# BAEP 471: Social Innovation Design Lab Spring 2022
## 4 units │ MW 10:00-11:50 a.m. │ Online and JFF 417

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| **Professor:** | Abby Fifer Mandell | **E-mail:** | fifer@marshall.usc.edu |
| **Office Hours:** | please see below | **Cell**: | 310.279.7491 |

*I am able to respond much more quickly to texts than to emails. You are welcome to text me during business hours with quick questions or urgent matters.*

## Student Support and Office Hours

1) **To share feedback with me and for questions about BAEP 471 assignments, Toolkit exercises, fieldwork and team progress:** *calendly.com/fifermandell* (multiple options throughout the week)
2) **For entrepreneurial resources**: make an appointment with the Brittingham Lab Social Entrepreneur in Residence and/or *USC Blackstone Launchpad*
3) **For academic support, including writing, coaching and help managing online learning:** *https://kortschakcenter.usc.edu/*
4) **For safe, confidential, affordable one-on-one counseling and mental health resources:** *https://studenthealth.usc.edu/counseling/*

These are wild times and I know you've been through a lot to get to this shared space today. As your instructor, I will do everything I can to make this course an optimal learning experience for you. This will likely require iterating, adapting to changing circumstances, and flexibility. I will do my very best to lead with grace and compassion. Please alert me if there are specific ways that I can support you in your learning journey.

I expect our class to serve as a medium for disseminating knowledge, asking important questions, sharing different opinions, and examining ours and others' beliefs and perspectives. If issues arise that impact your learning, psychological safety, and/or sense of belonging, please let me know and I will do my very best to facilitate a way forward. I am committed to fostering a classroom environment in which every student can be safe and academically successful, one in which we learn through feedback and help each other thrive.

## Course Description

This course guides multidisciplinary teams in developing innovative and sustainable responses to challenges that face older adults in Los Angeles and user in similar circumstances around the world. Students will learn and apply user-centered design, a systematic approach that starts with deep user empathy and iterates toward more compassionate, effective outcomes. User-centered design can provide a basic unifying framework for people from different disciplines to understand, engage with, and create approaches that respond to complex societal problems. The goal is to treat individuals as customers, not as charity recipients, in order to develop innovative, affordable, just products and services. Students will co-create for-profit products and services with community members and engage their ideas in early-stage market and rapid prototyping.

Success in this course requires a substantial investment of time outside of class, including field work.

At the end of the course, students are encouraged to continue their work with the Brittingham Social Enterprise Lab (BSEL) and the Lloyd Grief Center for Entrepreneurial Studies and will be eligible to apply for support from the USC Incubator at the Greif Center for Entrepreneurial Studies, New Venture Seed Competition (NVSF) Blackstone Launchpad USC, VentureWell, the Social Venture Coaching Competition (SVCC) and NSF Innovation Node-Los Angeles.

## Learning Objectives

Through experiential exercises and in-class projects, you will be able to:
   I.   Demonstrate an understanding of the fundamentals of human-centered design as it relates to social innovation, including how to "frame the problem;"
   II.  Display your ability to observe consumers in-context, specific to unique cultures and environments;
   III. Demonstrate deep user empathy in your approach to social innovation;
   IV.  Complete a cycle of rapid prototyping and iteration;
   V.   Engage in productive collaboration with teammates from multiple disciplines; and
   VI.  Produce a prototype of a product that leads to improvement in the lives of older adults.

## Required Materials

·   Readings and assignments posted on Blackboard
·   *Human-Centered Design for Social Innovation Toolkit* by Abby Fifer Mandell, Dan Gottlieb, Penny Herscovitch, and Stella Hernandez (11th edition) (available digitally through the USC Bookstore; directions in the "Content" section on Blackboard for this course)
·   *Creative Confidence* by Tom Kelley and David Kelley (available in the USC Bookstore and online)

**NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE THROUGHOUT THE SEMESTER AT THE DISCRETION OF THE INSTRUCTOR.** Please refer to Blackboard for the most up-to-date listing of assignments. **Modifications or additions to assignments may be announced in class based on our progress that day. If you are absent, please verify with a classmate or be sure to watch the class recording**. Many assignments reference specific exercises in the "Human-Centered Design for Social Innovation Toolkit."

## Participation Requirements

Your responsibilities are to:
1.  Attend each class (or watch the recording if you are unable to attend class due to COVID) and engage in field work
2.  Complete all readings, activities, exercises, and assignments (individually and in teams)
3.  Reflect on what you've read and experienced and what you learn from your classmates; stay open
4.  Participate actively in classroom discussions and exercises

You add unique value to our classroom community. We miss you and your perspective when you are not there. You are expected to attend each class (and, as appropriate, have your camera on) to the best of your ability. Please do your best to be on time. If your time zone, technology, or the happenings of life prevent you from attending class, you are expected to watch the recording of the class.

In order to effectively participate in class discussions and get the most out of each session, please complete all reading and assignments for the class in advance of each meeting. Thorough class participation consists of analyzing, commenting, questioning, discussing, offering feedback and building on others' contributions.

## Grading Policies

*Detailed grading rubrics for all assignments are posted in the "Content" section for this course on Blackboard. Please review the relevant rubric before submitting your assignment.*

1) **Reflection papers**                                                 **100 points total (50 points each)**
   Throughout the semester, you will submit a total of two 2- page papers.  You will receive an individual grade for these assignments.

2) **Meaningful Conversations  (February 28)**                                **150 points total**
   Using method cards you created, you will complete 30 "Meaningful Conversations" in the field.  You will receive an individual grade for this assignment.

3) **Midterm prototypes presentation (March 9)**                              **200 points total**
   Prior to the due date, a detailed assignment description and grading rubric for midterm prototypes and presentations will be posted.  You will receive a group grade for this assignment.
   **NOTE**: If you are not present the day of the midterm or your team lets me know that you did not contribute to the group's progress in the weeks leading up to the midterm, I will use my discretion to assign you an appropriate individual grade.

4) **Prototype showcase (April 27)**                                          **300 points total**
   Prior to the due date, a detailed assignment description and grading rubric will be posted.  You will receive a group grade for this assignment.
   **NOTE**: If you are not present the day of the prototype showcase or your team lets me know that you did not contribute to the group's progress in the weeks leading up to the showcase, I will use my discretion to assign you an appropriate individual grade.

5) **Implementation Plan (May 9)**                                            **250 points total**
   Prior to the due date, a detailed assignment description, grading rubric, and peer assessment will be posted.  You will receive an individual grade for this assignment.  The peer evaluations are used to inform the instructor which group members contributed to each portion of the Implementation plan, in order to assign individual grades.

| MAJOR GRADES | TYPE | PERCENTAGE OF TOTAL GRADE |
|---|---|---|
| Reflection #1 | Individual | 5% |
| Midterm | Group | 20% |
| 30 meaningful conversations | Individual | 15% |
| Prototype presentations and showcase | Group | 30% |
| Reflection #2 | Individual | 5% |
| Implementation plan | Individual | 25% |

**PLEASE NOTE:** Marshall School of Business policy states that grades for this course must average "around 3.5." You should be aware that this Marshall policy requires instructors to curve grades accordingly.

**Assignment Submission Policy**
Assignments and toolkit exercises are due on Google Drive at the beginning of class, unless otherwise instructed. Late assignments will receive a 10% grade penalty per week.  I do my best to post grades within two weeks of assignment submission.

**Teams**
You will be assigned a team of 3-4 people and will work with this team throughout the semester, beginning in the second or third week of class.  You should plan to plan to meet with your team at least once per week outside

of class for at 1-2 hours.  It will help you tremendously if you pick a reoccurring meeting time for your team, outside of class, that you can count on each week.  Most, but not all weeks, you will also be given time to meet with your team during class.  You and your group may wish to communicate via WhatsApp, GroupMe, Slack or similar.  You may wish to use GoogleDocs, Google Jamboard, StoryBoardThat.com, Miro.com, en.linoit.com, and other cloud-based tools of your choice to collaborate with your team and complete assignments.

**Course Evaluations**
Your course evaluations are valuable and important. This course is continually improved, based on feedback from students, year to year.

**Course Calendar**
This schedule may change in response to groups' progress and additional deliverables may be assigned throughout the semester as needed. See Blackboard for the most up-to-date information. In addition to these dates, we will spend time with ONEgeneration on dates that they choose.

| DATE | CLASS TOPIC | READINGS & DELIVERABLES DUE BEFORE CLASS TODAY |
|------|-------------|------------------------------------------------|
| **January 10** | -Introductions<br>-Examples of products and systems resulting from DT methodology<br>-Course and community expectations | |
| **January 12** | -"Day in the Life"<br>-The arc of design and "The Poetry of Propaganda" | -Readings and podcast on Blackboard<br>-Create a Google folder for your work |
| **January 19** | -Who is involved in the process?  Who is harmed?  Who benefits?<br>-Harvard's Survey of Implicit Bias<br>-Toolkit explained | Readings on Blackboard |
| **January 24** | -Making good use of method cards<br>-Where do we find older adults? | -Strength + Strength = Superpower (Toolkit)<br>-Readings on Blackboard |
| **January 26** | -Field methodologies<br>-Biases and assumptions | -Reflection #1 (directions in Toolkit and grading rubric on Blackboard) |
| **February 7** | -Empathy maps | -*Creative Confidence*: Chapters 1 and 2<br>-Reading on Blackboard |
| **February 9** | -Getting to the story under the story<br>-Troubleshooting meaningful conversations | Readings and podcast on Blackboard |
| **February 14** | -Problem definition<br>-Revisiting challenges and opportunities | Readings on Blackboard |
| **February 16** | -Getting to the root of the problem | What's the Problem? (Toolkit) |
| **February 23** | -Moving from a mindset of scarcity to one of abundance<br>-Community assets and attributes<br>-Opportunity statements | How Might We? (Toolkit) |
| **February 28** | Mindmapping | 30 meaningful conversations (directions in Toolkit and grading rubric on Blackboard) |

| March 2 | -Ideation<br>-What if? 50 Post-It Notes | *Creative Confidence*: Chapter 3 |
|---|---|---|
| March 7 | -Review midterm assignment and prepare | -Grow an idea or Cull the Set (Toolkit)<br>-Bring 2-3 ideas to class |
| **March 9** | MIDTERM PRESENTATION | Midterm Presentation |
| March 21 | -Identifying and narrowing criteria<br>-Matrix benchmarking | Post-Midterm Worksheet (Toolkit) |
| March 23 | -Reviewing feedback<br>-If our ideas had a lovechild… | -*Creative Confidence*: Chapter 4<br>-Planning to Pivot/Refine (Toolkit) |
| March 28 | Guest speaker: careers | -Progress slide<br>-Video on Blackboard |
| March 30 | -Field testing prep<br>-How to ask good questions | Progress slide |
| April 4 | All-class crits | -Progress slide<br>-Be prepared to share your latest prototype |
| April 6 | Revisiting problem statements and assets | -*Creative Confidence*: Chapters 5 and 6<br>-Progress slide |
| April 11 | Storyboarding | -Reading on Blackboard<br>-Progress slide |
| April 13 | Products vs. companies | 30 customer logs (try for 50!) |
| April 18 | -Pricing<br>-Review Final Presentation assignment | Readings on Blackboard |
| April 20 | -Review Implementation Plan assignment<br>-All-class crits | Readings on Blackboard |
| April 25 | -Review presentation decks<br>-Course debrief<br>-Evaluations | Draft of presentation deck |
| **April 27** | FINAL PRESENTATION SHOWCASE | Final Presentation |
| **May 9** | SCHEDULED FINAL | -Implementation plan<br>-Reflection #2 (Toolkit)<br>-Peer Feedback Form (on Blackboard) |

## ADDITIONAL INFORMATION

### Add/Drop Process
Marshall can drop you from the class if you don't attend the first meeting of a class that meets once per week. Please visit www.usc.edu/soc and note the final deadlines to add/drop.

### Greif Center for Entrepreneurial Studies Confidentiality Policy
Throughout The Entrepreneur Program's classes and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of The Entrepreneur Program that all such information be treated as confidential.

By enrolling in and taking part in The Entrepreneur Program's classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers

or faculty, as applicable. Students further agree not to use any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to The Program. Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California "University Governance Policies and Procedures" as outlined in *SCampus* and to any remedies that may be available at law.

The Entrepreneur Program, the Marshall School of Business and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in The Entrepreneur Program classes or events. Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

**Retention of Graded Coursework**
Graded work which affected the course grade will be retained for one year after the end of the course if the graded work has not been returned to you.

**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" 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.

**Support Systems**

*English Language*
Students whose primary language is not English may wish to check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students.

*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*
Events, Programs and Training, Task Force (including representatives for each school), Resources for Students.
*https://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

*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

**Students with Disabilities**
USC is committed to making reasonable accommodations to assist individuals with disabilities. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant 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 me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

**Emergency Preparedness/Course Continuity**
In case of a declared emergency, the *USC Emergency Information* web site (*http://emergency.usc.edu/)* will provide safety and other information. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

**APPENDIX**

**Learning Goals**

In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

| Description | Course Emphasis |
|---|---|
| Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises* | Low |
| Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace* | High |
| Our graduates will demonstrate critical thinking skills *so as to become future-oriented decision makers, problem solvers and innovators* | High |
| Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders.* | High |
| Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society | High |
| Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.* | High |

*IMPORTANT! RECEIPT OF THIS SYLLABUS AND REGISTRATION IN THIS COURSE WILL SERVE AS EVIDENCE THAT YOU UNDERSTAND AND ACCEPT THE REQUIREMENTS OF THE COURSE.*