



NYU

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

UPADM-GP 102-001 Introduction to Social Impact Fall 2021

Instructor Information

Paul Light
UPADM-GP 102-001
Class Times: Mondays/Wednesdays,
12:30-1:45 194 Mercer, Room 208
Office Hours: By Appointment

Course Description

This course is designed to give students an introduction to the tools of social impact—what it is, how we produce more, what you can do to create it. Having defined social impact as “any action of any duration in any sector by any actor to solve a public problem,” students will explore the major barriers to achieving social impact today, examine different forms of social impact, and develop their own proposals for increasing the amount and effectiveness of efforts to create social impact in the future.

The course is built around a simple model of creating social impact in two dimensions. The first dimension involves the intensity of the experience—thin v. thick. The second involves the underlying commitment to the experience—voluntary v. coerced.

THIN	VOLUNTARY		THICK
	SOCIAL IMPACT I	SOCIAL IMPACT III	
	SOCIAL IMPACT II	SOCIAL IMPACT IV	
	COERCED		

The course is also designed to explore the range of alternatives for social impact—e.g., through traditional political participation (voting), personal volunteering and advocacy, careers in social impact, service on nonprofit boards, and social entrepreneurship and innovation. The course will argue that all citizens have the chance to create social impact during their lives—the question is how to improve the odds that they will both make and sustain their commitment.

Course Requirements

The class is built around a discussion of the readings and core concepts. Students will also be asked to reflect on their learning in class and small-group conversations during the week.

1. Memos

Students will present three 500-word written memos during the semester. Each will be graded for content, clarity, and care. Each must also be grounded in at least three research-based sources that support the case for impact.

2. Readings

All of the readings are available on Brightspace. You'll also find links in the syllabus if you wish to find the readings online. The midterm and final exams will be based in part on the readings and in part on class lectures. I've also put a zip-file of the readings online. Just download it to your computer and you're set. The syllabus is on Brightspace and is in the zip-file with the readings. Unless otherwise noted in my emails or in advance of class, all readings are required.

A NOTE ON BRIGHTSPACE: All the readings are on Brightspace in alphabetical order. Just click and each reading will pop up in a screen. You may have to experiment with Brightspace to increase the size of the reading.

3. Attendance

Attendance is required and participation is essential. In the unlikely event that we'll have to return to Zoom at some points in the semester, all sessions will be recorded and stored on Brightspace. All PowerPoint slide decks will be available on Brightspace, too.

4. Contact

I will hold regular online and in-person office hours during the semester and will always be available for coaching at your request. I will provide as much support as possible, including examples of memos, question-and-answer sessions, and regular messages.

5. Final Grades

Grades will be based on a standard 100 point system as follows:

- Class participation: 10 points
- Final Exam: 30 points
- Three 500-word memos: 60 points (20 points each)

Course Schedule

No Class on Monday September 6 Labor Day

AN INTRODUCTION TO SOCIAL IMPACT (WEEKS 1-4)

Week 1a: Labor Day: No

Week 1b: The Case for Engagement (Wednesday, September 8)

BEFORE CLASS: Watch this [8-minute video that asks “Can we still trust polls”](https://www.pewresearch.org/fact-tank/2018/05/14/can-we-still-trust-polls/) at <https://www.pewresearch.org/fact-tank/2018/05/14/can-we-still-trust-polls/> and ask yourself when we should and shouldn’t trust polls, especially during this election season; also watch the [3-minute video that you’ll also find at Pew that asks “How can a survey of 1,000 people tell you what the whole U.S. thinks?”](https://www.pewresearch.org/fact-tank/2017/05/12/methods-101-random-sampling/) at <https://www.pewresearch.org/fact-tank/2017/05/12/methods-101-random-sampling/> about how a sample of just 1,000 people can be used to measure the opinion of 300 million Americans

Publius, “[Federalist, No. 10: The Union as a Safeguard Against Domestic Faction and Insurrection](https://avalon.law.yale.edu/18th_century/fed10.asp),” Yale University, Avalon Project; read it closely and ask what the founders feared most; available on Brightspace and online at https://avalon.law.yale.edu/18th_century/fed10.asp

Jamelle Bouie, “George Washington Feared for America and Other Truths About the Founders We’ve Frozen in Time,” New York Times, July 27, 2021; a cautionary tale about our times; available on Brightspace.

Week 2a: Paths to Social Impact (Monday, September 13)

Mann and Ornstein, "[Finding the Common Good in an Era of Dysfunctional Governance](#)," Daedalus, 2013; an assessment of the barriers to action embedded in the American system of government; available on Brightspace and online at <https://www.amacad.org/publication/finding-common-good-era-dysfunctional-governance>

Frank Baumgartner, "[Some Thoughts on Reform Miracles](#)," unpublished paper, 2005; read pages 1-4; make sure you take a look at Baumgartner's drawing of the decision-making process on page 6; on Brightspace and available online at https://fbaum.unc.edu/papers/Baumgartner_Reform_Miracles.pdf

Skim David Brooks, "[Our Pathetic Herd Immunity Failure](#)," New York Times, May 6, 2021; a very-fast op-ed about how we failed to come together in the fight for a post-COVID-19 renewal and how friction theory might explain the failure; on Brightspace and available online at <https://www.nytimes.com/2021/05/06/opinion/herd-immunity-us.html?action=click&module=Opinion&pgtype=Homepage>

Week 2b: The Odds Against Impact (Wednesday, September 15)

ONE SENTENCE PROBLEM MEMO DUE ON WEDNESDAY SEPTEMBER 15

Turn-in your one sentence memo on the problem you seek to solve. Make sure you have one credible research-based source and an endnote

BEFORE CLASS: [Watch this short summary from NPR](#) on how the 2020 Census worked https://www.huffpost.com/entry/2020-census-process_1_5e603ab5c5b6bd126b75520a, and then watch the [Census Bureau's advertisement](#) directed to Native Hawaiian and Pacific Islander artists at <https://www.youtube.com/watch?v=GWCySrYxov0>

[Commission on the Practice of Democratic Citizenship, Our Common Purpose, 2020](#); a summary of what's wrong with American democracy; browse pages 1-9 and ask whether any recommendations might make a difference in your life, pro or con; on Brightspace and available online at https://www.amacad.org/sites/default/files/publication/downloads/2020-Democratic-Citizenship_Our-Common-Purpose_0.pdf

Week 3a: Comparing Generations (Monday, September 20)

Fisher, "Generational Cycles in American Politics, 1952–2016," *Society*, January 13, 2020; every generation has its day, but ask whether and how generations shape history; also ask why some generations such as the Greatest Generation and the Silent Generation so visible; available on Brightspace

Pew Research Center, "[The Whys and Hows of Generational Research](#)," September 3, 2015; a crisp introduction to studying generations that will help

place you in time and history; available on Brightspace and online at <https://www.people-press.org/2015/09/03/the-whys-and-hows-of-generations-research/>

Chudy and Jefferson, "[Support for Black Lives Matter Surged Last Year: Did It Last?](#)" New York Times, May 22, 2021; read this op-ed for the recent trend in support for BlackLives Matter and ask yourself what explains the surge and fall of support over time; <https://www.nytimes.com/2021/05/22/opinion/blm-movement-protests-support.html>

Week 3b: Introducing Generation Z (Wednesday, September 22)

Spend a few minutes watching this [Pew video on generation Z](https://www.youtube.com/watch?v=AVkag8kUIHE): <https://www.youtube.com/watch?v=AVkag8kUIHE>. Make sure you listen to the conversation about how Pew names generations and ask whether it makes sense.

Turn next to the Morning Consult report on Generation Z at "[Understanding Generation Z: How America's Largest, Most Diverse, Best-Education, and Most Financially- Powerful Generation Will Shape the Future](#)," December 2019; pay particular attention to the seven trends presented at p. 3; then turn to personal values and life outlook at p. 7 and political identity at p. 15; be prepared discuss one trend in more detail in a breakout room; available on Brightspace and online at [https://morningconsult.com/wp-content/uploads/2019/06/Morning-Consult- Understanding-Gen-Z.pdf](https://morningconsult.com/wp-content/uploads/2019/06/Morning-Consult-Understanding-Gen-Z.pdf)

Pinsker, "[Oh No, They've Come Up with Another Generational Label](#)," Atlantic, February 21, 2020; a quick look at your successors; available on Brightspace and online at <https://www.theatlantic.com/family/archive/2020/02/generation-after-gen-z-named-alpha/606862/> Finish up with Generation Alpha and get ready to discuss.

Week 4a: Motivations for Impact (Monday, September 27)

Harder and Krosnick, "[Why Do People Vote? A Psychological Analysis of the Causes of Voter Turnout](#)," Journal of Social Issues, 2008; available on Brightspace and online at <https://pprg.stanford.edu/wp-content/uploads/2008-Turnout-Lit-Review.pdf>

Batson and Almond, "[Four Motives for Community Involvement](#)," Journal of Social Issues, Fall, 2002; take stock of your own motivation for social impact; available on Brightspace and possibly at https://www.baylorisr.org/wp-content/uploads/2019/11/tsang_motives.pdf

Ashoka Foundation, "[Defining Characteristics of a Leading Social Entrepreneur](#)," author and date unknown; read this fast discussion ask whether you fit the entrepreneur's job description; available on Brightspace and online at <https://dhriiti.com/wp-content/uploads/2017/11/Defining-Characteristics-of-leading-Social-Entrepreneurs.pdf>

Papi-Thornton, "[Tackling Heropreneurship](https://ssir.org/articles/entry/tackling_heropreneurship#)," Stanford Social Innovation Review, February 2016; think about Papi-Thornton's motivation here and ask who she's talking about in this piece; available on Brightspace and possibly at https://ssir.org/articles/entry/tackling_heropreneurship#

Week 4b: The Logic of Impact (Wednesday, September 29)

BEFORE CLASS: Watch this [8-minute video that looks at racial disparities in health and that asks how race contributed to the COVID-19 pandemic](https://www.cnbc.com/2020/05/14/how-covid-19-exacerbated-americas-racial-health-disparities.html) at <https://www.cnbc.com/2020/05/14/how-covid-19-exacerbated-americas-racial-health-disparities.html> and think where race fits in the logic model of health

Moss, "[In Defense of Logic Models](https://www.huffpost.com/entry/in-defense-of-logic-model_b_1633676)," Huffington Post, December 6, 2017; an introduction to a very popular method for charting the future, make sure you read the pros and get ready to draw your own logic chain; think about this class as (1) an input, (2) an activity, (3) an output, or (4) an outcome; available on Brightspace and online at https://www.huffpost.com/entry/in-defense-of-logic-model_b_1633676

Oppel, Jr., Gebeloff, Lai, and Smith, "[The Fullest Look Yet at the Racial Inequity of Coronavirus](https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html)," New York Times, July 5, 2020; a first dive into the data on health disparities; pay particular attention to the charts and skim for the basic findings on the inputs, activities, outputs, and outcomes in this cause-and-effect chain; only readable online at <https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html>

BARRIERS TO IMPACT

Week 5a: Polarization (Monday, October 4)

POLICY MEMO ONE DUE ON Monday, October 4

Turn-in your 500-word memo about a public problem you hope to solve in your social impact work. Answer four questions: (1) what is the problem? (2) how big is the problem and what is the trend? (3) what is the most important cause of the problem, and (4) what is the consequence of the problem for all of us. Make sure you provide statistics in answering these questions and provide citations for your statistics at the end of the memo. Provide at least three credible, research-based sources for the memo.

Nate Cohn, "[Why Political Sectarianism is a Growing Threat to American Democracy](https://www.nytimes.com/2021/04/19/us/democracy-gop-democrats-sectarianism.html?action=click&module=Top%20Stories&pgtype=Homepage)," New York Times, April 19, 2021; a troubling report on the growing divide between the two parties; available on Brightspace and online at <https://www.nytimes.com/2021/04/19/us/democracy-gop-democrats-sectarianism.html?action=click&module=Top%20Stories&pgtype=Homepage>

Michael Dimock and Richard Wike, "[America is Exceptional in the Nature of Its Political Divide](https://www.pewresearch.org/fact-tank/2020/11/13/america-is-exceptional-in-the-nature-of-its-political-divide/)," Pew Research Center, November 13, 2020; a quick analysis of the deep divides in American politics today; available on Brightspace and online at <https://www.pewresearch.org/fact-tank/2020/11/13/america-is-exceptional-in-the-nature-of-its-political-divide/>

Pew Research Center, "[A Sore Subject: Almost Half of Americans Have Stopped Talking Politics with Someone](https://www.journalism.org/2020/02/05/a-sore-subject-almost-half-of-americans-have-stopped-talking-politics-with-someone/)," very fast report on how polarization affects us; available on Brightspace and online at <https://www.journalism.org/2020/02/05/a-sore-subject-almost-half-of-americans-have-stopped-talking-politics-with-someone/>

Week 5b: Generational Divisions (Wednesday, October 6)

Ferguson and Freymann, "[The Coming Generational War](https://www.theatlantic.com/ideas/archive/2019/05/coming-generation-war/588670/)," Atlantic, May 6, 2019; a deep analysis of that generational tensions that will shape the future; available on Brightspace and online at <https://www.theatlantic.com/ideas/archive/2019/05/coming-generation-war/588670/>

Henderson, "[When It Comes to the Baby Boomers: It is Still All About 'Me.'](https://www.smithsonianmag.com/smithsonian-institution/when-comes-baby-boomers-still-all-about-me-180953030/)" Smithsonian, October 15, 2014; ask what makes the baby boomers distinctive, if they are distinctive at all; available on Brightspace and online at <https://www.smithsonianmag.com/smithsonian-institution/when-comes-baby-boomers-still-all-about-me-180953030/>

Week 6a: The Social Capital Deficit (Tuesday, October 12)

BEFORE CLASS: Watch this [7-minute video that features Robert Putnam](https://www.youtube.com/watch?v=ACve-N_6KJc) at https://www.youtube.com/watch?v=ACve-N_6KJc, and ask whether Port Clinton is the place to be for everyone, then [measure your own social capital](https://greatergood.berkeley.edu/quizzes/take_quiz/social_capital) at https://greatergood.berkeley.edu/quizzes/take_quiz/social_capital

Putnam, "[Bowling Alone: America's Declining Social Capital](https://books.google.com/books?hl=en&lr=&id=MMjfcgAAQBAJ&oi=fnd&pg=PA68&ots=ftUde9iQDk&sig=MU8a6ARo0Jqdrdy9T4JfE8B5fp8-v=onepage&q&f=false)," Journal of Democracy, January 1995; pages 1-5 only; make sure you ask why bowling alone is a problem for the public good; on Brightspace and in the Urban Sociology Reader at <https://books.google.com/books?hl=en&lr=&id=MMjfcgAAQBAJ&oi=fnd&pg=PA68&ots=ftUde9iQDk&sig=MU8a6ARo0Jqdrdy9T4JfE8B5fp8-v=onepage&q&f=false>

Week 6b: The Government Performance Deficit (Wednesday, October 13)

Paul Light, "[The case for major government reform and how Biden can make it happen](https://www.brookings.edu/blog/fixgov/2020/09/23/the-case-for-major-government-reform-and-how-biden-can-make-it-happen/)," Brookings Institution FIXGOV Blog, September 23, 2020; available on Brightspace and online at <https://www.brookings.edu/blog/fixgov/2020/09/23/the-case-for-major-government-reform-and-how-biden-can-make-it-happen/>

Paul Light, "[Public demand for government reform remains high.](https://www.brookings.edu/blog/fixgov/2020/09/28/public-demand-for-government-reform-remains-high/)" Brookings InstitutionFIXGOV Blog, September 28, 2020; available on Brightspace and online at <https://www.brookings.edu/blog/fixgov/2020/09/28/public-demand-for-government-reform-remains-high/>

Week 7a: The Empathy Deficit (Monday, October 18)

BEFORE CLASS: Watch this [3-minute video on empathy v. sympathy](https://www.youtube.com/watch?v=1Evwgu369Jw) at <https://www.youtube.com/watch?v=1Evwgu369Jw>, and ask yourself how much empathy and sympathy you have and why generations might vary in their level of empathy; then take [the quiz](https://greatergood.berkeley.edu/quizzes/take_quiz/empathy) at https://greatergood.berkeley.edu/quizzes/take_quiz/empathy

De Waal, "[The Antiquity of Empathy.](http://timothyquigley.net/pmi/dewaal-antiquity_empathy.pdf)" Science, 2012; be ready to talk about the sources of empathy and how we can turn empathy on and off; available on Brightspace and online at http://timothyquigley.net/pmi/dewaal-antiquity_empathy.pdf

Konrath, et al. "[Changes in Dispositional Empathy in American College Students Over Time: A Meta-Analysis.](https://faculty.chicagobooth.edu/eob/edobrien_empathyPSPR.pdf)" Personality and Social Psychology Review, 2011; ask if the Z's have lost empathy, too, and whether you are on the empathy scale; available on Brightspace and online at https://faculty.chicagobooth.edu/eob/edobrien_empathyPSPR.pdf

THE FIRST QUADRANT OF SOCIAL IMPACT (VOLUNTARY/THIN)

Week 7b: Voting as Impact (Wednesday, October 20)

BEFORE CLASS: Watch this [3-minute video on ranked-choice voting](https://www.youtube.com/watch?time_continue=1&v=Rgo-eJ-Ds&feature=emb_logo) at https://www.youtube.com/watch?time_continue=1&v=Rgo-eJ-Ds&feature=emb_logo

1. Kalla and Porter, "[Politicians Don't Actually Care What Voters Want.](https://www.nytimes.com/2019/07/11/opinion/politicians-voters.html)" New York Times, July 11, 2019; read for the standard critique of political motivations at the top of government; available on Brightspace and online at <https://www.nytimes.com/2019/07/11/opinion/politicians-voters.html>
2. Vavreck and Tausanovitch, "[It May Not Seem that Way, but Politicians Often Do What Voters Want.](https://www.nytimes.com/2019/07/17/upshot/politicians-mostly-follow-voters.html)" New York Times, July 17, 2019; an op-ed on paying too much attention to what voters want; available on Brightspace and online at <https://www.nytimes.com/2019/07/17/upshot/politicians-mostly-follow-voters.html>
3. Gomez and Doherty, "[Wide Partisan Divide on Whether Voting is a Fundamental Right or a Privilege with Responsibilities.](https://www.pewresearch.org/2021/07/22/voting-is-a-fundamental-right-or-a-privilege-with-responsibilities/)" Pew Research Center, July 22, 2021; a quick survey report on the role of voting; available

on Brightspace and online at https://www.pewresearch.org/fact-tank/2021/07/22/wide-partisan-divide-on-whether-voting-is-a-fundamental-right-or-a-privilege-with-responsibilities/?utm_source=Pew+Research+Center&utm_campaign=299190515c-EMAIL_CAMPAIGN_2021_07_23_01_49&utm_medium=email&utm_term=0_3e953b9b70-299190515c-399717477

4. Shattuck, Huang, and Thoreson-Green, The War on Voting Rights, Carr Center for Human Rights Policy, February 2019; a broad introduction to recent efforts to constrain voting rights; skim pages 2-11 to understand the recent trend toward tighter laws, then pick one tool from the "[Toolbox of Voting Regulations](#)" on pages 24-33

and be prepared to discuss the tool in class; available on Brightspace and online at

https://carrcenter.hks.harvard.edu/files/cchr/files/ccdp_2019_003_war_on_voting_final.pdf

THE SECOND QUADRANT OF SOCIAL IMPACT (VOLUNTARY/THICK)

Week 8a: Volunteering as Impact (Monday, October 25)

United Nations, The Thread that Binds: 2018 State of the World's Volunteerism Report, 2018, chapter 1; read the short [overview to find out how the U.S. and other nations are doing](#); available on Brightspace and online at http://unv-swvr2018.org/files/51692_UNV_SWVR_2018_WEB_OVERVIEW.pdf

Grimm and Dietz, "[Where Are America's Volunteers? A Look at America's Widespread Decline in Volunteering in Cities and States.](#)" Do Good Institute, 2018; 1-18; available on Brightspace and online at https://dogood.umd.edu/sites/default/files/2019-07/Where%20Are%20Americas%20Volunteers_Research%20Brief%20_Nov%202018.pdf

Heller, "[Is There Any Point to Protesting?](#)" New Yorker, August 14, 2017; think about your interest in protesting and ask whether it was effective; available on Brightspace and online at <https://www.newyorker.com/magazine/2017/08/21/is-there-any-point-to-protesting>

Week 8b: Giving as Impact (Wednesday, October 27)

BEFORE CLASS: Watch this [5-minute video on "impact investing"](#) at <https://www.marketwatch.com/video/explainomics/how-to-build-an-investment-portfolio-that-supports-racial-justice/9D3C74B8-19AD-46FB-8583-F2A812EA24D0.html> on how build an investment portfolio that supports racial justice and think about how you'd invest \$1 billion from NYU's \$4.35 billion endowment fund for racial justice; available at

Faculty of the Lilly Family School of Philanthropy, Indiana University, "[Eight Myths of US Philanthropy](#)," Stanford Social Innovation Review, Fall, 2019; read this quick inventory of misconceptions and trends in giving" and ask yourself why you give; available on Brightspace and online at https://ssir.org/articles/entry/eight_myths_of_us_philanthropy

Paul Sullivan, "[Investing for Social Impact Is Complicated: Here Are 4 Ways to Simplify It](#)," a very fast New York Times analysis of how to value an impact investment; on Brightspace and available at <https://www.nytimes.com/2019/05/03/your-money/impact-investing-standards.html?searchResultPosition=4>

Week 9a: Effective Giving as Impact (Monday, November 1)

BEFORE CLASS: Watch this [6 minute video from the founder of the effective altruism movement](#) at https://www.youtube.com/watch?v=iA_37SrEFkQ and ask whether it makes any sense at all

Center for Effective Altruism, "[Introduction to Effective Altruism](#)," June 22, 2016; read this very short piece and ask whether you are an effective altruist and be prepared to give your answer in class; on Brightspace and available at <https://www.effectivealtruism.org/articles/introduction-to-effective-altruism/>

Week 9b: Learning as Impact (Wednesday, November 3)

BEFORE CLASS: Watch this [7-minute introduction to service-learning](#) at <https://www.youtube.com/watch?v=XTAfHBwW2mk>, then visit <http://learnandserve.gov/> and [see what's happening these days](#).

Pew Research Center, "[U.S. Media Polarization and the 2020 Election: A Nation Divided](#)," Pew Research Center, February 5, 2020, read the overview and look for at least three takeaways about media polarization that you caught your attention; available on Brightspace and online at <https://www.journalism.org/2020/01/24/u-s-media-polarization-and-the-2020-election-a-nation-divided/>

Hauslohner, "[Trump administration planning changes to U.S. citizenship test](#)," WashingtonPost, July 19, 2019; take the practice test at https://www.washingtonpost.com/how-would-you-do-on-the-us-naturalization-test/0c5948b8-15be-46a7-a2eb-ba86b5760428_quiz.html, then read the [article on proposed changes](#); available on Brightspace and online at https://www.washingtonpost.com/immigration/trump-administration-planning-changes-to-us-citizenship-test/2019/07/19/34bdd65e-a9bc-11e9-a3a6-ab670962db05_story.html

Week 10a. Living the Civic Life as Impact (Monday, November 8)

POLICY MEMO TWO DUE ON MONDAY, NOVEMBER 8

Turn-in your 500-word memo about your solution to the problem you have decided to solve. Answer four questions: (1) what is the solution? (2) how does your solution address the cause of the problem? (3) what will you use as your measure of early success—be specific; (4) who will support your idea and who will oppose it. Provide at least three credible, research-based sources for the memo.

BEFORE CLASS: Watch this [8-minute video from PBS](https://www.youtube.com/watch?v=lb4Z30Qb5Oc) about the decline in religious engagement among the Millennials and Z's at <https://www.youtube.com/watch?v=lb4Z30Qb5Oc> and think of your own connections to civic life.

Atwell, Bridgeland, and Levine, Civic Deserts: America's Civic Health Challenge, CIRCLE, October 2017, entire; a useful summary of the decline of civic connection over the decades, but you should ask whether they have it right; [look at the trends](https://tischcollege.tufts.edu/research/civic-deserts-americas-civic-health-challenge) and think about the underlying definition of "civic health" is biased; available on Brightspace and online at <https://tischcollege.tufts.edu/research/civic-deserts-americas-civic-health-challenge>

III. THE THIRD QUADRANT OF SOCIAL IMPACT (VOLUNTARY/THICK)

Week 11a: Buying and Boycotting as Impact (Monday, November 15)

BEFORE CLASS: Watch this [8-minute video on last summer's Facebook boycott](https://www.youtube.com/watch?v=6N7GbOzfGes) at <https://www.youtube.com/watch?v=6N7GbOzfGes> and ask yourself whether it matters and why you did or didn't know about it

Weber Shandwick and KRC Research, Battle of the Wallets: The Changing Landscape of Consumer Activism, January 30, 2018; roll through the slide deck and ask yourself where you're a boycotter, boycotter, both or neither and be ready to talk about the choice; [slide-deck](https://www.webershandwick.com/wp-content/uploads/2018/05/Battle_of_the_Wallets.pdf) available on Brightspace and online at https://www.webershandwick.com/wp-content/uploads/2018/05/Battle_of_the_Wallets.pdf

Kyle Endres and Costas Panagopoulos, "[Boycotts, Buycotts, and Political Consumerism in America, Research and Politics](https://journals.sagepub.com/doi/10.1177/2053168017738632)," October-December, 2017; a very useful summary of the concepts and discussion of demographic patterns; available on Brightspace and possibly online at <https://journals.sagepub.com/doi/10.1177/2053168017738632>

Gordon Clark, Andreas Feiner, Michael Viehs, [From the Stockholder to the Shareholder](#), September 2014, skim pages 11-18 to find a case for corporate social responsibility—doing good and doing well, etc.; available on Brightspace and online at

https://arabesque.com/research/From_the_stockholder_to_the_stakeholder_we_b.pdf

Week 11b: Careers in Impact (Wednesday, November 17)

BEFORE CLASS: Watch this [7 minute video on the 80,000 Hours Project](https://www.youtube.com/watch?v=1xsR0XBwyo4) at <https://www.youtube.com/watch?v=1xsR0XBwyo4> and ask yourself how you'll spend the 80,000 hours of your career

MacAskill, "[Don't Follow Your Passion](#)," Doing Good Better, Chapter 9, 2016; skim through and be ready to tell us what you intend to do with the 80,000 hours you'll spend

in your career; available on Brightspace and online at <https://80000hours.org/wp-content/uploads/2015/07/Doing-Good-Better-Chapter-9.pdf>

80,000 Hours Project, "[Our Current List of Especially Pressing World Problems](#);" available on Brightspace and online at <https://80000hours.org/problem-profiles/-what-is-this-page-based-on>; scroll down through the list from "especially pressing global issues" to "other important global issues" to "long lists of potentially pressing global issues beyond our current priorities," and "other longtermist issues," and ask whether the effort makes sense as you imagine the future—e.g., what's missing, what's really important?

Week 12a: National Service as Impact (Monday, November 22)

BEFORE CLASS: First watch the U.S. Army's newest recruiting advertisement, "[what's your warrior](#)" commercial at <https://www.youtube.com/watch?v=7TprgnuYfyQ>, compare it with the Norwegian military's 2018 ad at https://www.youtube.com/watch?v=4B_TIHJq1-4; next review the [benefits available to military veterans](#) at <https://www.military.com/join-armed-forces/military-benefits-overview.html>; and [10 benefits many veterans miss](#) at <https://militarybenefits.info/10-veterans-benefits-you-may-not-know-about/> and be ready to talk about how the appeals work.

Yuengert, "America's All Volunteer Force: A Success?" the big question here is whether we have an all-volunteer force at all; ask yourself how anyone could be coerced to volunteer for an all-volunteer force; Parameters, Winter 2015-2016; available on Brightspace but not online.

"[Interim Report](#)," National Commission on Military, National, and Public Service, 2019, skim pages 1-28 and spend a few minutes on the eight recommendations for elevating public service of all kinds; ask whether you think any will work and what you would add or subtract from the list, and be ready to make your own recommendation; available on Brightspace and online at https://www.volckeralliance.org/sites/default/files/attachments/Final_Report_-

[National Commission.pdf](#)

Week 12b: Papers returned and coaching session (Wednesday, November 24)

Week 13a: Social Entrepreneurship as Impact (Monday, November 29)

BEFORE CLASS: Watch this [4 minute video on why New York Times columnist Nick Kristof said 2017 was the best year in human history](#) at <https://www.youtube.com/watch?v=l1I5ecwXR10> and ask yourself what he should write in his annual holiday column this year

Phills, Deiglmeier, and Miller, “Rediscovering Social Innovation,” Stanford Social Innovation Review, Fall, 2008; a call to simplification and focus on the right term.

Seelos and Mair, “[Innovation Is Not the Holy Grail](#),” Stanford Social Innovation Review, Fall 2012; a classic warning to all of us to be careful about bright and shiny things when we already know the answer; be ready for a quick quiz about the article in class; available on Brightspace and online at https://ssir.org/articles/entry/innovation_is_not_the_holy_grail

V. DELIVERING ON THE PROMISES YOU MAKE

Week 13b: Social Entrepreneurship Realities: The Long Tail (Wednesday, December 1)

Fleming, “[Breakthroughs and the ‘Long Tail’ of Innovation](#),” MIT Sloan Management Review, Fall 2007; a deep study of innovators (meaning people, organizations, companies, etc., who own patents); go back to week 4 to consider heropreneurship again and ask yourself why we are so focused on heroes; available on Brightspace and online at <http://sloanreview.mit.edu/wp-content/uploads/saleable-pdfs/49114.pdf>

Audia and Rider, “[A Garage and an Idea: What More Does an Entrepreneur Need?](#)” California Management Review, Fall 2005; make sure you learn a bit about the famous garages; available on Brightspace and possibly online at [https://mba.tuck.dartmouth.edu/pages/faculty/pino.audia/docs/garage myth CMR.pdf](https://mba.tuck.dartmouth.edu/pages/faculty/pino.audia/docs/garage_myth_CMR.pdf)

Week 14a: Scaling Up: (Monday, December 6)

BEFORE CLASS: Watch as much of this [2-minute video](#) as you wish at <https://www.youtube.com/watch?v=5GqJna9hpTE>, then flip to this [6 minute video](#) on bragging at <https://knowledge.wharton.upenn.edu/article/to-brag-or-not->

[when-it-pays-when-it-backfires/](#), and finish up with this [2-minute video](#) at <https://www.youtube.com/watch?v=oSONAnEUIrg> and think about whether and when compliment-rejecting and humble-bragging might represent the too-much-of-a-good thing effect.

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>

Swabb, Schaer, Ronay, and Galinsky, "[The Too-Much Talent Effect: Team Interdependence Determines When More Talent Is Too Much or Not Enough](#)," *Psychological Science*, 2014; available on Brightspace and online at <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.655.3562&rep=rep1&type=pdf>

Week 14b: Building High-Impact Organizations (Wednesday, December 8)

BEFORE CLASS: [Watch this 7-minute video](#) at https://www.youtube.com/watch?v=-gELZnORV4U&feature=emb_logo for an introduction to how nonprofit organizations raise money.

Grant and Crutchfield, "[Creating High-Impact Nonprofits](#)," *Stanford Social Innovation Review*, Fall 2007; available on Brightspace and online at https://ssir.org/articles/entry/creating_high_impact_nonprofits

Light, "[Vision + Action = Faithful Execution](#)," *Volcker Alliance Issue Paper*, December 2015, skim to get through quickly; available on Brightspace and online at <https://www.volckeralliance.org/publications/vision-action-faithful-execution>

Week 14c: Endurance as Impact (Monday, December 13)

POLICY MEMO THREE DUE (Monday December 13)

Think about your own plans for the future and our work on social entrepreneurship and write a 500-word memo on the impact work you intend to pursue? Draw a logic chain for your future looking at your inputs (personal motivation, skills, etc.), future activities, hoped for outputs, and eventual outcomes for the world you seek to influence. Provide at least three examples with sources that you might be interested in pursuing.

BEFORE CLASS: Complete the "[grit scale](#)" at https://sasupenn.qualtrics.com/jfe/form/SV_06f6QSOS2pZW9qR, and remember your score

Duckworth and Gross, "[Self-Control and Grit: Related but Separable](#)

[Determinants of Success](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4737958/),” Current Directions in Psychological Science, October 2014; available on Brightspace and online at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4737958/>

Schneider, “[Teaching Kids ‘Grit’ Is All the Rage. Here’s What’s Wrong with It](https://newrepublic.com/article/117615/problem-grit-kipp-and-character-based-education),” New Republic, May 6, 2014; available on Brightspace and online at <https://newrepublic.com/article/117615/problem-grit-kipp-and-character-based-education>

24-HOUR TAKE HOME EXAM AVAILABLE FROM DECEMBER 16-21