



**NYU**

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

## **PADM-GP 2132**

# **Social Entrepreneurship and Innovation by Design Spring 2023**

### **Instructor Information**

- Paul Light
- Email: Paul.light@nyu.edu
- Office Address: The Puck Building, 295 Lafayette Street, 2nd Floor
- Office Hours: Tuesdays and Thursdays 10:00-2:00 and by Appointment

### **Course Information**

- Class Meeting Times: Tuesdays @ 4:55-6:35 pm
- Class Location: 60 Fifth Ave, Room 125

### **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.

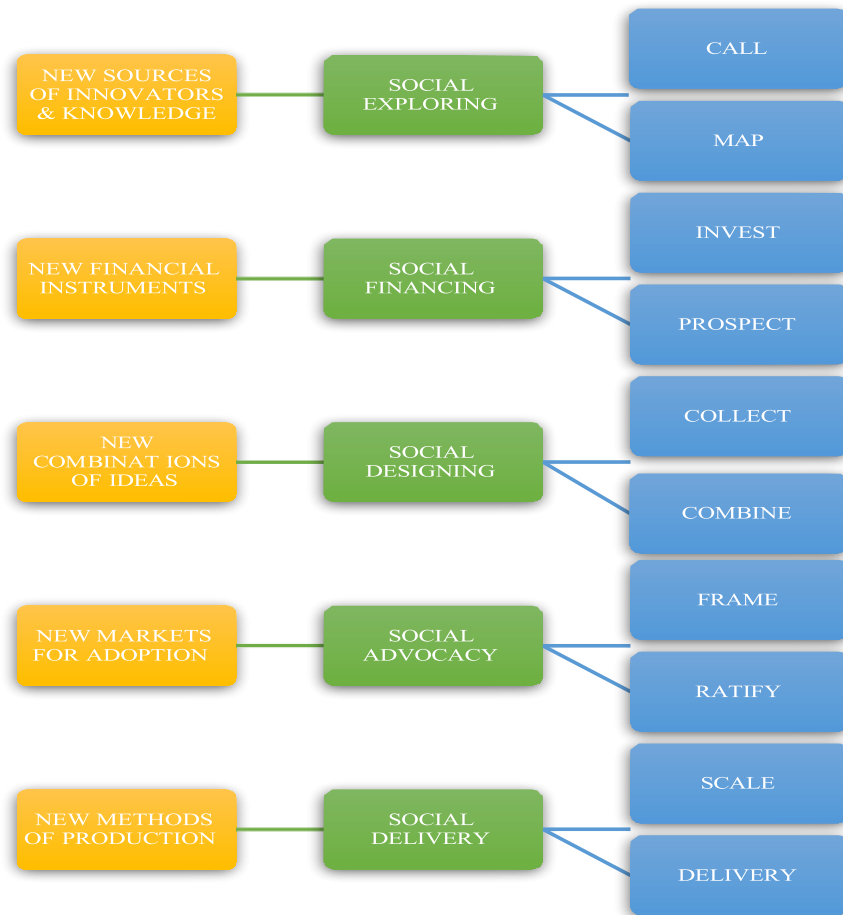
## Course Structure

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.



## Grading

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.

## Memos

The three long memos will be graded for content and writing. You will be writing your memos to me as the chief of staff of an organization that you lead. 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.

## Course Norms

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

## Readings

All readings are available either on Brightspace or through links provided in this syllabus. Note that all numbered readings are required, while all bulleted are recommended if you have time.

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. Happily, our Brightspace website contains a Zip file of all readings-just download and click away.

## Course Schedule

### I. INTRODUCTION TO THE FIELD

#### WEEK 1: 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**.

#### WEEK 2: GENERAL ANCHORS

##### 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 [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 [Not Everyone Should Be a Social Entrepreneur](#)
3. Echoing Green, **State of Social Entrepreneurship, 2020**; Echoing Green's most recent report on challenges and opportunities; browse a bit for findings that give you hope or concern and be ready to talk

about what lifts and/or worries you; available at [State of Social Entrepreneurship](#)

### WEEK 3: 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.<sup>1</sup> It also has clear causes that can be addressed.<sup>2</sup>

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<sup>1</sup> Paul C. Light, **Forging Legislation**, New York City: Random House, 2014.

<sup>2</sup> 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 [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

[This is What is Still Holding Social Entrepreneurs Back; a 7-minute read on the life of a social entrepreneur](#)

3. 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 [In Defense of Logic Models](#)
4. Frank R. Baumgartner, “Some Thoughts on Reform Miracles,” paper presented at the Reform Miracles International Seminar, May 27-28, 2005; focus on the graph at page 7 for a simple flow chart about the odds of impact and consider the following questions: (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 [Some Thoughts on Reform Miracles](#)

## II. SOCIAL EXPLORING

### WEEK 4: 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 problem and its importance.

#### 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 [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
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 [Personality Traits of Entrepreneurs: A Review of Recent Literature](#)
4. 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 [How to Create the Conditions for Social Intrapreneurs to Thrive](#)

B. MORE ARTICLES 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 [Minority and Women Entrepreneurs: Building Capital, Networks, and Skills](#)
- Spectra Myers and Pamela Chan, **Stuck from the Start: The Financial Challenges of Low- and Moderate-Income African-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 [Stuck from the Start: The Financial Challenges of Low- and Moderate-Income Africa- American Entrepreneurs in the South](#)

- 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 [Refining Success for Women Social Entrepreneurs](#)

## WEEK 5: 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 [Beware of ‘Expert Consensus. The COVID-19 Lab Leak Theory Shows Why.](#)
2. 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 [What Impact: A Framework for Measuring the Scale and Scope of Social Performance](#) SCAN ONLY
3. 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 [The Power of Lean Data](#)

## III. SOCIAL FINANCE

## WEEK 6: SOCIAL INVESTING

### A. READINGS FOR CLASS

1. Sean Greene, [A Short Guide to Impact Investing](#), 2014; chapters 1-5; a quick introduction to impact investing on Brightspace
2. 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
3. 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 [The Inequality of the GoFundMe Economy](#)

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 [Marketplace Radio interview with Darren Walker](#)
- 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 [How to Make Crowdfunding More Inclusive](#)
- If you wish 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 [Funding America’s Nonprofits: The Nonprofit Industrial Complex’s Hold on Social Justice](#)

WEEK 7: 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 [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 [Overcoming the Racial Bias in Philanthropic Funding](#)
3. Center for Effective Altruism, “Introduction to Effective Altruism,” June 22, 2016; on Brightspace and available at [Introduction to Effective Altruism](#); also read two short news column on being effective in saving the world by (a) Nitasha Tiku, “The Do-Gooder Movement that Shielded Sam Bankman-Fried from Scrutiny,” available on Brightspace and at the **Washington Post** at [The Do-Gooder Movement that Shielded Sam Bankman-Fried from Scrutiny](#); and (b) Ross Douthat “[The Case for a Less-Effective Altruism; available on Brightspace and at Washington Post, November 18, 2022](#) [The Case for a Less-Effective Altruism](#) (Why were these pieces published right before Thanksgiving 2022?)”

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

- 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 disdain for politics at p. 517 on Brightspace and available at [The Lessons of Effective Altruism](#)
- 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 [The Elitist Philanthropy of So-Called Effective Altruism](#)

- For 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 [In Defense of Pet Causes](#)
- 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 [Get Out of the Office](#)
- 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 [Cheryl Dorsey, Jeff Bradach, and Peter Kim, Racial Equity and Philanthropy](#)

## WEEK 8: 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

- 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 [From the Stockholder to the Shareholder](#)
- Auden Schendler, “The Complicity of Corporate Sustainability,” **Stanford Social Innovation Review**, Spring 2021, a 2021 report card on sustainability; on Brightspace and available at

### [The Complicity of Corporate Sustainability](#)

- 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 [Creating Shared Value: How to Reinvent Capitalism—and unleash a wave of innovation and growth](#)

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

- 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 [Corporate Social Responsibility and Creating Shared Value: What’s the Difference?](#)
- 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 [Reorient the Business Case for Corporate Sustainability](#)

## IV. SOCIAL DESIGN

### WEEK 9: INTRODUCTION TO DESIGN THINKING

#### A. READINGS FOR CLASS

1. 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 [Design Thinking Is Fundamentally Conservative and Preserves the Status Quo](#)

2. 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 [Empathy and Its Discontents](#)
3. John Kania and Mark Kramer, “Collective Impact,” **Stanford Social Innovation Review**, Winter 2011; on Brightspace and available at [Collective Impact](#); a familiar approach to movement building that fundraisers often cite; visit [a familiar approach to movement building that fundraisers often cite](#) and see how it is defined in practice.

## WEEK 10: 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 [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 [Using the Crowd as an Innovation Partner](#)

3. For a more recent view of crowdsourcing, see Johanna Bruneder, et al., "A New Model for Crowdsourcing Innovation," **Harvard Business Review**, January 31, 2020; available at [A New Model for Crowdsourcing Innovation](#)
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 [Listening to Those Who Matter Most, the Beneficiaries](#)

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

- 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 [Wrongfully Accused by an Algorithm](#)
- Rae Ellen Bichell and Cara Anthony, "For Black kidney patients, an algorithm may help perpetuate harmful facial disparities; on Brightspace and available at [For Black kidney patients, an algorithm may help perpetuate harmful facial disparities](#)
- 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 [Algorithmic Accountability: Applying the Concept to Different Country Contexts](#)

### WEEK 11: 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 [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 “hedgies” during early implementation; on Brightspace and available at [Assumption-Based Planning: A Planning Tool for Very Uncertain Times](#)

## V. SOCIAL ADVOCACY AND RATIFICATION

### WEEK 12: 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 [Your Lying Mind: The Cognitive Biases Tricking Your Brain](#)
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 [The Role of Brand in the Nonprofit Sector](#)
3. 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 [How to Tell Stories About Complex Issues](#)
4. 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 [The Back-of-the-Envelope Guide to Communications Strategy](#)

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

- 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 [Words that Change Minds](#)

WEEK 13: 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 [Vision + Action = Faithful Execution](#)
2. 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 [Bowling Alone: America’s Declining Social Capital](#)
3. Garry Stephenson, “The Somewhat Flawed Theoretical Foundation of the Extension Service,” **Journal of Extension**, Fall, 2003; an analysis of the Rogers’ adoption model using the U.S. Extension Service as a case study of disconnection; on Brightspace and through the NYU research tab

VI. SOCIAL DELIVERY

WEEK 14: 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 [Slow Ideas: Some Ideas Spread Fast. How Do You Speed the Ones that Don't?](#)

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 [Transformative Scale: The Future of Growing What Works: Nine Strategies to Deliver Impact at a Scale that Truly Meets Needs](#)
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 [How Field Catalysts Galvanize Social Change](#)

## WEEK 15: SOCIAL DELIVERY

ASSUMPTIONS MEMO DUE
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### 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 [The ‘Too-Much-of-a-Good-Thing’ Effect in Management](#)
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 [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 [Self-Control and Grit: Related but Separable Determinants of Success](#)

TAKE-HOME FINAL EXAM