SOCIAL ENTREPRENEURSHIP AND INNOVATION BY DESIGN

(July 12 Draft)

Paul C. Light

PADM-GP 2132
Fall 2021
Class Times: Tuesdays @ 4:55-6:35 pm
25 W. Fourth Street, Room C-8
Office Hours: Tuesdays and Thursdays 10:00-2:00 and by Appointment

Course Description

Today's social entrepreneurs and innovators are drowning in dos and don'ts about how to innovate, yet are struggling to use the advice to match the right goals for disrupting the status quo with the right tool, task, and tactic. Well-meaning though the advice might be, it is sometimes based more on proverbs and hunches than on informed evidence and practice. This course is designed to help social entrepreneurs and innovators map this "revolution in how to innovate."

The deluge of advice is both exhilarating and exhausting, and a sign that revolution in how to innovate is here to stay. However, the problem for many social innovators today is not too little advice, but too much. Social entrepreneurs and innovators know, for example, that *exploring* the opportunities for change is important to their work, but need help mapping the terrain ahead. They also know that *financing* is essential to launching and sustaining their ideas, but need to name "impact investors" for support and reach out to the crowd.

They recognize that their success depends on *designing* new combinations of ideas, but need help both collecting pieces of the solution and binding them together for greatest effect. They understand that *advocacy* is central to building markets for their ideas, but need help framing the message and ratifying laws. Finally, they recognize that faithful *delivery* is critical for changing the status quo as it fights to defeat the challenge.

There is no doubt that the revolution has generated wave upon wave of good advice, not to mention an inexhaustible inventory of exceptional innovators who are making a difference in the world.

The challenge is to make sense of all the advice, measure its quality, clarity, and accessibility, and figure out its actual social impact. The challenge is also to match the right tool with the right task to achieve the chosen goal. Simply put, innovators need help getting help. The revolution will amount to little more than churn unless social innovators can find the insights they need in real-time. This course will examine the tasks and tools required for success while emphasizing the need for skepticism regarding claims regarding the ultimate value of one approach over another.
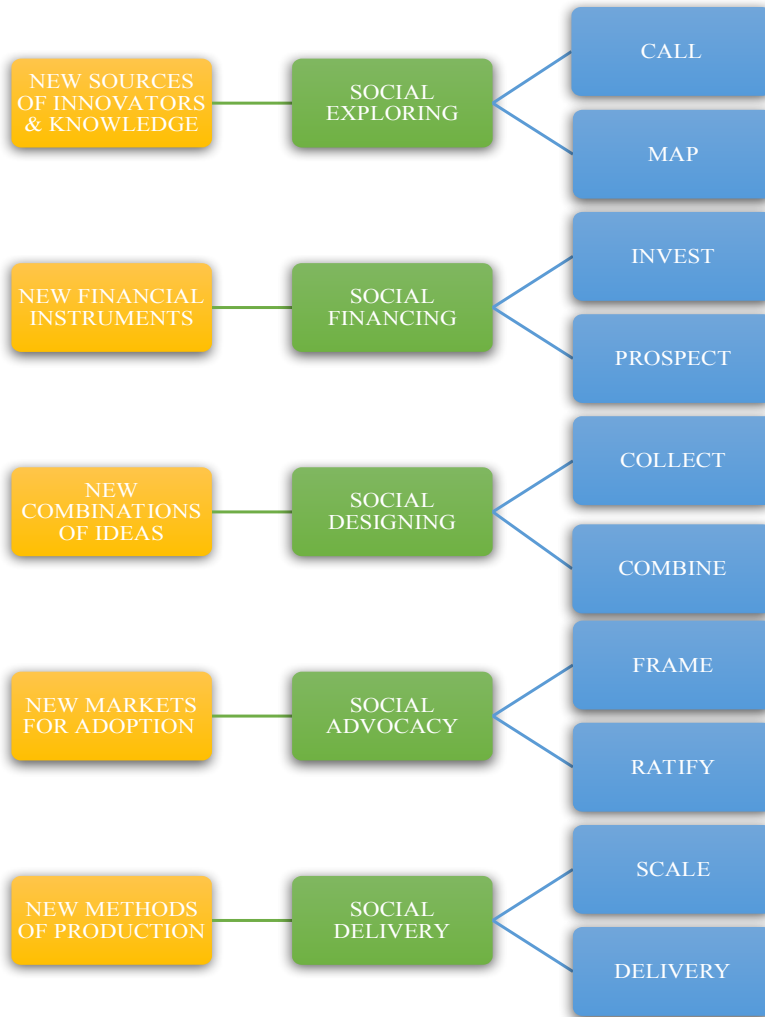
Course Structure

This course is based on my own effort to the research, reporting, and convention wisdom about creating social impact. My sorting system is built on five tools for creating social innovation and ten specific tasks that face entrepreneurs and innovators.

My own work on social entrepreneurship and innovation starts with Joseph Schumpeter's five types of innovation: (1) a new supply of raw materials or semi-finished goods, which I translate into new supplies of innovators and knowledge, (2) a new organization of an industry, which I translate into social financing, (3) a new good, which I define as a new combination of ideas for solving a difficult/intractable problem, (4) a new market, which I translate into a demand for social change, and (5) a new method of production, which I translate into the scaling and reliable delivery of a new combination.

1. Social exploring is the primary tool used to (1) call new entrepreneurs and innovators to action, and (2) map the landscape that shapes the potential for impact.

2. Social financing is the primary tool used to (1) invest funds in social change, and (2) prospect for financial support through fundraising and the deployment of reputational capital.

3. Social designing is the primary tool used to (1) collect ideas for a new combination of ideas, and (2) combine the ideas into new combinations.

4. Social advocacy is the primary tool used to (1) frame messages that will create and sustain market pressure, and (2) ratify new combinations through laws, new norms, regulations, and judicial action.

5. Social delivery is the primary tool used to (1) scale social innovations to sustained impact, and (2) disrupt the social equilibrium through effective performance..

These tools are rarely aligned in a linear order—some are never needed, while others are deployed on-demand or in sequence The key to impact using the right tool to achieve the desired impact—form follows function, not vice versa. Entrepreneurs and innovators often tell me that traditional linear process models do not work well for the messy world of social entrepreneurship and innovation.

NEW SOURCES OF INNOVATORS & KNOWLEDGE	SOCIAL EXPLORING	CALL
		MAP
NEW FINANCIAL INSTRUMENTS	SOCIAL FINANCING	INVEST
		PROSPECT
NEW COMBINATIONS OF IDEAS	SOCIAL DESIGNING	COLLECT
		COMBINE
NEW MARKETS FOR ADOPTION	SOCIAL ADVOCACY	FRAME
		RATIFY
NEW METHODS OF PRODUCTION	SOCIAL DELIVERY	SCALE
		DELIVERY

<u>Grading</u>

Final grades will be assigned on a point basis as follows:

1. 25 points each for the three 750-word memos described in this syllabus—75 points total.

2. 25 points for the final exam.

<u>Memos</u>

The three long memos graded for content and writing. You will be writing your memos to me as the chief of staff of an organization that you seek to influence. Your memos will be graded on (1) persuasiveness, (2) clarity of argument, (3) writing quality, (4) sources, and (5) proofing. Your grade depends on the amount of friction you create. Remember that I will be looking for five credible research-based sources in each memo. Web pages and news articles are fine for context and facts and can be used to make your case in each memo, but your broad conclusions must also be supported by at least five research sources.

<u>Course Norms</u>

Class participation is essential for course success. Make sure you come to class prepared to discuss the readings.

<u>Readings</u>

All readings are available either on Brightspace or through links provided in this syllabus. Be aware that some publications such as *The Harvard Business Review* and the *Stanford Social Innovation Review* set limits on monthly downloads, which may limit your access as we move through the semester. You can also download a Zip file of all readings from Brightspace--just download and click.

<u>Course Schedule</u>

I.   <u>INTRODUCTION TO THE FIELD</u>

WEEK 1 (September 7): CLASS OVERVIEW

Begin thinking about the four questions you must answer in your first 750-word memo: (1) What problem do you seek to solve? (2) What is the current size and the recent trend in the problem? (3) What is the primary cause of the problem? (4) What are the consequences of the problem that we should care about?

Assume that you have been asked to recommend a specific problem for your organization's agenda in a memo that the chief of staff will forward up the chain of review. Your goal here is to state the problem clearly and make the case for action using the best available evidence. Your memo must be built on at least five credible, research-based sources to make the case on trends, cause and effect, and consequences.

Again, note that all readings are available on Brightspace and many can be found online. However, also note that many of the op-eds listed below are only available with a subscription. The same warning holds for the *Stanford Social Innovation Review.*

A. READINGS FOR CLASS

1. Lisa Witter and Odette Chalaby, "Eight Tips for Communicating Ideas to Busy Policymakers," *Stanford Social Innovation Review*, December, 2018; absolutely essential to your success in this course and in policy influence generally; on Brightspace and available at https://ssir.org/articles/entry/eight_tips_for_communicating_ideas_to_busy_policymakers

2. Lara Galinsky,"Not Everyone Should Be a Social Entrepreneur," *Harvard Business Review*, July 19, 2012; a warning that we should take to heart as we embark on this journey; on Brightspace and available at https://hbr.org/2012/07/not-everyone-should-be-a-socia

3. John Hagedorn, "Innovation and Entrepreneurship: Schumpeter Revisited," *Industrial and Corporate Change*, Fall 1996; essential reading for this class on the differences between entrepreneurship and innovation; pay close attention to Schumpeter's definition of the entrepreneur at pp. 888- 891; on Brightspace and available at https://core.ac.uk/download/pdf/6750798.pdf

4. Echoing Green, *State of Social Entrepreneurship, 2020*; Echoing Green's most recent report on challenges and opportunities; browse for findings that give you hope or concern and be ready to talk about what lifts and/or worries you; available at https://echoinggreen.org/news/state-of-social-entrepreneurship-2020

WEEK 2 (September 14): ENTREPRENEURSHIP & INNOVATION REALITIES

DUE: ONE-SENTENCE PROBLEM MEMO

Write a one-sentence memo about the problem you seek to solve and briefly identifying the kind of social innovation you think you'll need (exploring, financing, designing, advocating, or disrupting).

Find and cite at least one research article that shows the size and trend of the problem. Format your memo to create maximum friction—even a sentence can create or undermine friction. See my "Memo on Writing Memos" on Brightspace for help on how to write for impact. I prefer endnotes in memos—you can create endnotes in Word by going to insert on the toolbar, then to footnotes, select endnotes, and select Arabic numerals 1,2,3 (not Roman numerals) as your number format. Word will do the rest.

MEMORANDUM

To: Paul Light, Chief of Staff
From: Your Name
Regarding: The problem I seek to solve
Date: September 2021

I seek to solve the problem of limited support for veterans with Post Traumatic Stress Disorder. It continues to be a large problem and has trended upward in recent years.[1] It also has clear causes that can be addressed.[2]

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[1] Paul C. Light, *Forging Legislation*, New York City: Random House, 2014.
[2] Light, "Veterans Care in a Dangerous World," *Journal of Social Innovation,* May 2018.

A.   READINGS FOR CLASS

1. Christian Seelos, and Johanna Mair, "Innovation is not the Holy Grail," *Stanford Social Innovation Review*, Fall 2012; a cautionary note about the barriers we face; on Brightspace and available at https://ssir.org/articles/entry/innovation_is_not_the_holy_grail

2. Zimmer and Pearson, "This is What is Still Holding Social Entrepreneurs Back; a 7-minute read on the life of a social entrepreneur; on Brightspace and available at https://www.weforum.org/agenda/2019/07/this-is-what-holds-social-entrepreneurs-back/

3. Frank R. Baumgartner, "Some Thoughts on Reform Miracles," paper presented at the Reform Miracles International Seminar, May 27-28, 2005; a tough analysis that addresses three questions that bedevil social innovation: (1) do reform miracles exist in public policy, (2) what might predict a miracle, and (3) why is friction essential for social change? On Brightspace and available at https://fbaum.unc.edu/papers/Baumgartner_Reform_Miracles.pdf

4. Ian David Moss, "In Defense of Logic Models," *Huffington Post,* December 6, 2017; a brief defense of logic models as "awesome;" on Brightspace and available at https://www.huffpost.com/entry/in-defense-of-logic-model_b_1633676

II.   SOCIAL EXPLORING

WEEK 3 (September 21): SOCIAL CALLING

| BEGIN THINKING ABOUT THE FOUR QUESTIONS YOU MUST DISCUSS IN YOUR FIRST MEMO: (1) How big is the problem you seek to solve? (2) What is the trend in the problem—is it getting bigger, smaller, staying the same? (3) What are the primary causes of the problem you seek to solve? (4) What are the consequences of the problem you seek to solve—that is, why does it matter to society as a whole?

 Assume you have been asked to deepen the one-sentence problem statement you made earlier in this course and provide at least five research-based sources to describe the | A. READINGS FOR CLASS

 1. Light, "Reshaping Social Entrepreneurship," *Stanford Social Innovation Review*, March 2006; this is my early "everyone-an-entrepreneur" statement challenging the conventional wisdom about who is an entrepreneur; |

on Brightspace and available at
https://ssir.org/articles/entry/reshaping_social_entrepreneurship

2. Martin and Osberg; "Social Entrepreneurship: The Case for Definition," *Stanford Social Innovation Review*, Spring 2007; a defense of the heroic model of social entrepreneurship and a warning to the field about who gets to be a social entrepreneur; on Brightspace and available at
https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition

3. Sari Pakkala Kerr, William R. Kerr, and Tina Xu, "Personality Traits of Entrepreneurs: A Review of Recent Literature," Harvard Business School, Working Paper 18-047, November 2017; skim the introduction and scan pages 7-17 looking for a personality trait that you think is particularly important to success in social entrepreneurship; on Brightspace and available at https://www.hbs.edu/faculty/Publication%20Files/KKX-Personality-Review_RIS_5ea5da25-c8ab-41d2-90ee-e30b3d5b071c.pdf

4. Ewing and Marion Kauffman Foundation, *National Report on Early-Stage Entrepreneurship in the United States: 2021*; skim this short report for notable demographic trends and the role of COVID-19 in spurring entrepreneurship; also note the "opportunity share" of new entrepreneurs and ask what it might be for social entrepreneurs; on Brightspace and available at https://indicators.kauffman.org/wp-content/uploads/sites/2/2021/03/2020_Early-Stage-Entrepreneurship-National-Report.pdf

5. Hester le Roux and Maggie De Pree, "How to Create the Conditions for Social Intrapreneurs to Thrive," *Stanford Social Innovation Review*, November 12, 2018; welcome to the hottest new term in the social entrepreneurship space; on Brightspace and available at https://ssir.org/articles/entry/how_to_create_the_conditions_for_social_intrapreneurs_to_thrive

B. MORE ARTICLES FOR FURTHER EXPLORATION ON WHO BECOMES A SOCIAL ENTREPRENEUR IF YOU HAVE TIME—NOT REQUIRED READING

Pick one or two of the following articles for more information on who becomes a social entrepreneur and innovator and what the odds might be for and against you. Read as you wish and think about the barriers and opportunities for inclusion in social entrepreneurship and innovation.

- Michael S. Bar, *Minority and Women Entrepreneurs: Building Capital, Networks, and Skills*, Brookings Institution, 2015; skip to Chapter 3 for proposals on creating more opportunities for entrepreneurship; on Brightspace and available at https://www.brookings.edu/wp-content/uploads/2016/07/minority_women_entrepreneurs_building_skills_barr.pdf

- Spectra Myers and Pamela Chan, *Stuck from the Start: The Financial Challenges of Low- and Moderate-Income Africa-American Entrepreneurs in the* South, ProsperityNow, July, 2017; breeze through for stories about the perils and promise of entrepreneurship, and ask whether these apply in the world of social entrepreneurship and innovation; on Brightspace and available at https://prosperitynow.org/files/PDFs/07-2017_stuck_from_the_start.pdf

- Iman Bibars, "Refining Success for Women Social Entrepreneurs," *Social Innovations Journal*, November 2018; read for the results of a survey of female Ashoka Fellows and ask whether social entrepreneurship success should be redefined; on Brightspace and available at https://socialinnovationsjournal.org/editions/issue-52/75-disruptive-innovations/2914-redefining-success-for-women-social-entrepreneurs

WEEK 4 (September 28): SOCIAL MAPPING

A. READINGS FOR CLASS

1. Megan McArdle, "Beware of 'Expert Consensus. The COVID-19 Lab Leak Theory Shows Why," a short warning about the "expert consensus" that clouds judgment; on Brightspace and available at https://www.washingtonpost.com/opinions/2021/05/30/beware-expert-consensus-covid-19-lab-leak-theory-shows-why/

2. Peter Senge, Hal Hamilton, and John Kania, "The Dawn of System Leadership," *Stanford Social Innovation Review*, Winter 2015; the best-selling author of *The Fifth Discipline* turns his work toward fixing systems and training system leaders; on Brightspace and available at https://ssir.org/articles/entry/the_dawn_of_system_leadership

3. Alnoor Ebrahim and V. Kasturi Rangan, "What Impact: A Framework for Measuring the Scale and Scope of Social Performance," *California Management Review*, Spring, 2014; an assessment of the current state of impact measurement, make sure to visit the appendix; on Brightspace and available at https://www.hbs.edu/faculty/Publication

Files/CMR5603_07_Ebrahim_e3316477-8965-4287-be95-04642982b638.pdf

4. Sasha Dichter, Tom Adams, and Alnoor Ebrahim, "The Power of Lean Data," *Stanford Social Innovation Review*, Winter, 2016; skim through the first few pages to find the discussion of a faster, slimmer "don't-let-the-perfect-be-the-enemy-of-the-good" approach to data collection; on Brightspace and available at https://ssir.org/articles/entry/the_power_of_lean_data

III.   SOCIAL FINANCE

WEEK 5 (October 5): SOCIAL INVESTING

A. READINGS FOR CLASS

- Sean Greene, *A Short Guide to Impact Investing*, 2014; chapters 1-5; a quick introduction to impact investing on Brightspace and available at https://casefoundation.org/resource/short-guide-impact-investing/

- Adam Rein, "Impact Investing and a 200-year-old Debate," *Stanford Social Innovation Review*, May 28, 2015; skim quickly to the three competing goals of impact investing; on Brightspace and available at https://ssir.org/articles/entry/impact_investing_and_a_200_year_old_debate

- Paul Brest, and Kelly Born, "When Can Impact Investing Create Real Impact?" *Stanford Social Innovation* Review, Fall 2013; skim the case for impact investing from two leaders in the field; on Brightspace and available at https://ssir.org/articles/entry/impact_investing

- Shira Ovide, "The Inequality of the GoFundMe Economy," *New York Times*, June 21, 2021; a very short op-ed about the problems with online fundraising during the pandemic; on Brightspace and available at https://www.nytimes.com/2021/06/21/technology/gofundme-online-giving.html

B. MORE ARTICLES FOR FURTHER EXPLORATION ON PHILANTHROPIC JUSTICE—NOT REQUIRED READING

- Head over to Marketplace Radio for an interview with Darren Walker, president of the Ford Foundation, on what the foundation wants to do in the future at https://www.marketplace.org/2020/07/02/ford-foundation-darren-walker-charitable-organizations-philanthropy-economy-social-bonds/.

- Alexandra Aquino-Fike and Reavey Fike, "How to Make Crowdfunding More Inclusive," *Stanford Social Innovation Review*, Winter 2016; a quick report on growing concerns about systemic and implicit bias in the crowdfunding space; on Brightspace and available at https://ssir.org/articles/entry/how_to_make_crowdfunding_more_inclusive.

- If you want to learn a bit about the nonprofit-industrial complex, go to Jennifer Ceema Samimi, "Funding America's Nonprofits: The Nonprofit Industrial Complex's Hold on Social Justice;" *Columbia Social Work Review*, 2010; a tough confrontation with the embedded assumptions in the funding sector; on Brightspace and available at https://academiccommons.columbia.edu/doi/10.7916/D8QC0DC7

October 12: Fall Break (No Class)

WEEK 6 (October 19): SOCIAL PROSPECTING

PROBLEM MEMO DUE

A. READINGS FOR CLASS

1. Jim Fructerman, "For Love or Lucre," *Stanford Social Innovation Review*, Spring 2011; an introduction to social enterprise and the hybrid approach; on Brightspace and available at https://ssir.org/articles/entry/for_love_or_lucre

2. Cheryl Dorsey, Peter Kim, Cora Daniels, Lyell Sakaue, and Britt Savage, "Overcoming the Racial Bias in Philanthropic Funding," *Stanford Innovation Review*, May 4, 2020; a review of systemic bias across the funding world; on Brightspace and available at https://ssir.org/articles/entry/overcoming_the_racial_bias_in_philanthropic_funding

3. Center for Effective Altruism, "Introduction to Effective Altruism," June 22, 2016; a quick introduction to the movement; on Brightspace and available at https://www.effectivealtruism.org/articles/introduction-to-effective-altruism/

4. Robert B. Cialdini, "The Power of Persuasion: Putting the Science of Influence to Work in Fundraising," *Stanford Social Innovation Review*, Summer 2003; a very quick refresher on fundraising basics; on Brightspace and available at https://ssir.org/articles/entry/the_power_of_persuasion

B. ARTICLES FOR FURTHER EXPLORATION ON EFFECTIVE ALTRUISM—NOT REQUIRED READING

1. Want more details on how effective altruism (EA) works, I highly recommend Jennifer Rubenstein, "The Lessons of Effective Altruism" *Ethics & International Affairs*, winter, 2016; skim the subheads for a list of concerns, but pay particular attention to effective altruistic distain for politics at p. 517 on Brightspace and available at https://www.cambridge.org/core/journals/ethics-and-international-affairs/article/lessons-of-effective-altruism/0C716CFD3FDCAF7BBC2CE99384C9B3F2

2. Want a quick takedown of effective altruism (EA), see Ken Berger and Robert M. Penna, "The Elitist Philanthropy of So-Called Effective Altruism," *Stanford Social Innovation Review*, November 25, 2013; on Brightspace and available at https://ssir.org/articles/entry/the_elitist_philanthropy_of_so_called_effective_altruism

3. Want a blend of positive and negative, see Ian David Moss, "In Defense of Pet Causes," *Stanford Social Innovation Review*, Spring 2017; on Brightspace and available at https://ssir.org/articles/entry/in_defense_of_pet_causes

4. Want a discussion of GiveWell as a funding platform for EA, see Kevin Starr, "Get Out of the Office," January 30, 2014; a highly recommended view of the future that might be; on Brightspace and available at https://ssir.org/articles/entry/get_out_of_the_office

5. For a much broader review of philanthropy more generally, see Cheryl Dorsey, Jeff Bradach, and Peter Kim, *Racial Equity and Philanthropy*, May, 2020; skim the report for research on the funding and leadership gaps that undermine progress toward social change; on Brightspace and available at https://www.bridgespan.org/insights/library/philanthropy/disparities-nonprofit-funding-for-leaders-of-color

WEEK 7 (October 26): CORPORATE SOCIAL RESPONSIBILITY

BEGIN THINKING ABOUT THE FOUR QUESTIONS YOU MUST DISCUSS IN YOUR SECOND MEMO: (1) What is your proposed solution to the problem you seek to solve? (2) How does your solution address the causes of the problem outlined in your first memo? (3) What are the measurable effects of your solution on the problem? (4) Who will support and oppose your solution—be specific about organizations, political leaders, funders, and/or nation-states?

Assume you have been asked to recommend a solution to the problem you discussed in your first memo. As always feel free to use webpages and news reports, properly cited, for insights and stats, but use at least five research-based sources to describe the solution, its effects on causes, and measurable effects.

A. READINGS FOR CLASS

1. Gordon Clark, Andreas Feiner, Michael Viehs, *From the Stockholder to the Shareholder*, February 2014, browse to identify the basic case for CSR; be careful about the conclusions, but be ready to make the case for CSR in class; on Brightspace and available at https://arabesque.com/research/From_the_stockholder_to_the_stakeholder_web.pdf;

2. Auden Schendler, "The Complicity of Corporate Sustainability," *Stanford Social Innovation Review*, Spring 2021, a 2021 report card on sustainability; on Brightspace and available at https://ssir.org/articles/entry/the_complicity_of_corporate_sustainability#

3. Michael E. Porter and Mark R. Kramer, "Creating Shared Value: How to Reinvent Capitalism—and unleash a wave of innovation and growth," *Harvard Business Review*, January-February 2011, the opening salvo in what has become a debate about inclusive capitalism; on Brightspace and available at https://sharedvalue.org.au/wp-content/uploads/2015/12/Harvard-Business-Review-Creating-Shared-Value.pdf

B. MORE ARTICLES FOR FURTHER EXPLORATION ON THE INTERSECTION BETWEEN CSR AND SHARED VALUE IF YOU HAVE TIME—NOT REQUIRED READING

1. Carol Moore, "Corporate Social Responsibility and Creating Shared Value: What's the Difference?" Heifer International, May 14, 2014; a helpful sorting of the two concepts by an executive at a leading anti-hunger NGO; on Brightspace and available at

https://cdn.ymaws.com/www.andeglobal.org/resource/dynamic/blogs/20140529_154810_12047.pdf

2. If you want a bit more on whether and how to rescue CSR, read Michael Barnett, et al., "Reorient the Business Case for Corporate Sustainability," *Stanford Social Innovation Review*, Summer 2021; a brief assessment of the "record of failure" created by the traditional approach to corporate engagement; and available at https://ssir.org/articles/entry/reorient_the_business_case_for_corporate_sustainability

IV. SOCIAL DESIGN

WEEK 8 (November 2): INTRODUCTION TO DESIGN THINKING

A. READINGS FOR CLASS

1. Tim Brown and Jocelyn Wyatt, "Design Thinking for Social Innovation," *Stanford Social Innovation Review*, February 2010; fast introduction to the approach; on Brightspace and available at https://ssir.org/articles/entry/design_thinking_for_social_innovation

2. Natasha Iskander, "Design Thinking Is Fundamentally Conservative and Preserves the Status Quo," *Harvard Business Review*, September 5, 2018; a tough critique of the design thinking movement by our faculty colleague, critically important as design thinking continues to involve; on Brightspace and available at https://hbr.org/2018/09/design-thinking-is-fundamentally-conservative-and-preserves-the-status-quo

3. Paul Bloom, "Empathy and Its Discontents," *Trends in Cognitive Sciences*, January 17, 2017; skim through this case against using against as a core concept in design; Bloom is the leader of the movement against empathy as a principle of design thinking, charitable giving, and policy decisions; effectiveness should guide choices, not sentiment; on Brightspace and available at https://www.sciencedirect.com/science/article/abs/pii/S1366461316301930

4. John Kania and Mark Kramer, "Collective Impact," *Stanford Social Innovation Review*, Winter 2011; on Brightspace and available at https://ssir.org/images/articles/2011_WI_Feature_Kania.pdf; a familiar approach to movement building that fundraisers often cite; visit https://www.collectiveimpactforum.org/initiatives and see how it is defined in practice.

WEEK 9 (November 9): COLLECTING IDEAS

SOLUTION MEMO DUE

Begin thinking about the four questions you must answer in your third, and final memo: (1) What are three important assumptions that will affect your success? (2) Which of the three assumptions is the most likely to fail and why? (3) What signpost will you use to alert yourself to the failure of this assumption? (4) How will you hedge against the assumption's impending failure?

Assume you have been asked what could go wrong in the first days of implementation. As usual, use webpages and news reports properly cited for insights and stats, but use at least five research-based sources to describe the solution, its effects on causes, and measurable effects.

A. READINGS FOR CLASS

1. Lee Fleming, "Breakthroughs and the "Long Tail" of Innovation. *MIT Sloan Management* Review, Fall, 2007; a classic discussion on whether the lone-inventor model works and how to structure a process for maximum impact; on Brightspace and available at https://sloanreview.mit.edu/article/breakthroughs-and-the-long-tail-of-innovation/

2. Kevin J. Boudreau, and Karim R. Lakhani, "Using the Crowd as an Innovation Partner," *Harvard Business Review*, April 2013; a basic introduction to the crowdsourcing concept; be sure to consider the "when" and "how" table on page 64; crowdsourcing obviously comes in many flavors; the crowd will produce the ideas; on Brightspace and available at https://hbr.org/2013/04/using-the-crowd-as-an-innovation-partner

3. Mathew Mount, Heather Round, and Tyrone Pitsis, "Design Thinking Inspired Crowdsourcing: Toward a Generative Model of Complex Problem Solving, *California Management Review*, May, 2020; read for a deep analysis of how crowdsourcing might remedy the biases in design thinking (or DT as the authors call it); crowdsourcing is not the only idea generator, but it does have significant strengths in creating "voice" for communities; on Brightspace and available at https://journals.sagepub.com/doi/full/10.1177/0008125620918626?casa_token=4HR-;xmB_rMkAAAAA

4. Fay Twersky, Phil Buchanan, & Valerie Threlfall, "Listening to Those Who Matter Most, the Beneficiaries," *Stanford Social Innovation Review*, March 2013; a quick piece on feedback loops as a device for finding new ideas and abandoning the "we-know-best," "top-down" design loops. Ask who might be missing in all this—can we know the beneficiary through empathy; on Brightspace and available at https://ssir.org/articles/entry/listening_to_those_who_matter_most_the_beneficiaries

B. MORE ARTICLES FOR FURTHER EXPLORATION ON ALGORITHMIC JUSTICE IF YOU HAVE TIME—NOT REQUIRED READING

1. Kashmir Hill, "Wrongfully Accused by an Algorithm," *New York Times*, June 24, 2020; start your reading on algorithms with the sentencing guidelines; on Brightspace and available at https://www.nytimes.com/2020/06/24/technology/facial-recognition-arrest.html

2. Rae Ellen Bichell and Cara Anthony, "For Black kidney patients, an algorithm may help perpetuate harmful facial disparities; on Brightspace and available at https://www.washingtonpost.com/health/black-kidney-patients-racial-health-disparities/2021/06/04/7752b492-c3a7-11eb-9a8d-f95d7724967c_story.html

3. If you've got time, go to the World Wide Web Foundation and skim *Algorithmic Accountability: Applying the Concept to Different Country Contexts*, July 2017; an introduction to the problems associated with algorithmic bias and the emerging field of algorithmic justice; on Brightspace and available at https://webfoundation.org/docs/2017/07/Algorithms_Report_WF.pdf

WEEK 10 (November 16): COMBINING IDEAS

A. READINGS FOR CLASS

1. Lisbeth Schorr, "Broader Evidence for Bigger Impact," *Stanford Social Innovation Review*, Fall, 2012; a call for an inclusive approach to the collection and use of evidence and a critique of the exclusivism surrounding the use of randomized control trials as the gold standard of proof; on Brightspace and available at https://ssir.org/articles/entry/broader_evidence_for_bigger_impact

2. James A. Dewar, Carl H. Building, William M. Hix, and Morlie H. Levin, *Assumption-Based Planning: A Planning Tool for Very Uncertain Times*, RAND, 1993, read ix-xv, chapters 2 and 7; this is a must read for the course; ABP continues to be a very useful planning technique addressing "preventable failure" through "shapes" before launch and "hedges" during early implementation; on Brightspace and available at https://www.rand.org/content/dam/rand/pubs/monograph_reports/2005/MR114.pdf

3. Olivier Wouters, Kenneth Shadlen, Maximilian Salcher-Konrad, et al., "Challenges in Ensuring Global Access to COVID-19 Vaccines: Production, Affordability, Allocation, and Deployment;" *The Lancet*, March 13, 2021; pay particular attention to the early conclusion that merely having a vaccine (product) is not enough for impact; on Brightspace and available at https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(21)00306-8/fulltext

V.   SOCIAL ADVOCACY AND RATIFICATION

WEEK 11 (November 23): SOCIAL FRAMING

A. READINGS FOR CLASS

1. Ben Yagoda, "Your Lying Mind: The Cognitive Biases Tricking Your Brain," *The* Atlantic, September 2018; a quick introduction to the heuristics that trick us into doing things; on Brightspace and available at https://www.theatlantic.com/magazine/archive/2018/09/cognitive-bias/565775/

2. Nathalie Kylander and Christopher Stone, "The Role of Brand in the Nonprofit Sector," *Stanford Social Innovation Review*, Spring 2012; skim for the basics of what your project/organization stands for; on Brightspace and available at https://ssir.org/articles/entry/the_role_of_brand_in_the_nonprofit_sector

3. Doug Hattaway, "Aspirational Communication," *Stanford Social Innovation Review*, Winter 2020; a broad frame for shaping an advocacy campaign; on Brightspace and available at https://ssir.org/issue/winter_2020#

4. Annie Neimand, "How to Tell Stories About Complex Issues," *Stanford Social Innovation* Review, May 7, 2018; a very short introduction to the story-telling concept; on Brightspace and available

online at
https://ssir.org/articles/entry/how_to_tell_stories_about_complex_issues

5. Ann Christiano, and Annie Neimand, "The Back-of-the-Envelope
   Guide to Communications Strategy," *Stanford Social Innovation
   Review*, September 2017; about as fast and basic as it gets; on
   Brightspace and available online at
   https://ssir.org/articles/entry/the_back_of_the_envelope_guide_to_communications_strategy

B. MORE ARTICLES FOR FURTHER EXPLORATION ON ADVOCACY—
   NOT REQUIRED READING

   1. Heather Joslyn, "Words that Change Minds," *The Chronicle of
      Philanthropy*, February 2016; a profile of the FrameWorks Institute
      and its broad approach to framing issues for maximum influence; easy
      read on Brightspace and available at
      https://www.frameworksinstitute.org/assets/files/PDF/chroniclephilanthropy_wordsthatchangeminds_2016.pdf

WEEK 12 (November 30): SOCIAL RATIFICATION

A. READINGS FOR CLASS

   1. Paul Light, "Vision + Action = Faithful Execution," *PS*, 2016; a
      cautionary discussion of government breakdowns; think about some of
      the federal government's recent breakdowns and what went wrong; on
      Brightspace and available online at
      https://www.volckeralliance.org/publications/vision-action-faithful-execution

   2. Matthew Atwell, John Bridgeland, and Peter Levin, *Civic Deserts:
      America's Civic Health Challenge*, National Conference on
      Citizenship, October 2017; an update on civics education; Executive
      Summary and Introduction; browse this short, chart-heavy piece; on
      Brightspace and available at
      https://tischcollege.tufts.edu/research/civic-deserts-americas-civic-health-challenge

   3. Robert Putnam, "Bowling Alone: America's Declining Social
      Capital," *Journal of Democracy*, January 1995; Putnam's first piece on
      the decline in social capital that preoccupies us to this day; pay
      attention to his measures of decline and ask whether they make sense
      today; on Brightspace and available at
      http://mktgsensei.com/AMAE/Consumer Behavior/bowlingalone.pdf

4. Shaylyn Romney Garrett, and Robert D. Putnam; "Why Did Racial Progress Stall in America, *New York Times*, December 4, 2020; a post-Trump analysis of what brought us to this point politically with a special focus on the I-we-I curve; on Brightspace and available at https://www.nytimes.com/2020/12/04/opinion/race-american-history.html

V. SOCIAL DELIVERY

WEEK 13 (December 7): SOCIAL SCALING

A. READINGS FOR CLASS

1. Atul Gawande, "Slow Ideas: Some Ideas Spread Fast. How Do You Speed the Ones that Don't?" *New Yorker*, July 29, 2013; an analysis of why the use of anesthesia spread quickly and antiseptics did not; feel free to skim; on Brightspace and available at https://www.newyorker.com/magazine/2013/07/29/slow-ideas

2. Bardach and Grindle, "Transformative Scale: The Future of Growing What Works: Nine Strategies to Deliver Impact at a Scale that Truly Meets Needs, *Stanford Social Innovation Review*, February 2014; available on Brightspace and available at https://ssir.org/articles/entry/transformative_scale_the_future_of_growing_what_works

3. Taz Hussein, Matt Plummer, and Bill Breen, "How Field Catalysts Galvanize Social Change," *Stanford Social Innovation Review*, Winter 2018; easy and insightful analysis from Bridgespan Group; on Brightspace and available at https://ssir.org/articles/entry/field_catalysts

WEEK 14 (December 14): SOCIAL DELIVERY

ASSUMPTIONS MEMO DUE

A. READINGS FOR CLASS

1. Jason Pierce, and Herman Aguinis, "The 'Too-Much-of-a-Good-Thing' Effect in Management," *Journal of Management*, 2013; skim this to ask whether more is always better in management; on Brightspace and available at

https://pdfs.semanticscholar.org/a491/b895e5ce305754378f8dfc762ab
ead236834.pdf

2. April Nashimura, Roshni Sampath, Vu Le, Anbar Mahar Sheikh, and
   Ananda Valenzuela, "Transformational Capacity Building," *Stanford
   Social Innovation Review,* Fall, 2020; on Brightspace and available at
   https://ssir.org/articles/entry/transformational_capacity_building

3. Angela Duckworth, and James J. Gross, "Self-Control and Grit:
   Related but Separable Determinants of Success," *Current Directions
   in Psychological Science*, October 2014; Duckworth's definition of
   grit and case for more of it; on Brightspace and available at
   https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4737958/

TAKE-HOME FINAL EXAM AVAILABLE December 16-22