PPDE 580: Social Innovation
Spring 2024
Tuesday, 6:00 – 9:20 pm
RGL 209

Professor Christine Beckman
Email: cbeckman@usc.edu
Office Hours: Tuesdays 12:30- 2:00 pm (on class days) in RGL 302 and by appointment

Course Description
This course presents an overview of how social innovation can be used to tackle complex social problems. We focus how one can recognize and evaluate social innovation and social innovation processes. We take the perspectives of various actors (non-profits, new ventures, established companies, and governments) engaged in social innovation, and we debate the challenges and opportunities for these different actors in social innovation processes. Case studies examine relevant examples of social innovation across these types of actors and areas of interest. The final course project involves providing guidance for a local social enterprise. Teams of students will evaluate or design some aspect of the social innovation process for the organization and present their ideas as a final class project.

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) Apply social innovation principles and practices to develop new ideas for local social enterprises

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. You should not have to purchase any of these articles.

Cases: You will need to purchase a course pack for the cases discussed in class. You can purchase a case pack here, the instructions from the bookstore are attached to the first week's class on Blackboard.
https://shop.universitycustompublishing.com/select-school

Grade Breakdown*

	Grade %
Introductory Video	5%
Reading Response Discussion Board	15%
Case Presentation and Script	20%
Class Participation	10%
Group Project (40%)	
Initial Proposal and Team Contract	5%
Annotated Bibliography	5%
Sharing of Group Data Collection	5%
Outline of Presentation	5%
Presentation and Slide Deck	20%
Social Innovation Analysis (Final)	10%

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 five sets of assignments in the course.

1) Self-Introductions (5%): Each student will make a two-minute introduction of themselves to their classmates during the second class session. Visuals are strongly encouraged (powerpoint, photos, etc.). We will ask each other questions and get to know each other in class. Include your name, program, work experience, a fun fact or interest, and the social problems you are most motivated to work on.

2) Reading Response Discussion Posts (15%). Students will post reading responses for 7 class sessions (the last class session is not an option). The response is due at noon on the Tuesday of the class session and should be 200-400 words. You can create a new thread or respond to a classmate. The goal is to engage with the class readings for the week and smooth the way for our in-class discussion. It is appropriate to draw from your personal experience but consider how your experience may shape your reactions and interpretation of evidence. We want to be able to separate evidence from feelings. Possible approaches to the discussion board include (but are not limited to): posting about an aspect or concept in the readings you found compelling (and why); writing about the relationship between the readings; discussing a concept that was unclear or needs further explanation; or explaining an aspect or concept in the readings with which you disagreed (and why). Please do not use ChatGPT or any other AI tool for developing your content.

3) Case Presentation (20%). Each student will be expected to find an example of Social Innovation and analyze the case for the class. The case could highlight a particular element of the social innovation process (i.e., co-production, pilots, scaling, diffusion) or be a particular manifestation of social innovation (e.g., social enterprise, social movement, public sector innovation, social finance). You will be required to submit their idea for a case to the Professor by the end of Week 3 (with volunteers to present Week 3).

The case has two components: a 10-15 minute presentation recorded or presented live in class 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. Your script will be due on Blackboard by midnight before the class session in which you are presenting your case. Late assignments will be penalized by a half-grade for each day the assignment is overdue.

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? You are providing a critical analysis of how or where your case fits (or does not fit) within the social innovation framework.
Note that you are not graded by how well your case represents social innovation but by the quality of the analysis itself (you may decide the case is a poor example of a social innovation and explain why; you may decide the case fits in some ways and does not in other ways). More detail on the assignment and a rubric can be found on Blackboard. Examples from prior years are posted to Blackboard.

4) Class Participation (10%). 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. To ensure that all students have the opportunity to participate in the discussions, I will occasionally 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.

5) <u>Final Group Presentation (40% total)</u>. In groups of 2-4, students will work with a local social enterprise to help them utilize or evaluate practices or programs relevant to social innovation. The presentation will discuss how other organizations have dealt with similar issues (requiring secondary research), an analysis of this organization and its social innovation efforts (requiring up to 5 hours of interviews and discussion with the organization), and an evaluation and/or recommendation for the organization. You should <u>select your group</u> by Week 3 (email the group member names to the professor). A <u>project proposal</u> and <u>team charter</u> will be required Week 5 (5%). An <u>annotated bibliography</u> is due Week 8, providing the sources you have found in your research (5%). A powerpoint with some of the primary and secondary data you have collected will be due Week 10 (5%). You will present this to the class at some point between Week 10-11. Please include interview protocols (if relevant) and 2 slides of data. Week 13 you will have created an <u>outline of your presentation</u> to share with the Professor (5%). Your <u>15-20 minute presentation</u> will be presented during the last class session. Your slides will be submitted to Blackboard. The slide deck and presentation will be worth 20% of your grade. More details on the assignment and rubric can be found on Blackboard.

6) <u>Social Innovation Analysis (10%)</u>. As your final exam (due date on Blackboard), you will submit a 4-6 page analysis of two of the group projects presented during the final class session (not your own). Please evaluate the strengths and weaknesses of the group's analysis and recommendations and connect this to your understanding of social innovation developed during the semester.

Participation and Missed Classes

1) Given the limited amount of time we have to engage in real-time, your attendance and participation is crucial. Participation enables you to learn from your classmates and to help them learn from you. You should carefully review the readings before every class session. 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., sickness, religious holidays), there will be class recordings available with advance notice. But please make every effort to attend our class sessions.

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 within 24 hours but certainly on Monday morning. If you do not hear back from me given these conditions, please email me again. Email is the quickest way to contact me. I will have office hours on Tuesdays from 12:30-2:00 pm and by appointment. I will be in my office in RGL 302. It's a lovely office with photos of my travels. You are welcome and encouraged to drop by during office hours. I will also provide a zoom link with advance notice if you cannot make it in person during that time.

Virtual and in-person class time
We will meet by zoom if necessary, and I will remain flexible to changing conditions. I will record class sessions if you are not able to attend, but it is a discussion-based class so in-person attendance is critical. Class will consist of case discussions, student-led discussions, presentations and exercises. We will have both large class discussions and smaller break-out discussions during this class time.

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	Assignments Due*
Week 1	Course Logistics Traditional Social Change	(Reading response posts required for 7 class sessions)
Week 2	Social Innovation & Theory of Change	Self-introductions (in class)
Week 3	Co-Production & Design Thinking	Select Case for Presentation (assigned to present Week 4-13) Select Group Members
Week 4	Pilots Case: TurboVote	
Week 5	Scaling Case: KIPP	Group Project Proposal and Team Contract Due
Week 6	Evaluation & Metrics Case: Khan Academy	
Week 7	Funding Case: Goldman Sachs goes to Rikers Island	
Week 8	Social Entrepreneurship Case: Gram Vikas	Annotated Bibliography Due
Week 9	Social Enterprises Case: Patagonia	
	SPRING BREAK	
Week 10	Mobilizing Change	Group Data Presentation (assigned to present Week 10-11)
Week 11	Partnerships & Collective Impact Case: Oxfam & Swiss Re	
Week 12	Public Sector Innovation & New Technologies Case: Operation Warp Speed	
Week 13	Social Movements Case: MADD	Group Presentation Outline
Week 14	Questions & Critiques	
Week 15	Group Presentations	Final Group Presentations
Final		Social Innovation Analysis

Detailed Course Schedule
Blackboard 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.

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Week 1: Introduction to Social Change

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

Required Readings:
1. (Private Sector)
   o Elizabeth Warren. Companies shouldn't be accountable only to shareholders. Wall Street Journal. August 15, 2018.
   o Milton Friedman. The social responsibility of business is to increase profits. The New York Times Magazine. 1970.
   o (Optional) Brown, Davis, Phillips and Waddock. Can shareholder-owned corporations maximize profits without harming their stakeholders? *Rutgers Business Review.* Summer 2022.
2. (Public Sector) McGahan, A.M. Book Review: Questioning the Entrepreneurial State: Status-Quo, Pitfalls, and the need for Credible Innovation Policy (Karl Wennberg and Chris Sandström eds.). *Administrative Science Quarterly*, 2024.
3. (Nonprofit) Dees, J.G., 1998, " Enterprising Nonprofits " *Harvard Business Review*
4. Logue, Danielle. (2019). *Theories of Social Innovation.* Elgar Press, p. 60-72. Sector Overview.

Coursepack and course materials:
1. The course reader is available for purchase here.
2. If you cannot find a reading on Blackboard or in the reader, you should be able to find it online. The most important takeaway here is that you shouldn't have to purchase any materials except the case pack. Everything else should be available online. If you reach a paywall, stop and email me or ask a classmate.

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Week 2: Social Innovation and Theories of Change

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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
3. Understand the mechanisms and assumptions of social change

Assignments:
Self-introductions (done in class).
- Include your name, program, work experience, a fun fact or interest, and the social problems you are most motivated to work on. Visuals strongly encouraged.

Required Readings:
1. Beckman, C.M., Rosen, J., Estrada-Miller, J. & Painter, G. 2023. The Social Innovation Trap: Critical Insights into an Emerging Field. *Academy of Management Annals*, 17 (2): 684-690 (Insight 1).
2. Mulgan, G. (2006). The Process of Social Innovation. *Innovations*, 1(2), 145-162.
3. Phills, Deiglmeier, and Miller. (2008),Rediscovering Social Innovation. *Stanford Social Innovation Review* (SSIR).
4. Lawrence, T. Dover, G., and B. Gallagher. (2014). Managing Social Innovation. *The Oxford Handbook of Innovation Management.*
5. Brest, P. (2010). The Power of Theories of Change, *Stanford Social Innovation Review*, vol. 8, no. 2
6. (Optional) Henriques, I., Mair, J., & Beckman, C. M. (2022). Researching social innovation: how the unit of analysis informs the questions we ask. *Rutgers Business Review*, *7*(2), 153-165.

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Week 3: Designing for Social Innovation

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Learning Objectives:
1. Understanding stakeholders and co-production
2. Understand the principles of design thinking

Assignments:
Select Group Members for Final Project
Email Professor your choice for your case presentation (and you will be assigned a week to present)

Required 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
4. Fayard, A., Fathallah, S. Design thinking misses the mark. SSIR, Winter 2024.
5. Liedtka, Jeanne, Andrew King & Kevin Bennett. Solving Problems with Design Thinking. New York: Columbia Business School Publishing, 2013. Chapter 9: "Rethinking Subsidized Meals for the Elderly at The Good Kitchen;" pp. 143-159.
6. Video: Ernesto Sirolli Ted Talk (17 minutes)

Optional Readings/Listenings:
1. Battilana et al. (2018). "New prospects for organizational democracy. *Organization Theory*
2. Mosley, A. Pillsbury United Communities. Building a new kind of grocery store (12 minutes)

Week 4: Pilots

Learning Objectives:
1. Understand the role of experimentation and testing in social innovation

Required Readings:
1. Murray and Ma, 2015. The Promise of Lean Experimentation. SSIR
   a. OR Listen to this 1 hour podcast:
2. Mangan, 2014. Is your nonprofit really ready to use lean startup? SSIR
3. Sahni, N. R., Wessel, M., & Christensen, C. M. (2013). "Unleashing breakthrough innovation in government." Stanford Social Innovation Review, 11(3), 27-31.
4. Candler, 2017. What if we launched Schools the way NASA launches spaceships? Medium.
5. **Case**: TurboVote, and 5 minute intro video: https://vimeo.com/170084217

Questions for case discussion:
1. What is the problem they are trying to solve?
2. How do they test their ideas?
3. What are the challenges Seth and Katy face in scaling?

Week 5: Scaling

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

Assignments:
Final Project Proposal and Team Contract Due

Required Readings:
1. Han, J., & Shah, S. (2020). The ecosystem of scaling social impact: A new theoretical framework and two case studies. *Journal of Social Entrepreneurship*, *11*(2), 215-239.
2. Bloom and Chatterji. Scaling Social Entrepreneurial Impact. *CA Management Review*

3. Rangan, V. K., & Gregg, T. (2019). How social entrepreneurs zig-zag their way to impact at scale. *California Management Review*, *62*(1), 53-76.
4. Beckman, Rosen, Estrada-Miller & Painter. 2023. Social Innovation Trap. *Academy of Management Annals*, 17 (2): 690-693 (Insight 2).
5. **Case**: KIPP (Case Pack)
6. (optional) Boorstin, Scaling up Impact, *SSIR*
7. (optional) Westley, Antadze, Riddlell, Robinson, Geobey, (2014) Five configurations for scaling up social innovation: Case examples of nonprofits from Canada. *The Journal of Applied Behavioral Science.*

Questions for case discussion:
1. Evaluate the original KIPP schools. Are they successful? Why or why not?
2. Should the KIPP schools be replicated? Why or why not?
3. What are the major challenges KIPP will face as it expands?
4. What is your advice to Feinberg, Levin and Hamilton at the end of the case?

Week 6: Metrics and Evaluation

Learning Objectives:
1. Understanding tools for thinking about impact and evaluation of social innovation.
2. Understand the strengths and weaknesses of Khan Academy as a social innovation.

Required Readings:
1. 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.
2. Howard-Grenville, J. 2021. ESG Impact is hard to measure – But it's not impossible. *Harvard Business Review.*
3. Noveck, B.S. (2021). Randomistas vs. Contesitsas. SSIR.
4. So, I. and Capanyola, A. (2016). How impact investors actually measure impact. *Stanford Social Innovation Review.*
5. (optional) Technical paper… Allcott, H., & Mullainathan, S. (2012). "External validity and partner selection bias." Cambridge, MA: National Bureau of Economic Research.
   a. Blog on the paper
6. **Case**: Khan Academy

Questions for case discussion:
1. Assess Khan Academy according to the social innovation process.
2. Where do they succeed? Where do they fall short?

Optional Listenings:
1. Speaker: Ted Mitchell, American Council on Education (67 min)

Week 7: Funding Social Innovation

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?

Required Readings:
1. Levenson Keohane: Chapter 17
2. Landes Foster, Kim, Christiansen, "Ten Nonprofit Funding Models", SSIR, Spring 2009
3. Lindsay, D. (2015). "Local Governments and Nonprofits Test Crowdfunding for Civic Projects." *The Chronicle of Philanthropy.*

4. Munir, K.A. (2014). How microfinance disappointed the world. *The Conversation*. https://theconversation.com/how-microfinance-disappointed-the-developing-world-23206
     a. https://www.worldfinance.com/banking/dr-kamal-munir-on-whether-peoples-confidence-in-microfinance-can-ever-be-restored-video
     b. https://ssir.org/articles/entry/akhuwat_making_microfinance_work#
5. **Case:** Goldman Sachs goes to Rikers Island

Questions for case discussion:
1. How do social impact bonds compare to traditional methods used to implement public programs?
2. Who are the stakeholders involved? What are their responsibilities, competencies, and incentives?
3. Who are the main beneficiaries of social impact bonds?
4. What social issues can social impact bonds address?
5. Are social impact bonds scalable?

Optional Readings:
1. Gary Painter, Kevin Albertson, Chris Fox, and Chris O'Leary (2018) "Social Impact Bonds: More Than One Approach", *Stanford Social Innovation Review*.
2. Roy, M., McHugh, N., & Sinclair, S. (2018). A Critical Reflection on Social Impact Bonds. *Stanford Social Innovation Review,* May 1, 2018
3. Yunus, M. (2011). Sacrificing microcredit for megaprofits. *New York Times*, *14*(3), A23
4. The Bangladesh poor selling organs to pay debts (2013). *BBC*.

Week 8: Social Entrepreneurship
Learning Objectives:
1. Understand different goals, types and forms of entrepreneurship
2. Understand key challenges and strategies for managing tensions between social and business objectives

Assignments:
1. Annotated Bibliography Due

Required Readings:
1. 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.
2. "For Love or Lucre," Jim Fruchterman, SSIR, Spring 2011
3. Cohen, R. (2014). Some Unanswered Questions About Benefit Corporations, L3Cs, and Social Enterprise More Generally. Nonprofit Quarterly, April 28, 2014.
4. Daily Podcast, Oct. 30, 2019, "The promise and peril of vaping, part 2, Story of Juul" (23 minutes)
5. Case: Gram Vikas

Questions for case discussion:
1. What is distinctive about Gram Vikas' approach to entrepreneurship?
2. How does Gram Vikas link the broader social goals of MANTRA to activities at the village level? What are the key elements of their model?
3. What are the challenges of scaling up the MANTRA model?

Optional Reading:
1. Martin, R. L., & Osberg, S. (2007). Social entrepreneurship: The case for definition. *Stanford Social Innovation Review*, 5(2), 28-39.

Week 9: Social Enterprise
Learning Objectives:
1. Understand key challenges in managing tensions between social and business objectives in for-profit firms

2. Understand key challenges in managing tensions between social and earned revenue goals for non-profit organizations

Required Readings:
1. Anjli Raval, "The struggle for the soul of the B Corp movement," Financial Times, February 2023.
2. Christopher Marquis, "The B Corp Movement Goes Big," *Stanford Social Innovation Review*. Fall 2020.
3. Battilana et al. Dual-Purpose Organizations, *Harvard Business Review*, 2019.
4. Battilana, J., Lee, M., Walker, J., & Dorsey, C. (2012). In Search of the Hybrid Ideal. *Stanford Social Innovation Review*. Summer.
5. Sarah Kaplan. Beyond the Biz Case for Social Responsibility. Academy of Management Discoveries, 6: 1-4. 2020
6. Case: Patagonia: Driving Sustainable Innovation by Embracing Tensions
7. (Optional) Speaker Video: Vincent Stanley, Director of Philosophy, Patagonia
8. (Optional) Gehman, Grimes, and Cao. (2019). Why we care about certified B corporations. *Academy of Management Discoveries*.

Questions for case discussion:
1. How would you describe Patagonia's supply chain and innovation strategy? What are the pros and cons of such a strategy?
2. What are the tensions for Patagonia around DWR and who are the stakeholders associated with each of these tensions?
3. Is Patagonia's focus on quality, in this case water repellency, constraining its ability to rethink its products? Should Patagonia change its quality/durability standards for difference product lines (Super Alpine vs. Board Shorts)?
4. What will really change the textile industry to adopt more sustainable solutions? What influence do brands primarily have over global supply chains? What role do consumers have? How can a relatively small company like Patagonia move massive companies like DuPont/Chemours? How can it move the entire ecosystem away from environmentally damaging practices?

(Spring Break)

Week 10: Mobilizing Change
Learning Objectives:
1. Understanding tools for persuasion and mobilizing change

Required Readings:
1. Davis and White. Chapters 6, Who: Understanding Social Networks. *Changing your company from the inside out.*
2. Dubbs and McGeary. Four Ways to Spread Ideas. SSIR, 2014.

Assignments: Group Data Presentation Due

In-Class: Change Simulation (bring your computers)

Week 11: Partnerships & Collective Impact
Learning Objectives:
2. Understanding popular models of collaborative organization
3. Assessing the challenges of coordination

Required Readings:
1. "The networked nonprofit", Jane Skillern-Wei & Marciano, SSIR, 2008
2. Maltin, E. (2019). What Successful Public-Private Partnerships Do. *Harvard Business Review,*

3. Pache, A.,Fayard, A., & Galo, M. <u>How can cross-sector collaborations foster social innovation</u>? A review. In A. Vaccaro & t., Ramus (eds.), *Social innovation and social enterprises*. Issues in Business Ethics, 62: 35-62.
4. Kania, J., Williams, J., Schmitz, P., Brady, S., Kramer, M., & Juster, J. S. (2021). <u>Centering Equity in Collective Impact</u>. *Stanford Social Innovation Review*, *20*(1), 38–45.
5. Schmitz, P. 10 Dangers to Collective Impact. SSIR, December 2021.
6. **Case**: Oxfam and Swiss Re (Case Pack)

Questions for case discussion:
1. What accounts for effort to succeed? What were some of the challenges?
2. How do organizations that don't traditionally cooperate begin a productive conversation? How do they build trust and learn from one another?

Optional Readings/Listenings:
1. Ostrom, E., (2009). Beyond markets and states: Polycentric Governance of Complex Economic Systems. Nobel Prize Lecture. December 8th. <u>Read</u> or <u>Listen</u> to her lecture, and/or <u>read</u> this overview of Ostrom's work by Danielle Logue.
2. Kania and Kramer. 2011. <u>Collective Impact</u>, *SSIR*.
3. Stachowiak and Gase. 2018. <u>Does collective impact really make an impact?</u> *SSIR*.
4. <u>Speaker</u>: Marina Kim (3.5 minutes; highlights)
5. <u>Video Speaker</u>: Wilma Franco, Southeast Los Angeles Collaborative

Week 12: Public Sector Innovation & New Technologies

Learning Objectives:
1. Analyze Collective Impact as an example of a new engagement model
2. Understand the evolution of public sector innovation
3. Explore new tools for broad inclusion

Required Readings:
1. Mazzucato, M. 2015. The Entrepreneurial State: Debunking public vs. private sector myths. Introduction. Public Affairs.
2. Francis Gouillart and Tina Hallett. "Co-creation in Government." *Stanford Social Innovation Review*. Spring 2015: pp. 40-47.
3. Chris Horton. (2018) <u>The simple but ingenious system Taiwan uses to crowdsource its laws</u>. *MIT Technology Review.*
4. Trebor Scholz, <u>Platform Cooperatives</u>, TED Talk (13 minutes)
5. Gee, Kelsey. <u>In Unilever's Radical Hiring Experiment, Resumes Are Out, Algorithms Are In</u>, *The Wall Street Journal*, June 27, 2017
6. Issacson, W. <u>The Wikipedia Story</u>.
7. **Case**: Operation Warp Speed and the COVID Vaccine

Questions for case discussion:

1. Did the COVID vaccine require a PPP? What benefits did this structure provide? What risks did it entail?
2. Transparency and a means of managing conflicts of interest were major issues in implementation. Is this required? What are the risks with and without these elements?
3. What are the implications of this US focus on the EU and on the developing work in the global response to the. Pandemic?
4. In considering a portfolio of vaccine technologies, did the PPP crowd in or crowd out other possible solutions for vaccine development?
5. How should we access success?

Optional Readings:

1. Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. *Journal of public administration research and theory*, *18*(4), 543-571.
2. Brey, P. (2017). The strategic role of technology in a good society. Technology in Society. https://doi.org/10.1016/j.techsoc.2017.02.002
3. Wonjae Lee. 2017. Innovating Local Government. SSIR.
4. Victoria Alsina. (2018). A hundred places where governments are using tech to crowdsource policy. CrowdLaw. (explore their website)

Week 13: Social Movements

Learning Objectives:
1. Understand the tools of social movements
2. Learn historical details of two social movements

Assignments: Final Project Outline Due

Required 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." Or Listen here.
3. Granillo, G. (2020). The Role of Social Media in Social Movements. Portland Monthly, June 10th. Link:
4. Davis and White. Chapters 3, Overview of the Social Movement Framework. *Changing your company from the inside out*.
5. Batilana, Julie and Marisa Kimsey. 2017. Should you agitate, innovate or organize? *Stanford Social Innovation Review*
6. **Case**: MADD (Fell, J. C., & Voas, R. B. (2006). Mothers against drunk driving: the first 25 years. *Traffic injury prevention*, *7*(3), 195-212.) (on Blackboard, not in case pack)

Case Discussion Questions:
1. What accounts for the success that MADD had in tackling this social problem?
2. What parts of the process of social innovation are involved in social movements?
3. What can social innovation learn from social movements?
4. If we compare the MADD case with Monday's reading on the civil rights movement (dramatically different movements): What do the two readings suggest that help explain one or another's success or struggles?

Optional Readings:
1. Masters, B. and Osborn, T. (2010) "Social Movements and Philanthropy" *Foundation Review*, 2(2).
2. Barberá P, Wang N, Bonneau R, Jost JT, Nagler J, et al. (2015) The Critical Periphery in the Growth of Social Protests. PLOS ONE 10(11): e0143611. (BB)
3. Saavedra, (2018) Five Ways Funders Can Support Social Movements. SSIR.

Week 14: Social Innovation Questions and Critiques

Learning Objectives:
1. Explore recent conversations and efforts in social innovation and social justice
2. Consider critiques of social innovation

Required Reading:
1. Levenson Keohane: Chapter 19, 20
2. Beckman, Rosen, Estrada-Miller & Painter. 2023. Social Innovation Trap. *Academy of Management Annals*, 17 (2): 693-701 (Insight 3 & Agenda).
3. Anand Giridharadas (2018). *Winners Take All*. – choose from these three options.

a. Video: Anand Giridharadas on The Daily Show with Trevor Noah (8 min)
b. Anand Giridharadas. Beware rich people who say they want to change the world. *New York Times*
c. Read Prologue and Epilogue of *Winners Take All*
4. David Owen (2010). The efficiency dilemma.

Week 15: Final Group Presentations

Due: Presentation slide deck: Tuesday before class.

In class: Presentations with Q&A

Final Paper:
Social Innovation Analysis

Academic Integrity

Statement on Academic Conduct and Support Systems

Academic Integrity:
The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university. For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:
USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:
Counseling and Mental Health - (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)](#) - *(213) 740-5086*
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*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services (OSAS)](#) - *(213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - *(213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - *(213) 740-2101*
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*
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) 442-1200 – 24/7 on call*
Non-emergency assistance or information.

[Office of the Ombuds](#) - *(213) 821-9556 (UPC) / (323-442-0382 (HSC)*
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.