PUBPOL 290.07 (6535) & IE 290.07 (9667)

“Social Innovation”

Meeting Times & Place: Mondays, 1:25-3:55pm

Classroom: Westbrook 0014 (Divinity School)

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Office Hours: To be Announced and by Appointment

Syllabus Version: August 31, 2014

Course Dedication
This course is dedicated to the memory of my friend and mentor Professor J. Gregory Dees, whose pioneering thought leadership in the field of social entrepreneurship touched the lives of thousands of students, academics, social entrepreneurs, philanthropists, policy makers, and others around the world. To learn more about Greg and his legacy, please visit www.caseatduke.org/deesmemorial
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1. Course Description:

History is full of examples of private citizens establishing innovative organizations to serve social purposes. In recent years, these “social entrepreneurs” have exhibited an increased willingness to look beyond the traditional philanthropic and charitable approaches in order to find more effective and sustainable solutions to social problems. They are adopting and adapting many tools from the world of business, blurring the lines between the business and nonprofit sectors. This shift in the character of social innovation and entrepreneurship is evident in a few trends that have emerged and gained strength over the past couple of decades, including:

- Increased experimentation with for-profit and hybrid forms of organization, cross-sector partnerships, market-based approaches, and business-inspired methods to serve social purposes,
- More deliberate efforts on the part of government to harness private investment, initiative, and ingenuity to craft innovative approaches to social problems and needs,
- The embrace of “strategic,” “engaged,” and “outcomes-based” funding methods on the part of private philanthropists, corporations, and governments, with more attention paid impact, scale, and sustainability,
- A shift in the conception of corporate social responsibility to include more pro-active, entrepreneurial approaches to address social problems that also pose serious business problems.
- Increased emphasis by public official, policy makers, and public agencies on “finding what works”—seeking innovations with evidence of success and bringing these innovations to greater scale of impact, whether through extending the local reach of these innovations or by replicating these innovations to other locations, or by disseminating “best practices” for adoption elsewhere.

This course will provide an introduction to the emerging field of social innovation. Through readings, vigorous classroom discussion, experiential learning, and individual and team assignments, the course will provide students with concepts and frameworks for understanding and practicing effective social innovation.

We begin by assessing problems with current mental and organizational models for addressing social needs and the resulting desire for, and urgency of, innovative approaches. The course develops a theory of innovation and describes examples of persons and organizations demonstrating innovative approaches. We also look at how to innovate effectively and the attributes and skills that cultivate such innovation, emphasizing the importance of systemic thinking, cross sector collaboration, and creative engagement. We will also explore some of the limitations of social innovation and consider critical arguments that the field must address in order to gain further credibility as a promising field of academic inquiry and field of practice.

The course will combine lectures and guest speakers with interactive exercises and team projects designed to consider issues related in innovation in areas of public concern such as such as education, healthcare, children, economic development, and the environment. The course also will seek to provide students with a framework and tools for imagining their own engagement in social innovation.

As an interdisciplinary course, PUBPOL290.07 is intended for students interested in developing their skills to act as social innovators and entrepreneurial leaders in a wide variety of career fields, as well as for students interested in studying the rapidly growing field of social entrepreneurship.

Social Innovation (PPS290.07) is a gateway course for the Certificate in Innovation and Entrepreneurship.
2. Course Learning Objectives & Outcomes:

**Purpose**

This course, along with companion courses in the undergraduate Certificate in Innovation and Entrepreneurship, is intended to enhance students’ abilities to explore the complex problems being faced by our world and to develop innovative methods to address those problems. The course is designed to help students develop a rich understanding of social innovation as a toolset (with strengths and limitations) for achieving significant, lasting social change; and to increase their critical awareness of and effective action on opportunities to apply principles and practices of innovation to addressing critical social and environmental problems.

The specific learning objectives and outcomes for the course have been designed through careful examination of several sources:


- Learning outcomes for Duke’s undergraduate Certificate in Innovation and Entrepreneurship

**Course Learning Outcomes**

As a gateway course to the undergraduate Certificate in Innovation and Entrepreneurship, PUBPOL290.07 contributes to the overarching goals of the certificate curriculum...

*Students will recognize the importance of using all they have learned across the disciplines to turn ideas into action and will embody the skills to do so.*

...and contributes to the development of the core capacities of creativity, technical competencies, courage and resilience, reflection, and collaboration.

The certificate is designed to provide students with a pathway to pursue a rigorous cross-disciplinary study of innovation and entrepreneurship that will be complementary to any major and will enable students to be innovative and entrepreneurial in their pursuit of knowledge in service to society. The certificate requires an in-depth course of study examining the theories of innovation and entrepreneurship, coupled with hands-on practice in both areas. Innovation and entrepreneurship are, by their very nature, areas of cross-disciplinary inquiry, so the certificate will draw on theory, contexts, and methods from across the disciplines.

As with all courses in the certificate curriculum, this course aims to enhance students’ abilities to explore the complex problems being faced by our world and to develop innovative methods to address those problems. Specifically, PUBPOL290.07 supports the achievement of and explores in depth the following certificate learning outcomes (numbered as in the certificate assessment tools and procedures):

1. Identify need(s), particularly one(s) tied to large, complex problems
2. Generate multiple ideas (innovations) to address the need(s) identified
3. Assess the validity (under realistic constraints) of the innovation(s) generated
4. Communicate effectively, particularly innovative ideas, verbally and in writing
5. Create a positive and ethical culture in which to pursue innovation and entrepreneurial ideas
11. Develop courage and resilience, along with an understanding of the value/learning which comes from failure

The course also addresses, in a general manner, and reinforces other concepts related to other certificate learning outcomes. For an overview of the certificate, please browse the relevant section of the Duke I&E website at http://entrepreneurship.duke.edu/education/certificates/certificate-in-innovation-and-entrepreneurship/. Please do not hesitate to contact me, Katherine Black, or our colleagues on the I&E team with any questions.

NOTE: (1) Students may vary in their competency levels on these outcomes, and (2) they can expect to achieve these outcomes only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

**Intended Impact of Course**

Ultimately, it is my hope that taking this course will be a transformative learning experience both for students and for myself. Within a year after this course is over, I want and hope that you will…

- Take a keen interest in social innovation and entrepreneurship as exciting, evolving, and complex fields of inquiry and practice, and to actively follow the activities of one or more social innovators.
- Seek, identify, and use several high quality resources for your own subsequent personal growth and professional development as a self-directed learner.
- Become more sensitive to and aware of the felt needs and desires of individuals, communities, and societies facing challenges in the areas of health, education, economic development, energy, the environment, and other areas.
- Integrate the values, competencies, ideas, information, and perspectives in this course with those in your other courses and disciplines in order to become more aware of and able to take thoughtful action upon opportunities to create social value through innovative approaches, and to more critically evaluate social innovations you encounter at Duke and beyond.
- Have a greater awareness of change you want to see in the world and be more confident in your ability as a change-making leader, equipped with the courage and self-permission to challenge the status quo, take risks, and innovate for social impact.
- Connect your academic work with engagement in the community or in the world to create or collaborate on a research project, program artistic endeavor, social venture, or business plan tied to a specific innovation.

**3. Course Format:**

PUBPOL290.07 is intended for students interested in developing their skills to act as social innovators and entrepreneurial leaders in a wide variety of career fields, as well as for students interested in studying the rapidly growing field of social entrepreneurship.

Because this combination of business-inspired methods and social purposes is relatively new, the literature of the fields of social innovation and entrepreneurship is still in early stages of development. We do not yet have a strong base of theory or empirical research on which to ground the course. Readings will provide conceptual frameworks for the discussions and should be read closely and critically. We will be learning together in class. We also plan to have several guest speakers who will share their first-hand experiences in this evolving arena.
After a general overview of the course, PUBPOL290.07 is organized around four modules.

- **Module I** provides an introduction to social innovation and entrepreneurship
- **Module II** explores the “process” of social innovation, exploring approaches to defining, designing, developing, and delivering innovative approaches to addressing critical social and environmental problem
- **Module III** examines approaches to social innovation within, across and among the public, private, and social sector
- **Module IV** explores the future of social innovation as a field of academic inquiry and as a field of practice

This is not a typical course. Successful social innovators must make build their abilities for thought and action, drawing deeply upon creative abilities as well as prediction logic. Class sessions will include exploration and discussion of technical content, but will also include interactive exercises, team activities, and assignments intended to introduce various the “Ways of Knowing, Ways of Thinking, Ways of Interacting, and Ways of Being” identified by Ashoka, the global network of leading social entrepreneurs, working with researchers and practitioners in the fields of social innovation and entrepreneurship around the world. (See the section on course objectives and outcomes above).

In the syllabus for their course “Social Entrepreneurship by Design,” professors Heidi Neck and Steve Schiffman of Babson College state profoundly:

> Social problems are complex, wicked problems. Processes used to solve more linear and tame problems are not effective in a world that is becoming increasingly uncertain and even unknowable. The pedagogy behind [this course] helps students develop empathy for those most affected by a problem as well as navigate or even excel in unstructured, ambiguous environments. There are no definitive answers in this course; there are only methods. Learning methods is often more important than learning content. In an ever changing world we need to teach methods that stand the test of dramatic changes in content and context. Perhaps this is ultimately the nature of innovation and entrepreneurship education. Are we teaching a discipline or a method to navigate a discipline?

We were further inspired by the work of Nobel Prize winner, Herbert Simon, who argued that business is an artificial not natural science (Simon, 1998). Creating an entrepreneurial opportunity is not akin to uncovering a law or equation that explains how a fundamental phenomenon in the natural world works. Rather, innovators and entrepreneurs are engaged in the process of developing a venture to create value that does not currently exist. To do this, entrepreneurs design and create artifacts such as products and services, plans, organizations, and networks. Thus, in Simon’s words, an entrepreneur’s work lies in the “artificial world” rather than the “natural” world. But, we often teach innovation and entrepreneurship as science with a tendency to overemphasize tools available for analyzing known information. In other words more traditional entrepreneurship education pedagogy tends to teach students to enter a world that is certain, but we know this world does not exist. [This course] helps prepare students to become innovators and changemakers for a world that does even exist today.

(The last two paragraphs are drawn from and adapted from the syllabus for “Social Entrepreneurship by Design,” by professors Heidi Neck and Steve Schiffman of Babson College, as presented in their submission for consideration of the USASBE Innovative Entrepreneurship Education Course award, November, 2009.)
4. Policies and Expectations: Class Preparation, Participation, Attendance

Class Preparation and Participation

Everyone will be expected to attend class, to come prepared, and to participate actively (even vigorously) in the class discussion and in any activities or exercises. Before class, you should have read the assigned readings, thought about their application to the case or topic of the day, and prepared any assigned study questions. On days when speakers have provided background materials, you also should have reviewed that material and thought about questions or issues you would like them to address.

The classes are intended to be interactive so that students and instructor can learn from each other. Students will spend a fair amount of time in smaller groups in which they not only talk and think together, but also solve and create together. Given the breadth of the subject matter covered in the course, class discussions will necessarily focus on basic principles and will assume knowledge of the assigned reading material. It is expected that the conversations will flow from student interest in the subject at hand but cold calling should not be unexpected.

Thoughtful and insightful participation is preferable to frequent contributions that merely restate facts from the readings, are not on topic, or make unsubstantiated claims. The best contributions are those that are relevant to the question at hand. They often build on or respond to the observations of others, make links to prior classes, or draw on materials and lessons from other courses. Debates and disagreements can be powerful opportunities for learning. You are encouraged to challenge the views of your classmates and the instructor provided that you do it constructively and with civility.

Some of you may not be comfortable speaking in class. The best way to get over this is to do it. Think of it as an opportunity to sharpen your leadership skills. Leaders, including social entrepreneurs, generally need to be comfortable engaging with others and presenting their views in front of a group. If you need help breaking the ice, let me know so that I can watch for your hand, or even cold call you, if you would prefer that. Though it is not a substitute for class contributions, another way to contribute to the course is to participate actively on the course website on Sakai. Thoughtful and engaging contributions to the course website will be taken into account on the margin.

Class Attendance

The course meets once per week. Of course, regular attendance is a must. You cannot participate if you are not there. All classes will start promptly. You will be expected to be on time. Late arrivals can delay the start of class, disrupt the conversation, and are disrespectful to our guests, your classmates, and me. If you expect to be late for some good reason, please alert me if possible and take a seat in the back of class. Without a compelling excuse, late arrivals will count against your class participation grade.

We will have a break some time at or shortly after the halfway point in class. You will be expected to return promptly from all breaks.

Policy for Missed Classes: If for any reason you know you must miss a class, please email me in advance. You may earn partial participation credit for one absence by submitting, before the missed class, a 1-2 page response to study questions provided in advance or a similar assignment of my choosing. A second absence may result in a reduction of your final grade, with a third missed class guaranteeing a lower grade, unless you have a compelling justification, such as a serious illness, family tragedy, or court appearance. Interviews for jobs or internships are not a compelling justification for a second or third absence. If you miss a class, you are responsible for obtaining information regarding any issues discussed that day and for making arrangements to get any handouts that were distributed.
Class and Team Contribution
As a learning community member, each student is responsible for contributing to the educational experience of the whole class. The class participation grade will reflect the quality (not quantity) of contributions to class discussions and also other voluntary activities that enhance the course experience for everyone. This includes the course discussion forum on Sakai on which individual contributions are encouraged. Additionally, it is expected that every student will be a full participating member of their teams. This will be evaluated regularly by your team members at the end of the semester through a confidential assessment.

5. Policies and Expectations: Honor Code

Duke Community Standard

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:
- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

The Duke Community Standard, the university’s honor code, is an integral part of this course. This means on any individual graded assignment you cannot give information to or receive information from any other individuals in the class. It is expected that your work will be entirely your own. On team graded assignments, while you are expected to participate fully in the work of your team in completing the assignment, you cannot give information to or receive information from other teams. You are never allowed to receive information on any graded assignments from individuals in any sections or classes that have met previously, either this year or in years past. Additionally, you may not get information on any graded assignments from people outside of Duke or in other classes or from any other source. You also may not conduct any Internet searches, library work, or bring in outside information about the case situations, companies, or the industries featured in a case beyond what is described in the case.

In this course, you must follow the specific guidelines that accompany each assignment, noting whether it is a team-based or an individual assignment. If there are any questions about how the Duke Community Standard applies, or if you believe that the Standard has been compromised, please contact me directly without delay.

Undergraduate Policies on Academic Dishonesty

“Plagiarism” occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his/her own and/or does not give appropriate credit to the original source. Proper scholarly procedures require that all quoted material be identified by quotation marks or indentation on the page, and the source of information and ideas, if from another, must be identified and be attributed to that source. Students are responsible for learning proper scholarly procedures.

Classroom Disruption

“Students who behave in the classroom in such a way that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action, including possible exclusion from a course. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.”


6. Communicating with the Instructor:

Email and Telephone

The best way to reach me is either by email (mnash@duke.edu)—which is my preferred method for receiving course communications, whenever possible and non-urgent—or by telephone to my Google voice number (919.335.3488), especially if urgent.

When sending emails please include “PUBPOL290” in the subject line (in all caps, no spaces) so that I can more quickly identify your message (I will set up an email rule in Outlook to flag these messages. If you email a question to me that may require more than a yes/no answer (in particular, any questions regarding assignments), please include in the message a phone number at which you can be reached during the day. Please do not call me in the evenings or on weekends unless you have an emergency; I attempt to preserve this time for my wife and children.

Initiative, Evaluation, Feedback, and Coaching

As this is a course on innovation, it is important that students take the initiative to solicit feedback from the instructional team about personal development, course content and concepts, and ways to increase contributions to classmates’ education. As such, students are also encouraged to take full advantage of office hours (laid out at the beginning of this syllabus). As feedback is a two-way street, I will also solicit evaluations and suggestions from students about ways to enhance the course during the semester. Also, students will have feedback discussions with their project teammates several times during the semester.

Locations for Office Hourse and Meetings with Students

Please note that I wear several hats at Duke and maintain offices both at Gross Hall (102K) and the Fuqua School of Business (W136A). In addition, my responsibilities often take me to various locations on campus and in the community. I generally will attempt to hold office hours and other student meetings at Gross Hall, usually in the first floor offices of the Duke Innovation and Entrepreneurship Initiative or in the Social Sciences Research Institute on the second floor, near the “Connections Bar.” Sometimes I may need to meet you in my CASE/SEAD office at Fuqua, depending on meetings I may have beforehand or afterward. Please be certain you know where to meet me in advance of coming over! If I am not in the location you had expected within 3 minutes of the appointment time, please call me on my Google voice number, (919.335.3488).
7. Readings:

**Required Books (can be purchased directly from Amazon):**

- Select **ONE** human centered design toolkit of your choice, chosen from among the following:
  - Marc Stickdorn and Jakob Schneider (eds), *This is Service Design: Basics, Tools, Cases*. John Wiley & Sons, 2011.
- Select **ONE** autobiography or biography of a social innovator (to be chosen from a recommended reading list that I will provide, or another that you may select with my prior approval.)

**eBooks available free online**

- Readings from several other electronic books are listed in the weekly assignments below.

**Optional but Helpful Books**
The course includes readings excerpted from the following books. In most cases, the assigned excerpts are available on Sakai. However, you may find it helpful to purchase one or more entire texts.

• Dean Karlan and Jacob Appel. More Than Good Intentions: Improving the Ways the World's Poor Borrow, Save, Farm, Learn, and Stay Healthy. Plume (reprint), 2012.


You also may be interested in reading one or more of the following helpful texts:


• Lara Galinsky with Kelly Nuxoll, Work on Purpose. Echoing Green, 2011.


• Steven Johnson. Where Good Ideas Come From. Riverhead Trade (reprint), 2011.


Assigned and Supplementary Articles:

• A number of required articles and case studies will be available to students on Sakai or, in some cases, are available online only. These are listed under each class session and should be read in advance of class.

• In addition, there are a number of supplementary articles and books listed below. These are designed to provide you with further depth of knowledge in this exciting field. Each of these resources are recommended but not required. Most are available on Sakai; links to others are provided below.

• Finally, each student team is encouraged to develop a list of several supplementary readings based upon the nature of their team project. Please contact me if you need assistance in identifying suitable readings for your purposes.
Finally, each student team is encouraged to develop a list of several supplementary readings based upon the nature of their projects. Please contact me if you need assistance in identifying suitable readings for your purposes.

8. Course Requirements:

Individual Assignments

In addition to weekly reading assignments and periodic viewing assignments, complete and punctual attendance, and active contributions to classroom discussion and activities, you will be required to submit a number of written assignments including:

Papers:
Several short papers are required. Most are individual assignments, but a few are team assignments. Clear and concise writing is an important part of the course. Specific writing assignments include, but are not limited to the following:

- **Critical Reflection Papers on Readings (2).** Students are required to write two reflection papers on the weekly readings. Each reflection paper is due before class on Monday. Reflection papers should be 3 pages long, commenting on the readings assigned for that day. The point is to have you think about some of the readings, give your opinions and assessments and consider class input. To clarify, these reflection papers are not supposed to be summaries of the readings, and they are not case analyses either. *You have the choice on how to divide up the two papers, but at least one reflection paper must be completed before the midterm.*

- **Critical Reflection Paper on Speaker or Event (1).** You will write a brief paper of 2-3 pages in which you will reflect on a speaker that you heard on campus (outside of class!) this semester, or a conference or event that you attended. Please demonstrate the relevance of the speaker or event to the key themes of this course.

- **Report on Biography of a Social Innovator.** As noted in the section on course readings, you will select an autobiography or biography on a social innovator from a recommended reading list that I provide. By the last day of fall semester courses, please submit a paper of up to five (pages) in which you reflect upon the innovator and his/her work in response to a set of guiding questions that I will provide in advance.

Several other short *worksheets, surveys, templates, and responses to discussion questions* will be required to support your learning and your contributions to the class.

Promising Opportunity:

Over the course of the semester, you will work through a process of definition, design, development, and delivery on a compelling social or environmental issue of your choice, resulting in the documentation of an innovative “promising opportunity” to create social value. This will be documented in one of several alternative deliverables to be discussed in class, but could take the form of a competition entry, a poster session, a presentation, or a collection of artifacts related to the design process. This assignment will be discussed in greater detail in Class #2.

Quizzes, Tests, Exams:

- **Quizzes on Reading Material.** Throughout the semester, I will conduct a series of brief “pop quizzes” on reading materials. Quizzes may occur at any time during a class period and may cover any readings assigned up to that point. In calculating your final grade, I will drop the quiz with your lowest score. However, although the reading load is admittedly heavy in points, please do not fall behind as many of the concepts presented build on and reinforce each other.
• **Final Examination:** I will provide a final “take home” exam that will assess your comprehension of the course material; your ability to apply key frameworks and tools presented; and your ability to critically analyze social innovations.

In addition, you will be required to:

• **Keep an “ideas notebook”** of ideas and opportunities to create social value that you encounter or ideate during the course. I will ask you to share this with me a couple of times during the semester. If you do not keep this in electronic form but instead in a hard copy notebook, I may ask you to bring that to class or to provide me with a photocopy (or smartphone photo!) of relevant sections.

• **Post a substantive contribution to the discussion forum on Sakai at least once every other week.**

• **By September 22nd, please select two social innovators and follow them over the course of the semester via websites, blogs, electronic newsletters, press releases, social media, etc.** I will request that you identify these innovators early in the course. At several points in the course, I will ask you to discuss these innovators in class, and I may include them as subjects in writing assignments, quizzes, or in the final exam.

  o At least one innovator should be selected from one of the national or international social innovation and entrepreneurship fellowships or awards programs (e.g., Ashoka Fellows, Echoing Green Fellows, Skoll Award for Social Entrepreneurs, Schwab Foundation Social Entrepreneurs of the Year, PopTech Fellows, Unreasonable Institute, Draper Richards Kaplan Foundation portfolio, Mulago Foundation fellows, New Profit, Inc. portfolio, Social Entrepreneurship Accelerator at Duke global health innovators, Santa Clara Global Social Benefit Incubator, etc.). Links to many of these fellowships can be found on the Duke I&E website at [http://entrepreneurship.duke.edu/social-entrepreneurship/resources/](http://entrepreneurship.duke.edu/social-entrepreneurship/resources/) (click on “Examples of Social Entrepreneurs” in the menu on left side).

  o The second innovator may be from any source except that he or she may NOT come from the same national or international fellowship or award, if any (although he or she MAY be the innovator profiled in the biography or autobiography you have selected.)

  o Please select these two innovators by 9/22 and fill in the information required [name or organization, domain (health, poverty, etc.) location, website, URL, Twitter handle (if any), Facebook page (if any), link to blog (if any)] in a Google spreadsheet to be provided.

**Team Assignments**

**Team Challenge.** To help get the teams working together effectively right away, I will give them a challenge they need to solve as a group. This challenge, which will be announced early in the semester, will require the team to be innovative and entrepreneurial in order to create as much social value as possible. This is a real-world challenge that can save people’s lives!

**Team Design Project.** Details to be discussed in Class #2.

**Submission of Assignments**

*Please note that all assignments should be submitted in both electronic form AND hard copy, unless otherwise noted below.* Any assignment that is explicitly due (according to the assignments listed below or in subsequent detailed instructions) must be uploaded to Sakai by class time, and a hard copy must be turned in at the beginning of class.
Naming Convention for Documents
Please help me keep the paper flow organized! When submitting electronic versions of assignments to Sakai, please:

- put your name and page numbers on every page, and
- use a descriptive file name beginning with <LASTNAME> <FIRSTNAME> a description, and “PUBPOL290” (For example <SMITH_JOE_projecttitle_PUBPOL290.doc> rather than <problem-set.doc> or, worse yet, <ver3finalFINALrevB.doc>.

9. Grading:

The final grades for the course will be based on the following:

15% Class Contribution
   - In-Class and Online Contributions, Assessments (Individual & Team)

20% Promising Opportunity

20% Papers
   - Critical Reflections on Readings (2 x 4%), Speaker or Event Report (4%), Social Innovator Bibliography (8%)

25% Team Assignments
   - Team Challenge (5%), Team Design Project (20%)

20% Quizzes & Exam
   - Quizzes on Readings (5%), Take Home Final (15%)

100% Total

10. Class Schedule, Readings, and Assignments:

This syllabus is a guideline for the course and, as such, is subject to change. As this is a course on innovation, opportunities for exploration and learning are likely to emerge in unexpected ways, and I may choose to alter the course format, readings, assignments, and agenda if I believe strongly that such action will enable students to better meet the course learning objectives and outcomes.

If there are changes to the assignments, a note will be sent out to the class and Sakai will be updated by 5pm on Wednesday, and they will always override the assignment in the syllabus.

We will frequently invite several guest speakers to our classes. It is especially important that students prepare for these sessions and contribute to a vibrant discussion. In addition, if you have any guest speakers you think would be relevant to the class discussion, or you would like to hear from, please let us know.

The order of actual classes during the semester may deviate from the outline in order to accommodate the schedules of guest speakers, or to reorganize content and activities to better suit the students learning. Study questions, when provided, and more detailed descriptions of assignments to be turned in will be identified on Sakai.
PART I: INTRODUCTION TO SOCIAL INNOVATION

August 25 – Class 1: Course Introduction

“How is the world different because you are here?”

—BILL DRAYTON, ASHOKA

Topics this Week:

- Welcome and introductions!
- Forming our learning community
- Introduction to social innovation
- Social innovation in action: Muhammad Yunus and the Grameen Bank
- Social entrepreneurship preparation outcomes
- Overview of course

Required Readings (After Class):


Guest Speaker: Carolyn Kent

September 1 – Class 2. Introduction to Social Innovation

“College students are hungry to be part of something larger than themselves, to engage in meaningful work that they believe can make a difference in the lives of those around them, and, in the process, in their own lives.”

—TOM EHRLICH, Carnegie Foundation for Teaching and Learning, Former President, Indiana University

Topics this Week:

- Introduction to innovation
- Harnessing innovation for social impact
- Social innovation versus social entrepreneurship
- Youth engagement in social innovation and social entrepreneurship

Required Readings:


Required Viewing in Advance of Class (approx 30:00 in total):

- Watch video: “Nothing More Powerful (preview).” Ashoka. (5:00) https://www.youtube.com/watch?v=ir5oUeqthg0&list=PLX7jT1HK9KVZLwDkxaKjdcQiCMGDF_xdA&index=28
VIEWING NOTE: In this first video, note Bill Drayton’s discussion of social entrepreneur J.B. Schramm and College Summit. In the following video, look for the connection between the problem that College Summit is trying to solve, and the empowering asset or “technology” that Muhammad Yunus asserts that Duke graduates are very fortunate to possess, unlike many people living in poverty around the world.


Supplementary Readings:


WRITTEN ASSIGNMENT (hard copy due in class 9/1, uploaded to Sakai beforehand):

Review the course syllabus and reflect on themes raised in the first class session and in the readings throughout. See the course learning objectives and outcomes and the “Social Entrepreneurship Preparation Outcomes” handout distributed in class.

Please write a brief memo of approximately 2-3 pages in which you answer the following questions:

- In your opinion, what difference can YOU make in the world?
- What concepts in the syllabus are especially exciting?
- What are your learning objectives for this course?
- How can I best support you in achieving these learning objectives?

September 8 - Class 3: Distinctive Challenges of Innovation for Social Impact

“We must develop talent and leadership with the moral courage to see the world as it is and with the audacity and skills to imagine and then build it as it could be... Leadership is needed world over as old systems and ways of doing business prove unable to meet society's greatest needs.”

— Jacqueline Novogratz, Founder and CEO, Acumen Fund

Topics this Week:

- Trends in global social innovation and entrepreneurship
- Student engagement in social innovation and social entrepreneurship
- The Do Good Well method
- Identity and understanding oneself
- Team Formation

Required Readings:


Supplementary Readings:
 Review progress towards meeting the MDGs for women and girls (UN WOMEN), http://www.unwomen.org/en/news/in-focus/mdg-momentum

Required Viewing in Advance of Class (approx 30:00 total reading and viewing time):
  o Afterward, click on and watch “NEXT VIDEO: Be the Change: Saving India’s Next Generation” (4:48)
  o Afterward, click on and watch “NEXT VIDEO Embrace Infant Warmers Save Preemies” (3:03)
  o Afterward, click on and watch “NEXT VIDEO: Students Designing a Better World” (1:44)
 Watch video: “Seth Godin Wants You to Decide.” Acumen Fund. (7:06) https://www.youtube.com/watch?v=FJGea6RIC9U&list=PLF44BAE919943A668

WRITTEN ASSIGNMENT (hard copy due in class 9/8, uploaded to Sakai beforehand):
 Complete the “Who Am I?” exercise in Vasan & Przybylo, page 15:
  o Create a document with a three column table as shown in the book. Make a list of 10 self-descriptors in the first column. For example, you might write something like:
innovator, daughter, mathematician, world-traveler, peace maker, funny, intelligent, tutor, caring, entrepreneur.

- Next, have a friend fill in 10 descriptors of you in the third column (or on a separate sheet of paper, or in an email, etc. and then you can fill into your form). Use the center column to mark any words that appear twice.
- Compare the two sets of descriptors. How does your self-perception differ from the perception of your friend?
- (Optional) If time permits, repeat exercise with other friends and family.
- Print your document, include your name on top, and bring to class to discuss; upload soft copy to Sakai.

Complete the “What I Value” exercise Vasan & Przybylo, page 20:
- List 10 things you value.
- Identify why they’re important to you and what your world might look like without them.
- Print your document, include your name on top, and bring to class to discuss.

PART II: THE SOCIAL INNOVATION PROCESS

September 15 – Class 4: The Process of Social Innovation

“The journey of a thousand miles beings with a single step.”

-- LAO-TZU

Topics this Week:
- The “process” of social innovation
- Types of social innovation
- Opportunity-orientation
- Beginners mind
- Social Innovator in Action—Donnel Baird, BlocPower

Required Readings:

Supplementary Readings:
ASSIGNMENT (for personal preparation, only, and NOT to be turned in):

1. Complete the “Discovery and Delivery Skills Quiz” exercise in Dyer, Gregersen and Christensen, page 38-40:
   - Note your scores for discovery and delivery skills. Come to class prepared to discuss.

Required Viewing in Advance of Class (approx 30:00 total reading and viewing time):

   - Read Donnel Baird’s profile on the Echoing Green website at http://www.echoinggreen.org/blocpower
   - Read overview of Echoing Green fellowship programs at http://www.echoinggreen.org/fellowship
   - Browse the BlocPower website at http://www.blocpower.org/

   - Specifically, click on and view the following three brief videos on that page:
     - Fellowship Programs Overview (0:44)
     - Selection Criteria (0:54)
     - What’s Your Problem? (0:54)


4. Click through, search, and browse some profiles of Echoing Green Fellows at http://www.echoinggreen.org/fellows (on left side of page, note search criteria such as “program area,” “impact location,” etc.).

5. Finally, take the “Be Fearless Heroes Quiz” from the Case Foundation at https://www.facebook.com/casefoundation/app_542592932476702
   - Note who you are most like, according to the survey results; come to class prepared to share this.

Discussion Questions to Prepare for Class (for preparation only, NOT to be turned in):

- What questions do you have for Donnell?
- What do you find innovative about BlocPower?
- What challenges could BlocPower face as it continues to grow?
EVENTS ANNOUNCEMENT: Check out the calendar of events for Duke Entrepreneurship week, including panel discussion among Duke alumni social entrepreneurs (6:30pm Monday, 9/15, Sanford 004); talk by Alden Zecha of Sproxil, SEAD innovator (5:45pm Tuesday, 9/16, Fuqua’s Lilly Classroom); information sessions on the Certificate in Innovation & Entrepreneurship, and more! http://entrepreneurship.duke.edu/events/2014entrepreneurship-week/

Guest Speaker in Class: Donnel Baird, BlocPower

September 22 – Class 5: Discovery & Design

“The real voyage of discovery consists not in seeking new lands, but in seeing with new eyes.”

--MARCEL PROUST

Topics this Week:
• Wicked Problems
• Introduction to human centered design
• Discovery skills: associating and questioning
• Risks of product-centered innovation
• Identifying and understanding problems

Required Readings:

Supplementary Readings:

ASSIGNMENT:
Select two social innovators that you will follow over the course of the semester (see details in Section 8, “Course Requirements”):

- Submit required information via Google spreadsheet to be provided via in “Assignments” folder on Sakai.

September 29 – Class 6: Discovery & Design (continued)

Topics this Week:
- Innovation archetypes
- Discovery skills: observing and networking
- Sources of opportunities
- Human centered design tools and approaches
- Systems thinking

Required Readings:
- Donella H. Meadows. “Places to Intervene in a System,” with Editor’s Note and Afterword added by Daniel Read and Don Gray, respectively, 2005.
- Review the ONE design or innovation toolkit that you purchased: 101 Design Methods (Kumar, 2013), This is Service Design (Stickdorn & Schneider, 2011), or The Innovation Expedition (van Wulfen, 2013) as listed in the “Readings” section above in this syllabus. Read the introduction and any sections that describe the design methodology. Browse through and become familiar with the tools and templates provided.

View Content Online:
- Browse webpage: “Ten Types of Innovation: The Discipline of Building Breakthroughs,” Doblin, http://www.doblin.com/tentypes/ (Click on each of boxes in the Ten Types diagram for a brief description.)

Supplementary Readings:
October 6 – Class 7: Development (continued)

Topics this Week:
- Discovery skill: experimenting
- Developing and testing hypotheses
- Identifying and validating assumptions
- Ries Build-Measure-Learn Feedback Loop
- Program logic models
- Theory of change

Required Readings:

Supplementary Readings:

October 13 – NO CLASS (Fall Break)

October 20 – Class 8: Delivery

Topics this Week:
- Business Model Innovation
- Market-based business models
- Business model canvas
• Discovery driven planning

Required Readings:

- CASE Notes blog entries on business models for social entrepreneurs (URLs to be provided xx).

Supplementary Readings:


WRITTEN ASSIGNMENT (hard copy due in class 10/20, uploaded to Sakai beforehand):

Please compose a short paper (approximately 3-5 pages in length) in which you analyze and critique the theory of change of one of the two social innovators that you are following in social media. Consider:

- What ultimate impact is the innovator seeking to achieve?
- What are the intermediate outcomes that the innovator is seeking to achieve in order to create the intended impact? What is the causal logic inherent in this theory of change?
- What assumptions must be validated in order for this theory of change to hold?
- What outputs is the organization producing?
- Create an outcomes framework to illustrate the theory of change
- How would you suggest improving this theory of change?

October 27 – Class 9: Assessing & Scaling Social Impact

“We have learned to create the small exceptions that can change the lives of hundreds. But we have not learned how to make the exceptions the rule and change the lives of millions.”

—LISBETH SCHORR, policy expert and author
Topics this Week:
- Social Impact Value Chain
- Theory of Change, or Social Impact Theory
- Logic models and outcome frameworks
- Assessing social impact
- Scaling social impact

Required Readings:

Supplementary Readings:

PART III: SOCIAL INNOVATION ACROSS THE SECTORS

November 3 – Class 10: Social Innovation in the Public Sector

Required Readings:
Raj Kumar, “To unlock innovation, procurement is key,” DEVEX blog, August 14, 2014
https://www.devex.com/news/to-unlock-innovation-procurement-is-key-84136

Supplementary Readings:

November 10 – Class 11: Corporate Social Innovation

“There are three ways to change the world: change China, change California, or change Walmart.”
--WILLIAM MCDONOUGH, architect, designer, and sustainability expert

Topics this Week:
- Corporate social responsibility
- Corporate social innovation
- Economic opportunities at the base of the “economic pyramid”
- Strategic alliances between the corporate and social sectors
- Creating shared value

Required Readings:

Required Viewing in Advance of Class (approx 21:00 total viewing):

Supplementary Readings:


### November 17 – Class 12: Social Intrapreneurs

**Topics this Week:**
- Corporate social innovation
- Social “intrapreneurship”
- Ethics and risks in social innovation

**Required Readings:**


**Supplementary Readings:**


**Class Guest:** Daniel J. Vermeer, Duke’s Center for Energy, Development and the Global Environment

### November 24 – Class 13: Future of Social Innovation?

**Topics this Week:**
- Implications of the “social capital market”
- Developing the field of social entrepreneurship
- Critiques of social innovation
• Critiques of disruptive innovation
• The Open-Solution Society

Required Readings:


Required Viewing in Advance of Class (10:29):

- Read accompanying blog post online & watch video: “Toward an Open-Solution Society,” TED-style talk by J. Gregory Dees during the CASE 10th anniversary celebration, December 2012. (10:29) https://centers.fuqua.duke.edu/casenotes/2013/02/14/toward-an-open-solution-society/

Optional but Highly Recommended, Time Permitting (total approx 1:40:00):


PART IV: COURSE CONCLUSION

December 1 – Class 12: Final Presentations & Course Wrap-Up

“Don’t ask what the world needs. Ask what makes you come alive, and go do it. Because what the world needs is people who have come alive.”
—HOWARD THURMAN

“Be the change you wish to see in the world.”
—MAHATMA GANDHI

Topics this Week:

- Continuing to develop skills of innovation and changemaking
- Courage as a changemaker
- Presentations
- Course wrap-up
Required Readings:


Required Viewing in Advance of Class (approx 30:00 in total):


Supplementary Readings:


11. Changes to Syllabus:

As noted in several locations above, the schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.
12. About the PPS290 Team

Matthew T.A. Nash

*Managing Director, Social Entrepreneurship, Duke Innovation & Entrepreneurship Initiative (I&E)*

*Center Director, Social Entrepreneurship Accelerator at Duke (SEAD)*

*Center for the Advancement of Social Entrepreneurship (CASE)*

Matt Nash is responsible for operational oversight of the Duke Innovation and Entrepreneurship Initiative social innovation and entrepreneurship programs for the entire university, including undergraduate, graduate and professional schools. He also serves as center director of the Social Entrepreneurship Accelerator at Duke (SEAD), a USAID-funded development lab for scaling innovations in global health, and leads the Executive Certificate in Nonprofit Leadership program for Duke Continuing Studies. Matt previously served as executive director of the Center for the Advancement of Social Entrepreneurship (CASE) at Duke’s Fuqua School of Business, and he has been a visiting lecturer at Duke’s Sanford School of Public Policy, where he taught an undergraduate course on entrepreneurial leadership and social innovation.

Matt has extensive domestic and international social and public sector experience in social entrepreneurship and social enterprise, strategic planning, organization development, performance measurement, board development and governance, business process transformation and leadership development. Prior to coming to Duke, he was a senior consultant in strategy and change management with the public sector practice at IBM Business Consulting Services (formerly PricewaterhouseCoopers Consulting). In this position and previous consulting capacities, Matt served a diverse set of clients, including large agencies such as World Vision, UNICEF and the U.S. Agency for International Development.

Previously, Matt led the Leadership Institute at Yale’s Center for Public Service and volunteered with the U.S. Peace Corps in Romania. Matt is a graduate of the Yale School of Management (MBA) and Yale College (BA), where he received the graduation prize for public service. A recipient of Vice President Al Gore’s Hammer Award for reinventing government, Matt was awarded the inaugural Member Achievement Award by Net Impact. For his work in founding and leading the Global Consulting Practicum in Social Entrepreneurship course at Duke, he received an inaugural award for Innovation in Social Entrepreneurship Education from Ashoka, the global network of leading social entrepreneurs.

Katherine Black

*Program Coordinator, Social Innovation and Entrepreneurship Duke Innovation & Entrepreneurship Initiative (I&E)*

Katherine is a native of Durham, N.C. She graduated from Elon University in 2009 with a degree in strategic communications and a minor in political science. Katherine was a Periclean Scholar and participated in the Isabella Cannon Leadership Program.

Katherine’s post-undergraduate life has included a variety of experiences, including work with the Ovarian Cancer Research Fund in New York City, photography and aesthetic design for Niemann Capital, LLC, and a season of ski instruction at Deer Valley Resort in Park City, Utah. She started at Duke as a development assistant in the major gifts office and then served as the program manager for the Enterprising Leadership Initiative (a branch of the Hart Leadership Program) at Duke’s Sanford School of Public Policy for the last year and a half. Katherine is excited to now be a member of the Duke Innovation and Entrepreneurship Initiative team.