to See What the World Is Teaching Us About COVID-19](#) . *Stanford Social Innovation Review*.
- 3) Batilana, Julie and Marisa Kimsey. 2017. Should you agitate, innovate or organize? *Stanford Social Innovation Review*
- 4) Morris, Aldon. 2020. Sociological Promise in an Age of Crises. *Footnotes in Sociology*

In-Class Speaker: La Mikia Castillo, Castillo Consulting Partners

Part II: The Process of Social Innovation

Week 4: Designing for Social Innovation (September 7; no in-person class)

Learning Objectives:

1. Understanding stakeholders and co-production

Readings:

1. Arnstein, Sherry R.(1969) 'A Ladder Of Citizen Participation', *Journal of the American Planning Association*, 35: 4, 216 — 224
2. Rosen and Painter, “From Citizen Control to Co-Production: Moving Beyond a Linear Conception of Citizen Participation”
3. Tim Brown & Jocelyn Wyatt, Design thinking for Social Innovation (https://ssir.org/articles/entry/design_thinking_for_social_innovation)
4. Simple but ingenious way that Taiwan uses to crowdsource its laws. *MIT Technology Review*.

Videos:

- 1) David Kelley, [IDEO and Design Thinking](#), on CBS News (4 minutes)
- 2) Ernesto Sirolli [Ted Talk](#) (17 minutes)
https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en
- 3) [Speaker](#): Jovanna Rosen and Gary Painter, USC.

Week 5: Pilots (September 14)

Learning Objectives:

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

Readings:

1. Case: Oxfam and Swiss Re (WDI)
 - a. What accounts for this pilot's success? What were some of the challenges?
 - b. How do organizations that don't traditionally cooperate begin a productive conversation? How do they build trust and learn from one another?
2. 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
3. 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
4. Sahni, N. R., Wessel, M., & Christensen, C. M. (2013). "Unleashing breakthrough innovation in government." *Stanford Social Innovation Review*, 11(3), 27-31.
5. (optional quick read) 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>
6. (optional quick read) Snow, S. (2013). A New Ingeniously Designed Shelter For Refugees—Made By Ikea. *Fast Company*, June 26, 2013.
7. (optional quick read) Fairs, M. (2017). Ten thousand IKEA refugee shelters left unused over fire fears, United Nations admits. *DeZeen*, April 29th

Videos:

- 1) Lecture: Co-Production and Pilots (13.5 minutes)
- 2) **Speaker:** [Marc Ventresca](#), Oxford University (49 minutes)

https://socialinnovation.usc.edu/past_events/social-innovation-seminar-marc-ventresca/

Week 6: Scaling Promising Practices (September 21)

Learning Objectives:

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

Readings:

1. Second half of Chapter 1, p. 30-38. Mair and Seelos *Scaling Social Impact*
2. Boorstin, Scaling up Impact, https://ssir.org/articles/entry/scaling_up_impact
3. Bloom and Chatterji. Scaling Social Entrepreneurial Impact. *CA Management Review*
4. Case: KIPP (HP)
 - a. Evaluate the original KIPP schools. Are they successful? Why or why not?
 - b. Should the KIPP schools be replicated? Why or why not?
 - c. What are the major challenges KIPP will face as it expands?
 - d. What is your advice to Feinberg, Levin and Hamilton at the end of the case?

Videos:

1. Lecture: Scaling Social Innovation (11 minutes)

Week 7: Diffusion/Mobilizing Change (September 28)

Learning Objectives:

1. Understanding what needs to change: culture, policy, organizations
2. Considering different pathways for diffusion

Readings:

1. “The networked nonprofit”, Jane Skillern-Wei & Marciano, SSIR, 2008
2. Dubbs and McGeary. Four Ways to Spread Ideas. SSIR, 2014.
https://ssir.org/articles/entry/four_ways_to_spread_ideas
3. Cucciniello et al. Social Innovation in the Public Sector (skim more technical aspects)
http://www.lipse.org/upload/publications/LIPSE_WP5_WorkingPaper6_FINAL_afterproof.pdf
4. Driving Sustainability at Bloomberg
5. Case: Khan Academy (HP)
 - a. Assess Khan Academy according to the social innovation process. Where do they succeed? Where do they fall short?

Videos:

- 1) Lecture: Diffusion (7 minutes)
- 2) Speaker: Ted Mitchell, American Council on Education (67 min)

Yom Kippur, please speak with professor in advance if you will not be in attendance.

Week 8: Measuring and Funding Social Innovation (October 5)

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. Lindsay, D. (2015). “Local Governments and Nonprofits Test Crowdfunding for Civic Projects.” The Chronicle of Philanthropy.
2. 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.
3. So, I. and Capanyola, A. (2016). How impact investors actually measure impact. SSIR.
4. Gary Painter, Kevin Albertson, Chris Fox, and Chris O’Leary (2018) “Social Impact Bonds: More Than One Approach”, SSIR.
5. Case: TurboVote, and 5 minute intro video: <https://vimeo.com/170084217>
6. (optional) Joli, Michele. 2016. Accelerating what works.
https://ssir.org/articles/entry/accelerating_what_works
7. (optional) Landes Foster, Kim, Christiansen, “Ten Nonprofit Funding Models”, SSIR, Spring 2009
8. (optional) Chertok, Hamoui, Jamison “The Funding Gap” SSIR 2008
9. (optional) 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/impactevaluations/moving-from-internal-to-external-validity-and-problems-with-partner-selection-bias>
10. (optional): 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) Available for free on JSTOR through USC libraries, once logged in. Available by kindle for \$16.
11. (optional) Yunus, M. (2011). Sacrificing microcredit for megaprofits. *New York Times*, 14(3), A23.

Videos:

- 1) Speaker (your choice): [Painter and Fox, Social Impact Bonds](#) (75 minutes)OR [Tara Roth, Goldhirsh Foundation](#) (57 min)
- 2)

Part III: Spaces of Social Innovation

Week 9: Social Enterprise (October 12)

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.
2. 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/>
3. Battilana et al. Dual-Purpose Organizations, *HBR*, 2019. <https://hbr.org/2019/03/the-dual-purpose-playbook>
4. Case: Gram Vikas
5. (optional) 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
6. (optional) Besharov and Smith. (2019). Bowing before Dual Gods, *ASQ* **BB**

Video:

- 1) Speaker: [Saul Garlick, Entrepreneur](#) (69 min) or [Kat Taylor, Beneficial State Bank](#) (78 min)

Week 10: Social Movements (October 19)

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. Saavedra. 2018. Five ways funders can support social movements. https://ssir.org/articles/entry/five_ways_funders_can_support_social_movements
4. Case: MADD (not in case pack, posted on Blackboard: Fell, J. C., & Voas, R. B. (2006). Mothers against drunk driving (MADD): the first 25 years. *Traffic injury prevention*, 7(3), 195-212.)

Videos:

- 1) [Speaker](#): Ange-Marie Hancock Alfaro, Professor of Sociology (55 min)

Live case – read about Sunrise Movement, Gun Control, #MeToo Movement, BLM

Week 11: New Engagement Models (October 26)

Learning Objectives:

1. Understand the evolution of collaborative governance models
2. Explore tools for broad inclusion

3. Highlight Collective Impact approaches as a new network form of governance

Readings:

1. Kania and Kramer. 2011. Collective Impact, SSIR. https://ssir.org/articles/entry/collective_impact
2. Stachowiak and Gase. 2018. Does collective impact really make an impact? SSIR. https://ssir.org/articles/entry/does_collective_impact_really_make_an_impact
3. Wolff, Tom. Critique of collective impact <https://www.gjcnp.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. (optional) Report from Collective Impact Forum on CI initiatives
6. (optional) Taiwan crowdsourcing. MIT Technology Review
7. (optional) Better City Bloomberg
8. (optional) Potts Social Innovation Comes to Pennsylvania Avenue
9. (optional) Swyngedoun Governance Innovation **BB**
10. (optional) W. Lee Innovating Local Govt SSIR

Videos:

- 1) **Speaker: Wilma Franco**, Southeast Los Angeles Collaborative (43 min) https://socialinnovation.usc.edu/past_events/social-innovation-speaker-series-wilma-franco/

Activity: Group Feedback on Group Projects

Week 12: Social Innovation Questions and Critiques (November 2)

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.
 - a. Video <https://www.youtube.com/watch?v=H32z45o0WxA>
 - b. Op ed <https://www.nytimes.com/2018/08/24/opinion/sunday/wealth-philanthropy-fake-change.html>
 - c. What do you think about the argument that Giridharadas makes? How does it change your thinking about social entrepreneurship and social innovation?
4. David Owen (2012). Conundrum.
 - a. <https://www.davidowen.net/files/the-efficiency-dilemma.pdf>
5. [The Promise and Perils of Vaping](https://podcasts.apple.com/us/podcast/the-daily/id1200361736?i=1000455479601), The Daily, October 30, 2019 (27 minutes) <https://podcasts.apple.com/us/podcast/the-daily/id1200361736?i=1000455479601>
6. Jim March. (1972). Susan Sontag and Heteroscedasticity.

Video:

Week 13: Group Presentations (November 9)

Discussion Board on Group Presentations due by midnight, Tuesday, November 17th

Finals Week: Group Paper (due at midnight Monday, November 23)

USC technology rental program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please [submit an application](#). The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

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:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.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) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

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

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care-report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, 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 Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

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.