



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

PADM-GP 2132
Social Entrepreneurship and Innovation
by Design
Spring 2019

Instructor Information

- Paul Light
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- Office Hours: by Appointment

Course Information

- Class Meeting Times: Mondays, 6:45pm-9:15pm
- Class Location: 25 West 4th Street, Room: C-11

Course Description

This course is designed to help students understand and exploit the “revolution in how to innovate.” 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. 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

adoption. 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. Indeed, I now have my own collection of 3,500 exemplars drawn from list upon list of awardees and prizewinners, effective and creative institutions, best-in-class impact investors and crowdsourcers, design thinkers and movement builders, and top-ten lists of every kind. The challenge is to make sense of all the advice, measure its quality, clarity, and accessibility, and determine 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 needed for success, while emphasizing the need for skepticism regarding claims regarding the ultimate value of one approach over another.

Course and Learning Objectives

This course is based on my own effort to sort the flood of advice social entrepreneurs and innovators face. This sorting system is built on the notion that durable social change depends on (1) five goals for creating creative disruption in the prevailing social equilibrium, (2) five tools for reaching the goals, and (3) ten associated tasks.

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 a new supplies of innovators and knowledge, (2) a new organization of an industry, which I translate into a new industry for social financing, (3) a new good, which I define as a new solution to an intractable problem, (4) a new market, which I translate into a new demand for social change, and (5) a new method of production, which I translate into a new form of scale-up and delivery, of a new product or variation in an already know product, new good, (4) a new market, and (5) a new method of production.”

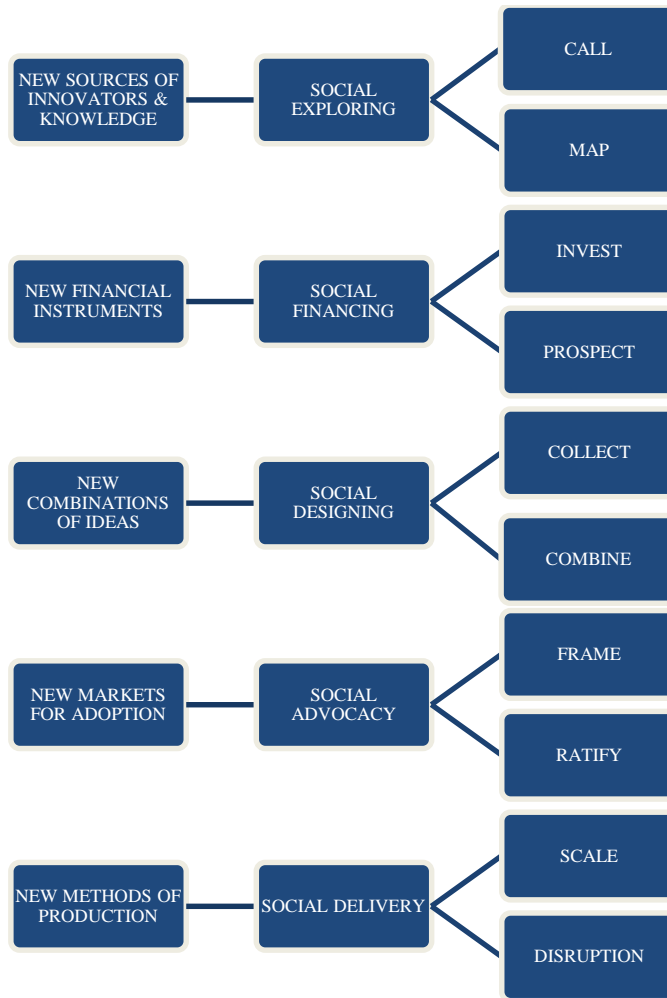
These goals are often linked to economic renewal, but are easily adapted to social change. The difference is not so much in the means, but in the ends.

- Past research suggests that economic entrepreneurs and innovators are primarily motivated by financial gain as they pursue new sources of material and half-finished goods to reduce costs; new industrial structures to strengthen competition and break monopolies; new products or species of existing products to generate demand; new markets to increase sales and profit; and new production methods to lower costs and increase quality, and meet demand. Thus, much as they build social responsibility, “shared value,” and triple bottom lines into everything they do, they cannot do good unless they do well.

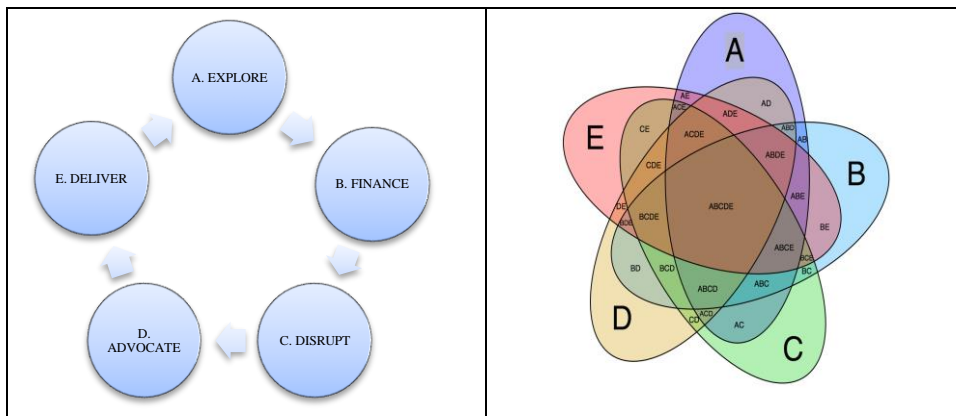
- Past research also suggests that social entrepreneurs and innovators are primarily motivated by social good as they seek new sources of knowledge to focus their energy on what some call the “root cause” of the injury at hand; new financing structures to align investments with social mission; new products or species of existing products to generate greater effects; new markets to support adoption and ratification; and new production methods to achieve social impact on time and on budget. Thus, as much as social entrepreneurs and innovators embrace patient funding, impact investing, and enterprising returns, they cannot do well unless they do good.

This course is designed to link the five types of innovation to the five tools and ten tasks associated with success. Although the metaphor of tools and tasks are somewhat of a convenience, even contrivance, for organizing the revolution in how to innovate by category, they do remind social entrepreneurs and innovators that every tool is not a hammer, and, therefore, every task is not a nail.

1. Social exploring is the primary tool used to (1) call new entrepreneurs and innovators to confront the social equilibrium, and (2) map the landscape of cause and effect that shapes the potential for impact.
2. Social financing is the primary tool used to (1) entice investors to support their social change, and (2) prospect for this support through fundraising, blending profit and social impact, and building their reputations to attract support.
3. Social designing is the primary tool used to (1) collect ideas for a solution, and (2) combine the ideas into new combinations of that can be prototyped, stressed, and “failed” before launch.
4. Social advocacy is the primary tool used to (1) frame messages that will create and sustain market pressure, and (2) ratify the solutions as needed through laws, regulations, and judicial action.
5. Social delivery is the primary tool used to (1) scale social innovations from initial launch toward sustained impact, and (2) disrupt the prevailing social equilibrium through sustained performance.



These tools are rarely aligned in a linear order—some are never needed, while others are deployed on demand or in iteration. 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. Rather, they often talk about being in more than one place at a time as they pursue. Much as they might long for the predictability in World I, they live with the uncertainties of World II.



Letter Grades

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

1. 20 points each for the three 1,000-word memos described in this syllabus—60 points total.
2. 20 points for the five short critical-thinking assignments—4 points each
3. 20 points for the final exam

Memos

The three long memos work will be graded for content and writing. You will be writing your memos to me as the chief of staff to someone you seek to influence. Papers 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 new, credible, research-based sources in each memo. Web pages and news articles are fine for context and facts, but your broad conclusions must also be supported by evidence.

Assignments

Each of the five assignments requires a short memo summarizing your findings. These memos should not exceed 200 words and must be done by class time of the week assigned. Note that these are not reports on the reading, but critical-thinking assessments of what you learned. I want to know what you think.

Class Norms

Class participation is part of your body of work. Make sure you come to class prepared to discuss the readings and your assignments.

Required Readings

All readings are available on NYU Classes.

Course Schedule

FOR THE FIRST CLASS

Mapping Memo (not graded):

Visit NYU Classes and open the folder titled “Assignments/Watch for Hazards (Indices).” Pick a specific problem that you care about such as freedom of the press, human rights, environmental progress, social progress, poverty, happiness, corruption, health, etc., and find a relevant index. Write a short memo to me telling why you selected the index, what problem the index covered, and what you learned about the possible causes and consequences of the problem. No more than 200 words please. Please read my “Memo on Writing Memos” on NYU Classes for my writing preferences. (Note that most of these indices are annual—find the most recent online if it was published before 2015.)

Use the following format:

MEMORANDUM

To: Paul Light

From:

Re: First Assignment

Date: January 22, 2019

I. DEFINITIONS (WEEKS 1 AND 2)

WEEK 1 (JANUARY 29): CLASS OVERVIEW

BEGIN THINKING ABOUT THE FOUR QUESTIONS YOU MUST ANSWER IN YOUR FIRST MEMO: (1) What problem do you seek to solve? (2) What is the size of the problem AND trend in the problem? (3) What is the primary cause of the problem? (4) What are the consequences of the problem for society?

Assume that you have been asked to recommend a specific problem for the principal’s agenda. a credible case for action. Also attach a logic chain that outlines the causes that lead to the problem, and. Your goal here is to set the agenda

A. Readings

- John Hagedorn, “Innovation and Entrepreneurship: Schumpeter Revisited,” *Industrial and Corporate Change*, Fall 1996; a discussion of the differences between entrepreneurship and innovation; pay close attention to Schumpeter’s changing definitions
- Christian Seelos, and Johanna Mair, “Innovation is not the Holy Grail,” *Stanford Social Innovation Review*, Fall 2012; a cautionary note about means and ends

- Grace Davie, “Social Entrepreneurship: The Call for Collective Action,” Organization Development Perspective, 2011; a strong article about the need for collaboration
- Frank R. Baumgartner, “Some Thoughts on Reform Miracles,” paper presented at the Reform Miracles International Seminar, May 27-28, 2005; a short introduction to the role of friction in driving major policy breakthroughs; stick to the general question of whether reform miracles exist, and how you will create friction through you work in this course.

WEEK 2 (FEBRUARY 5): ENTREPRENEURSHIP/INNOVATION IN ACTION

A. Readings

- Atul Gawande, “The Heroism of Incremental Care,” New Yorker, January 23, 2017; a great writer on an important subject; perfect fit with Seelos and Mair
- Robert B. Reich, “Entrepreneurship Reconsidered: The Team as Hero,” Harvard Business Review, May 1987; an early challenge to the heroic leader
- Lee Fleming, “Breakthroughs and the ‘Long Tail’ of Innovation,” MIT Sloan Management Review, Fall 2007; one of my all-time favorites on the success rates of teams versus “lone wolves”
- Pino G. Audia, and Christopher I. Rider, “A Garage and an Idea: What More Does an Entrepreneur Need?” California Management Review, fall 2005; getting older, but still an accessible piece about the garage-theory of entrepreneurship accessible
- Nicholas Kristof, “Why 2017 Was the Best Year in Human History,” New York Times, January 6, 2018; a quick op-ed on recent trends in social and economic change; once you have finished the piece, go to Our World in Data and read a bit on the [solutions that are leading the world forward](#).

II. SOCIAL EXPLORING (WEEKS THREE AND FOUR)

WEEK 3 (FEBRUARY 12): SOCIAL CALLING

A. Readings

- Sarah Drakopoulou Dodd, and Alistair R. Anderson, “Mumpsimus and the Mything of the Individualistic Entrepreneur,” International Small Business Journal, August 2007; a tough assessment on the staying power of the heroic entrepreneur, check your dictionary for the definition of “Mumpsimus” please.

- Daniela Papi-Thornton, “Tackling Heropreneurship: Why We Need to Move from the ‘Social Entrepreneur’ to Social Impact,” Stanford Social Innovation Review, February 2016; summary of Papi-Thorton’s larger project, very contrarian; feel free to sample a [deeper assessment of heropreneurship](#).

B. READ TWO OF THE FOLLOWING ARTICLES:

- Hessamoddin Sarooghi, Dirk Libaers, and Andrew Burkemper, “Examining the Relationship between Creativity and Innovation: A Meta-Analysis of Organizational, Cultural, and Environmental Factors,” Journal of Business Venturing, July 2014; a fresh analysis of how creativity affects innovation with important caveats on when and how the relationship works; creativity is the answer to some kinds of innovation, but not all
- Toyah L. Miller, Matthew G. Grimes, Jeffery S. McMullen, and Timothy J. Vogus, “Venturing for Others with Heart and Head: How Compassion Encourages Social Entrepreneurship,” Academy of Management Review, October 2012; a broad analysis of how social entrepreneurs differ from business entrepreneurs in their basic motivation; breeze through it
- Nicos Nicolaou, and Scott Shane, “Can Genetic Factors Influence the Likelihood of Engaging in Entrepreneurial Activity?” Journal of Business Venturing, November 2007; read sections 1-3; get the general sense of the argument; tough reading; breeze through it
- Algernon Austin, The Color of Entrepreneurship: Why the Racial Gap among Firms Costs the U.S. Billions, Center for Global Policy Solutions, April 2016; an inventory of findings on race and entrepreneurship, excellent research with a unique method for counting the number of “missing minority businesses”
- Ewing Marion Kauffman Foundation, [Kauffman Compilation: Research on Gender and Entrepreneurship](#), August 2015; available in hardcopy on NYUClasses, but also frequently updated online; broad summary of topics related to gender; follow the online links to see specific studies as you wish
- Johanna Ray Vollhardt, “Altruism Born of Suffering and Prosocial Behavior Following Adverse Life Events: A Review and Conceptualization,” Social Justice Research, February 2009; a challenge to traditional images of prosocial behavior as a response to positive life experiences; does suffering increase the motivation to help others?

C. ASSIGNMENT 1

- Go to the NYU Classes “Assignments/Attributes” folder and pick one attribute that you believe is of concern for social entrepreneurship and innovation. Read at

least two of the credible, research-based articles in the folder about how the attribute might contribute to social entrepreneurship and innovation. Tell me why you selected the attribute and what you learned.

WEEK 4 (FEBRUARY 19): SOCIAL MAPPING

A. Readings

- Commission on Evidence-Based Policymaking, *The Promise of Evidence-Based Policymaking*, September 7, 2017; Executive Summary and Chapter 1; a history of evidence-based policy and a set of recommendations for reform Wagner's dean is a member of the 15-member bipartisan group
- W.K. Kellogg Foundation, *Logic Model Development Guide*, W.K. Kellogg Foundation, 2004; Introduction and Chapters One, Two, and Three; still the most useful summary I have seen; simple is better here; become familiar with the basic terms

B. READ TWO OF THESE SHORT ARTICLES:

- Geoff Mulgan, "Measuring Social Value," *Stanford Social Innovation Review*, Summer 2010; an inventory of options for estimating social impact with a useful inventory of options
- Lisbeth Schorr, "Broader Evidence for Bigger Impact," *Stanford Social Innovation Review*, Fall 2012; short article on the use of randomized control trials as the gold standard of evaluation
- Srik Gopal, and Lisbeth Schorr, "Getting 'Moneyball' Right in the Social Sector," *Stanford Social Innovation Review*, June 2016; very short critique of the "moneyball" approach to government policymaking
- Patrick Lester, "Defining Evidence Down," *Stanford Social Innovation Review*, July 2016; a solid review of "evidence hierarchies" that preference some methods over others
- Christopher Nelson, Anita Chandra, and Carolyn Miller, "Can Measures Change the World," *Stanford Social Innovation Review*, Winter, 2018; a case study that questions the role of measurement in creating a culture of health
- Christian Seelos, and Johanna Mair, "The Role of Research in Social Innovation," *Stanford Social Innovation Review*, June 2014; report on a survey of SSIR readers on their use of research in making decisions on social innovation

C. ASSIGNMENT 2

- Go to the NYUClasses folder “Assignments/Cases in Cause and Effect,” and examine the relationship between a problem that concerns you and the evidence on recent solutions. Tell me why you selected the problem, what you learned about the causes and effects embedded in the issue, and whether the cause is clear enough to target.

III. SOCIAL FINANCE (WEEKS FIVE, SIX, and SEVEN)

WEEK 5 (FEBRUARY 26): SOCIAL INVESTING

FIRST MEMO DUE

BEGIN THINKING ABOUT THE FOUR QUESTIONS YOU MUST ADDRESS IN YOUR SECOND MEMO: (1) What is your proposed solution to the problem you seek to solve? (2) What makes the solution similar and/or different from past efforts to address the problem? (3) How will your solution address the causes of the problem that you outlined in your first memo? (4) How will you frame the solution to generate support?

Assume you have been asked to recommend a solution for the problem you discussed in your first memo.

A. Readings

- Sean Greene, A Short Guide to Impact Investing, The Case Foundation, 2014; entire; very quick and accessible analysis
- Paul Brest, and Kelly Born, “When Can Impact Investing Create Real Impact?” Stanford Social Innovation Review, Fall 2013; dense but necessary—a challenging read that lays out the case for impact investing from one of the field builders; feel free to explore the responses to the article if you wish
- US SIF Forum for Sustainable and Responsible Investment, Report on US Sustainable, Responsible and Impact Investing Trends 2016, slides on recent growth in impact investing by individuals and institutions; very fast summary of what appears to be explosive growth
- Mark Florman, Robyn Klingler-Vidra, and Martim Jacinto Façade, “A Critical Evaluation of Social Impact Assessment Methodologies and a Call to Measure Economic and Social Impact Holistically through the External Rate of Return Platform,” LSE Enterprise Working Paper #1602, February 2016; short

assessment of the measurement problems facing the impact investment field; use the hotlinks in the article to explore one or two of the assessment methods

- Toni Johnson, “Mission-Aligned Investing: More Complex than It Seems,” Stanford Social Innovation Review, June 2015; a blog post on the reality of impact investing for the Heron Foundation’s \$300 million endowment; anyone who thinks this is easy is just plain wrong

WEEK 6 (MARCH 5): SOCIAL PROSPECTING

A. Readings

- Jim Fructerman, “For Love or Lucre,” Stanford Social Innovation Review, Spring 2011; the title says it all, but do we have to choose one or the other?
- Julie Battilana, Matthew Lee, John Walker, and Cheryl Dorsey, “In Search of the Hybrid Ideal,” Stanford Social Innovation Review, Summer 2012; a fast introduction to the “hybrid nonprofit”
- Nardia Haigh, Elena Dowin Kennedy, and John Walker, “Hybrid Organizations as Shape-Shifters: Altering Legal Structure for Strategic Gain,” California Management Review, Spring 2015; a deep discussion of hybridization as a strategic choice driven a broad set of incentives and the desire for flexibility
- Lee Fleming, and Olav Sorenson, “Financing by and for the Masses,” California Management Review, January 1, 2016; very short introduction to everything you wanted to know as the crowdfunding industry matures
- Ryan Carey, ed., The Effective Altruism Handbook, Centre for Effective Altruism, 2015; Introduction, Chapters 1-5, 13-17; I am not entirely sure where this movement is going, but it has taken hold with a furry that suggests a shift in the philosophy of giving; 30 pages of easy reading in total
- Kim Jonker, “In the Black with BRAC,” Stanford Social Innovation Review, Winter 2009; a case study of BRAC’s heavy dependence on social enterprise with a thoughtful analysis of when and how to structure a social business; BRAC now wants to secure all its revenues from social enterprise, but is the strategy sound, will it work, and what might be lost in the change?

WEEK 7 (MARCH 19): CORPORATE SOCIAL RESPONSIBILITY

A. Readings

- Gordon Clark, Andreas Feiner, Michael Viehs, From the Stockholder to the Shareholder, September 2014; the case for CSR from the corporate side of the debate; be careful about the conclusions, however—some of the assertions do not fit the evidence presented in the research
- Deborah Doane, “The Myth of CSR,” Stanford Social Innovation Review,” Fall 2005; very tough criticism of the “good company” as the answer to the world’s problems; short and to the point
- Herman Aguinis, and Ante Glavas, “Embedded Versus Peripheral Corporate Social Responsibility: Psychological Foundations,” Industrial and Organizational Psychology, November 2013, 314-319 only; my favorite piece on how to tell the difference between real and false CSR; browse it for key points
- Olivier Boiral, “Sustainability Reports as Simulacra? A Counter-Account of A and A+ GRI Reports,” Accounting, Auditing & Accountability Journal, Fall 2013; an analysis of the role of images in CSR reporting and the distortions of reality that follow from CSR as a form of marketing

B. ASSIGNMENT 3

- Go to the NYUClasses “Assignments/Nike and Other Examples” folder and pick a case for reading. Use this week’s readings to ask whether the organization is socially responsible. Read the organization’s online social responsibility report and tell me whether you accept the case. Ask whether the CSR activity is embedded or peripheral.

IV. SOCIAL DESIGN (WEEKS EIGHT, NINE, AND TEN)

WEEK 8 (MARCH 26): INTRODUCTION TO DESIGN THINKING

A. Readings

- Tim Brown and Jocelyn Wyatt, “Design Thinking for Social Innovation,” Stanford Social Innovation Review, September 2010; how to create innovative solutions through a blend of engineering, creativity, and social motivation
- Piyush Tantia, “The New Science of Designing for Humans,” Stanford Social Innovation Review, Spring 2017; a critique of the intuitive nature of design thinking with a recommendation for a much more aggressive focus on rigorous methods and testing; could be a new edge in the discussion
- Jean Decety, et al., “Empathy as a Driver of Prosocial Behavior: Highly Conserved Neurobehavioural Mechanisms across Species,” Philosophical

Transactions of the Royal Society, December 2015; breeze through this looking for references to the link between empathy and caring

- Fay Twersky, Phil Buchanan, & Valerie Threlfall, “Listening to Those Who Matter Most, the Beneficiaries,” Stanford Social Innovation Review, March 2013; 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 really know the beneficiary through empathy?
- Paul Bloom, “Empathy and Its Discontents,” Trends in Cognitive Sciences, January 17, 2017; a strong case against empathy as a core concept across a host of fields and decisions; 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

WEEK 9 (APRIL 2): COLLECTING IDEAS

SECOND MEMO DUE

BEGIN THINKING ABOUT THE FIVE QUESTIONS YOU MUST ANSWER IN YOUR THIRD AND FINAL MEMO: (1) What are three important assumptions that will affect your success? (2) What is the one important assumption that is the most vulnerable to a breakdown? (3) What signpost(s) will you use to alert yourself to an impending breakdown of this important, vulnerable assumption? (4) How will you hedge against the assumption’s impending failure?

Assume that your problem and solution have made the agenda for action. You have now been asked what could go wrong and what can be done to answer critics.

A. Readings

- Henry Chesbrough, “The Era of Open Innovation,” MIT Sloan Management Review, Spring 2003; a defining piece; MIT Sloan says it will take you 24 minutes to get through it, but it will not take long to get the point; Chesbrough is considered the founder of the open innovation movement
- 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 at page 64; crowdsourcing obviously comes in many flavors; the crowd will produce the ideas
- Kevin C. Desouza & Kendra L. Smith, “Big Data for Social Innovation,” Stanford Social Innovation Review, Summer 2014; an entirely different take on where to

find new ideas, but a similar philosophy for reducing piles upon piles of data into patterns that spark innovation; data will produce the ideas

- World Wide Web Foundation, 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
- Hunt Allcott and Matthew Gentzkow, “Social Media and Fake News in the 2016 Election,” Journal of Economic Perspectives, Spring 2017; the first deep analysis of the possible impact of fake news in the 2016 presidential campaign; not required but important for discussions of framing and ratification in coming weeks

WEEK 10 (APRIL 9): COMBINING IDEAS

A. Readings

- Jonny Schneider, Understanding Design Thinking, Lean, and Agile, O’Reilly Media, 2017, Chapters 1-2; a short, accessible assessment of the intersections between these three broad concepts for innovation
- Darrell K. Rigby, Jeff Sutherland, and Hirotaka Takeuchi, “Embracing Agile,” Harvard Business Review, May 2016; a broad introduction to agile thinking, which may be more applicable to social innovation than lean thinking
- Steven Blank, “Why the Lean Start-Up Changes Everything,” Harvard Business Review, May 2013; a broad introduction to lean thinking, but the lingering question is whether the lean start-up has made much difference to social innovation
- 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, entire; ABP is a way to test your solution before launch; ABP is NOT about whether your solution will be funded or adopted, but whether it will work if implemented and what can be done to prevent failure

V. SOCIAL ADVOCACY (WEEKS ELEVEN AND TWELVE)

WEEK 11 (APRIL 16): SOCIAL FRAMING

A. Readings

- Robert B. Cialdini, “The Power of Persuasion: Putting the Science of Influence to Work in Fundraising,” Stanford Social Innovation Review, Summer 2003; easy listing of key persuasion approaches

- Cass R. Sunstein, “Hazardous Heuristics,” The University of Chicago Law Review, Spring 2003; longish introduction to the role of heuristics in law and policy from the future Obama administration “nudge expert;” all the basics are here
- Frameworks Institute, [“Changing the Public conversation on Social Problems: A Beginners Guide to Strategic Frame Analysis”](#); spend an hour online with this course; feel free to cut the talking head videos off if they get too cumbersome, but this is the best available introduction to framing available;
- Mayer N. Zald, “Making Change: Why Does the Social Sector Need Social Movements,” Stanford Social Innovation Review, Summer 2004; one of the very few articles I have found in the Stanford Social Innovation Review on politics and social pressure; a very good case study about creating friction
- C. Daniel Batson, Nadia Ahmad, and Jo-Ann Tsang, “Four Motives for Community Involvement,” Journal of Social Issues, 2002; “pro-social” motivation is the key to social impact, but there are at least four different motives in play

B. ASSIGNMENT 4

- Go to the Frameworks Institute website, click on the “Research on Issues” tab on navigation bar, browse the research on framing an issue about which you care and explore the talking points research provided on the website (be prepared to switch topics if the research is dated or thin). Ask how you might design a research project to develop a frame for the solution you presented in your second memo.

WEEK 12 (APRIL 23): SOCIAL RATIFICATION

A. Readings

- Harold A. McDougall, “Social Change Requires Civic Infrastructure,” Howard Law Journal, Winter, 2013; broad review of the rise and fall and rise again of civil society organizations; case studies of the Arab Spring and Occupy Wall Street provide context for broader argument on the need for community reengagement

B. READ THESE IN CHRONOLOGICAL ORDER:

- 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

- Robert Putnam, “Bowling Together,” American Prospect, February 11, 2002; a much more hopeful assessment of the state of social capital in the wake of the September 11 attacks
- Thomas Sander and Robert Putnam, “Still Bowling Alone? The Post-9/11 Split,” Journal of Democracy, January 2010; a final and disheartening assessment of the continued decline in social capital
- Lara Putnam, and Robert D. Putnam, “The Real Scandal the DNC Should Avoid,” Washington Post, November 10, 2017; the latest assessment of how politics has undermined social capital; short, short, short

C. READ BOTH FOR AN INTRODUCTION TO COLLECTIVE IMPACT

- John Kania, and Mark Kramer, “Collective Impact,” Stanford Social Innovation Review, Winter 2011; a broad call for collaboration and focus in pursuing ratification of social change
- Fay Hanleybrown, John Kania, and Mark Kramer, “Channeling Change: Making Collective Impact Work, Stanford Social Innovation Review, January 2012; a summary of the core elements of successful collective impact; fast and to the point

VI. SOCIAL DISRUPTION (WEEKS THIRTEEN AND FOURTEEN)

WEEK 13 (APRIL 30): SOCIAL SCALING

A. Readings

- Andrew B. Hargadon, and Yellowlees Douglas, “When Innovations Meet Institutions: Edison and the Design of the Electric Light,” Administrative Science Quarterly, September 2001; Edison’s strategy for diffusion of electric lighting here in NYC; very useful discussion of the transition from idea to industry
- James W. Dearing, “Social Marketing and the Diffusion of Innovations,” in D. W. Stewart, ed., The Handbook of Persuasion and Social Marketing, 2015; easy, strong chapter on basic notion of how ideas spread
- Atul Gawande, “Slow Ideas: Some Ideas Spread Fast. How Do You Speed the Ones that Don’t?” New Yorker, July 29, 2013; a great article on why the use of anesthesia spread quickly and antiseptics did not; this is a MUST read

- Taz Hussein, Matt Plummer, and Bill Breen, “How Field Catalysts Galvanize Social Change,” Stanford Social Innovation Review, Winter 2018; accessible analysis of collaboration and networking as a form of scaling for greatest impact; easy and insightful analysis from Bridgespan Group

B. ASSIGNMENT 5

- [Explore the rapidly expanding inventory of “civic tech.”](#) Pick at least two civic tech organizations and take a closer look at what they do, how they work, and whether they are making any social impact. Spend some time on Google looking for information on the organizations you have chosen and see whether the organizations are having any effect on civic discourse, government operations, social capital, the digital divide, etc. Ask whether civic tech is a viable investment for developing social capital.

WEEK 14 (MAY 7): SOCIAL DELIVERY

A. Readings

- Paul Light, *The Four Pillars of High Performance: How Robust Organizations Achieve Extraordinary Results*; Chapter 2; the data and findings still hold; not much I would change in the overall lessons on high-performance organizations

B. READ ONE OF THE FOLLOWING ARTICLES

- Jason Pierce, and Herman Aguinis, “The ‘Too-Much-of-a-Good-Thing’ Effect in Management,” *Journal of Management*, 2013; is more always better?
- Roderick I. Swaab, Michael Schaerer, Eric M. Anicich, Richard Ronay and Adam D. Galinsky, “The Too-Much-Talent Effect: Team Interdependence Determines When More Talent Is Too Much or Not,” *Psychological Science*, June 2014; can you have too much of a good thing here, too?
- Emily Grijalva, Peter D. Harms, Daniel A. Newman, Blaine H. Gaddis, and R. Chris Fraley, “Narcissism and Leadership: A Meta-Analytic Review of Linear and Nonlinear Relationship,” *Personnel Psychology*, Winter 2015; another case where the world might not be so linear after all

- C. 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

NYU Classes

[This section should describe how the course will use NYU Classes. See example below:]

All announcements, resources, and assignments will be delivered through the NYU Classes site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU's Calendar Policy on Religious Holidays

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.