DPI 312: Sparking Social Change In A Dynamic World

Harvard Kennedy School; Fall 2015
Tuesdays and Thursdays, 2:45-4:00pm
Location: 1 Brattle Square, Room 401

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Course Description (Short Version)

Examines strategies for social innovation in the United States, other developed countries, developing countries, and transnational contexts. Aimed at students who hope to produce social change from varied social platforms including start-up social enterprises and established organizations, located in the for-profit, non-profit, and governmental sectors. Through an inductive examination of a score of social change initiatives, students will gain knowledge of how they can imagine taking immediate action from their current positions to prepare, design, and launch these initiatives; and how they can develop a dynamic strategy going forward that exploits their position, and different social forces for the advancement of their causes. The different social forces to be tapped and mobilized to produce large scale social change include commercial market forces, philanthropy and volunteerism, government policy change, and the mobilization of social and political campaigns. Key to this skill is being able to envision different "end games" – the paths from one’s current position to profound and lasting change in social conditions. This skill will be tested in the requirement that each student produce their own social change plan over the course of the semester.
Course Schedule
Overview of Classes and Assignment

Introduction: Thursday, Sept. 3: What it Means to be a Social Entrepreneur, Innovator, or Change-Maker (MM/JB)

Monday, Sept 7: Survey Due


Tuesday, Sept. 8: Social Entrepreneurship and Social Innovation: Mohammed Yunus (MM)

Thursday, Sept. 10: Social Change Through Government Innovation: Jean Ekins (MM)

Tuesday, Sept.15: Education SuperHighway: Use of Transparency and Market Forces to Drive Social Change (JB)

Thursday, Sept. 17: Creating a Position to Leverage Social Change: Aruna Roy (MM)

Monday, Sept 21: Paper Due: The Glimmer of an Idea

Part II: Developing a Strong Social or Public Value Proposition

Tuesday, Sept.22: Social Change Project Design (I): Understanding the Nature of the Problem You are Addressing and Being Clear on Your Endgame: (JB)

Thursday, Sept. 24: Social Change Project Design (II): Using the Strategic Triangle to Develop a "Social or Public Value Proposition" (MM)


Thursday, October 1 Social Change Project Design (IV): Resourcing/Financing Social or Public Value Initiatives—What Do Funder’s Think? (JB)

Tuesday, Oct. 6 Charrettes on Social Change Projects (MM and Coaches)

Thursday, Oct. 8 Charrettes on Social Change Projects (MM and Coaches)

Monday, Oct. 12 Paper Due: Getting Past the Giggle Test and Getting Real
Part III: Scaling Ideas for Social Change

Tuesday, Oct. 13 Intro: The Challenge of Scaling Ideas to Significance (MM)

**Top Down Scaling: Government, Professional Knowledge, and Law**

Thursday, Oct. 15 Scaling Through Government Policy (MM)
Tuesday, Oct. 20 Scaling Through Courts, Law, and Ideals of Justice (MM)
Thursday, Oct. 22 Scaling Through Professional Knowledge and Institutional Mimesis (MM)

**Scaling Through Public/Private Public Collaborations**

Tuesday, Oct. 27 Scaling Through Public Private Partnerships: Urban Transformation (I) Detroit (JB)
Thursday, Oct. 29 Scaling Through Public Private Partnerships (Urban Transformation (II) Detroit (JB)

**Scaling Through Markets and Volunteerism**

Tuesday, Nov. 3 Scaling Through Human Centric Design—Pam Scott, PSI and Scaling Reproductive Rights in Tanzania (JB)
Thursday, Nov. 5 Scaling Through Philanthropy: Catalytic Effects on Social Conditions—SIRUM and Sanergy (JB)

**Scaling Through Social and Political Mobilization**

Tuesday, Nov. 10 Scaling Through Political Advocacy (MM)
Thursday, Nov. 12 Scaling Through Social and Political Mobilization (MM)

**Scaling Through the Use of Information Technology**

Tuesday, Nov. 17 Scaling Through Research--Watsi, Cure Alzheimers Fund, and OpenBiome (JB)
Thursday, Nov. 19: Scaling Through Technologies for Social Mobilization and Engagement (JB)

**III. Conclusion: My Idea About How to Spark a Particular Social Change**

Tuesday, Nov. 24: Bringing it Together: A Framework for a Social Change Project: (MM and JB)
Thursday, Nov. 26: THANKSGIVING
Tuesday, Dec. 1: Student Presentations
Thursday, Dec. 3: Student Presentations

*Tuesday, Dec. 8 Final Paper Due: My Social Change Project*
Course Objectives

Intended Audience
In this course, we will develop and apply analytic frameworks that can help social entrepreneurs and social change makers assess their opportunities for making relatively large scale social change, and develop strategies for exploiting the opportunities they see. Throughout, we will assume that we are addressing individuals who are prepared to assume responsibility and take the initiative for accomplishing that ambitious goal. We also assume that the social entrepreneurs and change makers we address are differentially situated in society, standing on different institutional platforms, and open to using governmental, political, and market processes for accomplishing their goals. These assumptions will allow us to concentrate primarily on the cognitive challenge of developing an analytic framework that will enable social change agents to diagnose the settings in which they find themselves, and imagine a way forward to significant social change.

Our Approach
The course is an inductive examination of a number of highly-varied social change initiatives that differ in terms of the position of the social change makers, the social sector and context in which they are operating, and the kind of social change they seek to make. We do so to stimulate the imagination of potential social change makers, and help them recognize the opportunities, and devise successful strategies for making social change at large and small, local and system-wide, scales.

Different Strokes for Different Folks
Central to our approach is the belief that significant social change can be made by individuals located in different social positions, standing on different institutional platforms, using different social structures and processes, and different human motivations to leverage their efforts to achieve important social goals.

- The different social positions include individuals who are relatively disadvantaged with no formal authority and little informal influence, and those in highly advantaged positions who have significant assets of their own, and hold positions of significant authority among the economic, social, political, and governmental institutions of society.
- The different institutional platforms include positions inside government agencies; in for-profit enterprises (both start up and established); in voluntary sector initiatives (both start up and established); in philanthropy; and in social movement and political organizations.
- The different human motivations include material self-interest (understood as the desire to promote one’s own well-being and not be a burden to others); altruism (understood as concern for the well-being of others); duty (understood as the desire to do right by others as social norms, laws and moral code define what is right); and social and political aspirations (understood to be the desires of individuals to help enact a particular vision of a good and just society). Just as material self-interest provides much of the fuel for, the guidance of, and the evaluation of markets as important social change processes, so this wider set of human motivations can be understood as the sources of energy, the normative compass, and the ultimate arbiter of the value of the wider set of social change processes that we consider here.
• The different social processes include: the making and implementation of public policy; the use of market mechanisms to motivate productive efforts focused on meeting the wants and needs of individuals in the society; the mobilization of volunteer and philanthropic action to achieve civic and public goals; the use of constitutional law and common law ideas about justice to advance social purposes; the mobilization of citizens to establish and enforce informal norms guiding social behavior; and the mobilization of citizens to influence governmental action broad or narrow arenas. These processes are at once the things to be created by social change makers, and the forces that they can latch onto to help give their particular idea greater weight and scale.

How this Course is Different

While we often assume that effective social entrepreneurship has to be either political, or social or economic, our claim is that effective social entrepreneurship often involves finding the best combination of ways to use a particular position and platform, taking advantage of many different kinds of motivations and social processes to mobilize collective action and systemic change. We think that virtually all important social change efforts are created by skillfully interweaving the different motivations, processes, and sectors of in society.

Obviously, the scope of the course is very broad, and includes many different topics. What makes the course distinctive from others, and gives it an internal coherence are two characteristics of the work of those we are describing as social entrepreneurs.

• First, the actors are always focused on the social impact of their work — the particular ways in which they think their work will create social or public value. It is this more than financial success, or the institutionalization of their efforts in some kind of durable institution that commands their loyalty.

• Second, their basic method is to find the means to significantly leverage their own personal efforts, and that of the enterprises they lead, by both creating new, and aligning themselves with existing social forces operating above the level of their particular position or organization. This usually requires a very close diagnosis of the small and large social context in which they are operating, and an openness to developing and using collaboration with other organizations to produce large scale social effects rather than competing with them for market share in an effort that is too small to deal with the social problem they set out to solve.
Course Description

(More Complete, Detailed Version)

The course is organized into three parts, each with an assignment at the end to consolidate the learning from the case discussions and frameworks presented, and to move you along in the development of your social entrepreneurial or social change making plan.

I. Becoming a Social Change Agent: Understanding One’s Position and One’s Purposes

The first part introduces the subject and the pedagogy of the course, and invites students to reflect on their own commitments to and capacity for social change-making. We begin this process through a Survey that will be distributed at Shopping Day, and at the beginning of the first class. Each student will be asked to fill out the Survey to help the faculty and other students learn who is in the class and what their interests might be. Subsequent classes will examine several individuals who have succeeded in catalyzing social changes from very different social and institutional positions. We will examine what it was about these individuals -- their commitments, their personal resources, and the actions they took -- that made them successful where many others failed.

Part of the aim of this portion of the course is to provide several models of social change agents for students to draw upon when reflecting on their own commitments and capacities, and crafting their own career trajectories. To support this reflective effort we will introduce you to the P3 Workbook that invites you to think about your work in the social and public sector in the past, what you hope to do now and when you graduate, and how you see your future career unfolding. By thinking about yourself holding different positions in the past, presently and over time, we hope you will be able to see how your position both helps and hurts your capacity to pursue particular kinds of change. We also hope you will be able to see your career unfold as you increase your capacity to accomplish larger, and more significant, and more varied projects over time. You can use or not use the P3 Workbook at your discretion. You can get feedback on this from faculty if you choose to fill it out. But it is neither required nor graded – merely offered as an aid to you in thinking about yourself, your past projects, and how you are building your capacity over time to create public value.

The first segment of the course will end with the written assignment described below. This written assignment is required of all students (including auditors). You will receive feedback on this assignment, but it will not be graded. It is part of the process of building a consulting or coaching arrangement with you.

Written Assignment 1: Developing the "Glimmer of an Idea"

At the end of this introductory segment, students will develop a preliminary plan -- what we call the glimmer of an idea -- that includes three key elements: 1) a detailed, hard-nosed reflection on one’s person and current position; 2) a first sketch of the social change project they plan to make now, or over the course of their career, or, if one does not have a current commitment, an idea they would like to closely explore over the semester; and 3) reflections on the degree to which one’s personal assets and social and institutional position seem well suited to the envisioned task. The purposes of this memo are: 1) to begin the process of developing your social change plan; and to demonstrate that you have understood the important relationship between you, the environment, and the idea you are hoping to achieve. This assignment is required and feedback will be provided, but will not be graded.
II. Creating Public Value Propositions To Exploit Opportunities in the Social Context

The second part of the course is designed to help you become more creative in spotting opportunities to create public value, to imagine solutions to problems that have confounded others, and to become both more resourceful and more disciplined in testing and adapting these ideas as one continues thinking and learning about what is both valuable and possible to do.

In the private sector, this would be called creating a business plan, along with an elevator pitch. In the wider public world in which we are trying to operate, it is a bit more accurate to describe this effort in terms of developing a strong public value proposition that envisions a particular set of activities that could actually be implemented, and if implemented would make a significant improvement in individual and social conditions. This work can also be described as policy design, or the development of a logic model and theory of change for creating social change, and so on. Whatever one calls it, the work is the same: one has to envision concrete actions that could be taken in the real world, and if taken (at some level of scale and intensity) could produce valuable individual and social change. A key part of this activity is not only developing the pilot idea, but also envisioning the end game, and how an initiative might scale to achieve greater social significance.

We begin with a class that helps students match actions that are possible now, with ideas that can produce significant results in the future, at a scale that is imaginable to achieve, in a time frame over which one can remain committed. This is a process that requires students to reason from the present into the future; from immediate concrete detail to large more abstract ideas; from the value to be produced to the sources of financial and social support for the effort, and the specific ways those assets can be used over time to build capacity and produce results; from a current reality to a vision of the future. The challenge is to envision a path to a success – both a starting point, and an end game, and to make sure one is up for the challenge. If it looks too hard, it might be a good idea to scale back one’s ambition, and take the process in steps.

We then turn to a simple analytic framework that can be used for both generating and testing particular ideas about how social problems might be solved, and social opportunities spotted and exploited. This framework is called the strategic triangle, and it is designed to help change agents develop strong public value propositions by focusing attention on three critical issues: 1) what is the public value that the social change agent is trying to create; 2) who other than the social change agent will support the idea with valuable resources; 3) how will the desired result actually be produced?

We then spend two classes working on the issues that will be the natural focus on anyone from whom you seek support – financial, political, social, legal. We will teach you how to meet the tests of due diligence and belief that any supporter will impose explicitly or implicitly.

First, we will discuss how you could construct measures not only to guide your own efforts, but also to provide evidence to others that you are on track to success. This sometimes means defining outcome measures for the ultimate success of your efforts, but can also mean defining intermediate measures that can track the efforts you are making, and how your plan is unfolding. Remember: many dot.com companies raised significant money on nothing other than a story of how they would develop over time along with some milestones that could be used to check their progress, and whether the story they originally told about value creation was looking more or less plausible over time.

Second, we will focus on the kind, scale, and sequencing of resources you will need to achieve your goals. This will inevitably focus on money. But it is also important to pay attention to sources of social and political support that can lend urgency to your cause, bring backers and
workers to the enterprise, and provide some protection from attack from those who might not want you to succeed.

In the last two classes of this section, we will work in the mode of a hackathon or a charrette in which you will be asked to work on your particular social change plans with help from your peers, the faculty, and some experienced social entrepreneurs. The written product of this effort represents Written Assignment 2 described below.

**Written Assignment 2: Developing a Strong “Social or Public Value Proposition”**

At the end of this part of the course, you will be asked to submit a five page document (or equivalent) setting out your proposed “public value proposition” describing what particular conditions in the world you hope to change, and what particular activities could be counted on to produce the desired result. This may be something you are already doing, or something that you think you would like to do as soon as possible, or simply an idea you would like to use to test and apply the methods of the course. Whatever one’s real commitment is to the idea he or she presents, it should be worked out in some persuasive, concrete detail (something that can at least get past the giggle test of a skeptical audience) for a short run change in the micro environment. It can be a bit sketchier about how the idea might be scaled to a significant social impact. This will be a graded assignment, and feedback will be provided. It would be best if you stayed with this idea through the last part of the course, but if on reflection, you would rather shift to a different social change idea, that will be fine.

III. *Taking the Public Value Proposition to a Larger Scale and Wider Social Impact*

The third part of the course takes on the challenge of finding ways to leverage the impact of a particular value proposition whose worth and feasibility has been demonstrated at a small scale, but has not yet succeeded in producing a larger scale, systemic change. This is the most challenging and novel part of the course. It will focus on understanding the ways in which society is currently organized in particular sectors and structures, and how getting one’s hands on some pieces of that established economic, social and political structure can provide leverage in producing social change. Consider, for example, the following images of leveraging and idea to wider social change:

- A progressive business executive rises to the top of a business enterprise, commits it to operating in accord with principles of corporate social responsibility, and uses the success of that strategy to challenge other firms in the industry to do the same thing.

- A consumer advocate finds a way to organize consumers to buy products from companies who paid their employees decent wages and their suppliers decent prices for their intermediate products so that there is an economic advantage for companies that operate in these ways.

- A neighborhood leader, concerned about rising crime and discord in his local neighborhood organizes a process, and a new relationship with both religious organizations and police that seems to restore a sense of security and harmony, and then finds through social media that many other neighborhood leaders are interested in what he has done.
• A victim of negligent conduct by a powerful organization finds that his experience was not an unusual event, but the result of what seems to be a systematic policy of the organization, turns to the law for relief, and finds the basis for a class action suits

• The innovative leader of a small non-profit program who was worked for 10 years helping women in poverty gain their economic independence finds a simple method for motivating this effort, shows it can work, and then creates a campaign to alter social work practices by pushing his ideas through a professional network, and securing governmental support for encouraging the adoption of her ideas.

In looking for opportunities to take a small concrete idea and make it larger and more significant, we will be looking both for sources of energy, and structural points of leverage that will take the small idea to a larger scale.

The first class in this segment will be focused on clarifying our understanding of the concept of scale. In the private sector, the idea of scale refers to such things as the financial scale of a particular enterprise, or the market share of a given organization in a particular industry, or the overall equity value of a firm. In the social and public sector, we are more likely to talk about the social impact and significance of a given social change initiative. Any particular organization becomes important not only as an end in itself as in the private sector, but also as a force that can influence a whole industry of similarly purposed social change agents, and together create a larger impact than would be possible if each firm acted as on its own. What is a vice in the private sector – a conspiracy in restraint of trade in an industry often becomes a kind of virtue in the social or public sector – an effective collaborative effort to move the needle on a large social problem.

This section of the course will be divided into five sections corresponding to different structural points of leverage in trying to make social change, and different (but often overlapping) forces for social change, the five sections are the following:

Top Down Forces of Change: Government Policy, Law, and Professional Knowledge

In this section of the course we will look at efforts to use centralized power and authority to make social change. We will look at the role of government policy (the use of government authority and money) to make social change. To what extent can a national government create a change in the social systems that are both producing and ameliorating social problems such as education, health, security, and so on? To what extent should a social change maker focus efforts on government policy as a powerful lever for making social change?

We will also look at the role of law, the idea of justice, and specifically the power of courts to make social change. To what extent can the existence of constitutional, statutory, or common law be an aid in making social change? Does the law create or follow social change? Do the courts lead or follow? To what extent could a social entrepreneur or change maker make use of law and the courts to leverage the changes he or she has in mind?

We will conclude this discussion of top down approaches by examining the role of social research and development, and the establishment of professional expertise and knowledge as a powerful force for making social change. To many, the powerful forces for making social change in the public sector lie in the development of knowledge held among professionals about how to do their work – whether that work is fighting wars, building nuclear power plants, preventing and treating
health problems, educating children, or preventing and controlling crime. And, there is lots of
evidence to suggest that some of the most powerful forces for both resisting and creating and
disseminating new ideas lie in the ideas that are held within particular professions, and thought to
embody “best practices.” An important question for social entrepreneurs and social change
makers, then, is whether they can get their hands on the definition of good professional practice,
and use that as a basis for making social change.

**Collaborative Networks as Forces for Social Level Change**

In this section of the course we will focus on the possibility of organizing large scale change
through changes in governance structures and processes that can mobilize coordinated social action
across all three sectors of a society – private, public, and nonprofit. The core idea here is that there
is a latent capacity for making social change distributed across social institutions in all three
sectors. The leadership challenge often lies in creating a context and a forum in which those in
influential positions in those institutions can make common cause. We will examine how such an
effort can be made to work on a large scale by analyzing a three sector effort to save the city of
Detroit from bankruptcy.

**Markets and Volunteerism as Forces for Social Change** In the next section, we will look at the
important role that philanthropy and volunteerism can play in stimulating social innovation and
social change. This focus goes beyond an interest in existing nonprofit organizations and their
leadership. It focuses more on voluntary contributions to public purposes that can be both the
product and the source of energy for social change – something that could be called “public spirit.”
This public spirit expresses itself in many different forms. Much comes in the form of individuals
willing to contribute their time, their voices, and their votes to particular visions of the good or the
just. (More on this below in the section on social and political mobilization, and the use of social
media to build movements out of thin air without money or authority to use in mobilizing
individual effort). But another part comes from the willingness of individuals to donate money to
social change goals. Some of this money comes from the aggregation of small donors through
independent fund raising efforts made by nonprofit organizations on their own behalf, or from
funding intermediaries such as donor advised funds, the United Way, or community foundations.
Other sums come from grants made by large philanthropic foundations rooted in fortunes earned in
private enterprise.

Regardless of whether the resources are time or money, and regardless of whether the resources are
aggregated from many individuals or come from donations from wealthy philanthropists, these
assets, those who own them, and those who decide to use them for social purposes on a voluntary
basis, play an often critical role in sparking social change. They often provide the “risk capital” that
social innovators need, and help to create a sense of legitimacy and urgency around particular aims.
They also often play critical roles as catalysts and convenors when, as in the case of Detroit, there
is some latent capacity to be mobilized. Our task in this section of the course is to understand the
functions of individual desires expressed through markets, in volunteer efforts, and in charitable
donations, but also to figure out how to be a good philanthropist, and how to engage with
philanthropists if one seeks to make social change.
Social and Political Mobilization as Forces for Social Change

In the fourth section of the course focusing on social and political mobilization we will look at opportunities to achieve social change through efforts to tap the hearts, minds, and energies of individual citizens. Obviously, there is an important overlap between this idea and the broad idea of volunteerism since they both rely on the same underlying force: the fact that individuals have ideals of a good and just society that they seek to see realized in real life, and are willing to spend money, time, and effort to accomplish that end. A principal difference is that the goal of a political advocacy effort is to shape public policy; in that respect, this force has a close relationship to efforts to shape public policy (see above). Success lies in changing the government’s commitments and actions in a given domain. Further, the goal of a social mobilization effort is not only to raise money for an innovative effort, or to change social attitudes, but also to change how individuals behave without having to pay or coerce them. Success in social mobilization efforts lies in producing real changes in individual behavior even if government policy does not change much or changes only a little. We are talking about issue campaigns or social movements rather than more financially oriented and traditionally established forms of volunteerism.

Technologies as Important Sources of Social Change

In the last section of our effort to understand the structures and processes that can be tapped in society to produce social change, we will focus particular attention on the impact that new forms of information technology are likely to have on society as a whole, and on the opportunities for making change associated with government policy, professional expertise, law, public private networks, volunteerism and philanthropy, and social and political campaigns. We will be concerned with both the ways in which technology can be fashioned into new products and services that can be sold in markets and to governments to improve the conditions of individual and social life, and also ways in which information technology can support the creation of networks and campaigns that can produce social change simply by changing attitudes and ways of working together on collective problems.

(Final) Written Assignment 3 : Developing a Social Change Plan That Can Scale to Significance

During the third part of the course, you will be expected to be working on two tasks: 1) to further develop and test your value proposition by consulting with at least three outside experts about its value and feasibility; and 2) to develop an idea about how you might be able to scale the particular idea you have into a larger effort by capitalizing on the forces and structural points of leverage being discussed above. At the end of the course, we will require you to submit a 10 page plan (or equivalent) that sets out your idea for making social change (the ‘improved’ value proposition), and the idea about how the idea might be made to grow in significance (the scaling plan). This will serve as the final exam for the course.

In sum, Sparking Social Change aims to support those with “restless, value seeking imaginations” to use their imaginations and the actions guided by their imagination to greater effect. It seeks to clarify the nature of the commitments and assets that each individual can bring to this challenge, to develop their capacities to imagine, adapt, and recognize value creating initiatives, and to think strategically about how those ideas can not only be called into existence on a small scale, but built up to produce a significant social change.
Course Requirements, Assignments and Student Evaluation

The fundamental requirement of this course is that students enter into the process of thinking practically about how to produce social change with enthusiasm, imagination, rigor, and determination, and that they improve their ability to spot and exploit opportunities for value creating change. The degree to which students meet this requirement will be judged on two bases: 1) the quality of their participation in class discussion; and 2) the development of their own plan for producing social change in written document that will be developed over the course of the semester, and whose completion will constitute the final examination for the course.

1. Quality of Class Participation: (40%) 

An important part of becoming a successful social change agent is learning how to exercise leadership in a group that is confronting a difficult problem to be solved. We think of the class as a problem-solving group whose job it is to help one another learn as much as possible about how to become a successful agent of social change.

That requires that each individual in class exercise their own agency: that they come to class prepared to learn, and to contribute to the learning of others. Both parts of that readiness are important. We will expect regular attendance, and will make note of who has an unexcused absence. We will make “cold calls” in class. We will convene as a teaching group after each class to consider who seemed to be learning in public, and who was helping others, including the faculty, to learn. We will provide feedback on your participation at mid-term.

2. The Basic Requirement: Developing Your Own Social Change Plan (60%) 

Another part of becoming a social change agent is that you develop and exercise the skills to plan your own role and activities in making social change that reflects both a thoughtful diagnosis of a real situation in which you find yourself, and what you could do in that situation to create a noticeable and valuable social change. In order for you to demonstrate and practice this skill, we will ask each of you develop your own “social change plan” over the course of the semester. The written assignments over the course of this semester will involve drafting and revising the various parts of this social change plan. There are three written assignments:

(i) Developing the “glimmer of an idea” that is well fitted to your values and commitments, and your institutional and social position as it exists now, and as it can be created for the future. (This assignment will be due on Monday, September 21. You will receive written feedback, but it is not graded)

(ii) Developing a “strong social or public value proposition” that can “get past the giggle test” on substantive plausibility, and meet the test of “getting real” in the sense that you can reasonably imagine fielding your idea in a particular location over the next year or two. (This assignment will be due on Monday, October 12 after you have had two classes to work in small groups with coaching to get as far as you can in developing your idea in conceptual and practical terms. You will receive written feedback, and you will receive a grade that gives you an indication not only of the quality of the proposal so far, but also of how far you have come from your first idea. There is not penalty for changing your idea. In fact, if you have good reasons to abandon your first idea, that is a positive, not a negative. But you will have a bit of catchup work to do which should be easier since you have started with a better idea.)
Developing a strategy for scaling your idea to social significance by mobilizing or tapping into particular social structures and forces for change that will carry your idea forward. *(This assignment – the final assignment of the course – will be graded. It, too, will be graded on the clarity of the idea, and the quality of logic, evidence, and practicality you use to lend credibility to your idea, and on the degree to which the idea has been improved from the first and second assignments. Again, nothing precludes you from changing your idea, and it would be a good idea to change your idea if your first idea does not look plausible.)*

Obviously, it would be best if you were already thinking about a social change project, even better if you were committed to executing it when you leave the HKS, and even better if you were already in the midst of it and committed to continuing after you leave. But you do not have to be this far along in the process in order to participate effectively and succeed in the course. If you are not now committed to developing your own social change plan, you can treat this requirement as a chance to put yourself in the position of thinking and acting as a social change agent, and see how you like it. Who knows, over the course of the semester you might become excited by and committed to a plan that you began merely as an exercise.

**Required Materials**

Required materials will be provided on the DPI-312 Canvas course web page. We hope you will discover that the materials developed specially for this course – the “analytic notes” – will be particularly useful for your learning. These notes are organized as a proto-textbook for the course. But since these documents are still in development as we learn more and the field changes, the faculty would gratefully receive any feedback you could provide on these materials.

In addition to that we recommend a book that others who have taken this course have found useful.

Detailed Schedule of Classes, Activities and Assignments

Tuesday, 9/1: 2:45-4:00 Shopping Day: (Room One Brattle, Room 401)

Survey Response due Monday Sept 7


Class 1: Thurs. 9/3: What it Means to be a Social Entrepreneur, Innovator, or Change-Maker (MM & JB)

Guest panelist: Sarah Kearney, Executive Director, PRIME Coalition

Read with Care (Pore Over!):

Analytic Note 0: Mark H. Moore, “Sparking Social Change Analytic Note # 0: Towards a Practical Theory of Social Entrepreneurship and Social Change Making”

http://ssir.org/articles/entry/a_new_vision_for_funding_science


Read with Discretion (Skim. Dive in When Interested):


[https://www.bostonglobe.com/business/2015/06/15/prime-coalition/YQZ8MtFmYLFaqgr3uzvDIK/story.html](https://www.bostonglobe.com/business/2015/06/15/prime-coalition/YQZ8MtFmYLFaqgr3uzvDIK/story.html)


**Reading Discussion Questions:**

1) Who is authorized to be a “social entrepreneur,” “social innovator, or “social change maker” public leader” in a democratic society? Is the authorization to act an internal psychological phenomenon, or an external social condition?

2) What assets do individuals bring to social change efforts? What constrains their actions? How soon and in what ways do their efforts have to become social and collective rather than individual? Are their efforts social in their ends, or in their means, or both? Is social entrepreneurship or social change making different from other kinds of individual efforts to organize collective action such as the creation of a business firm, or a political advocacy group, or a charitable rescue operation?

3) What assumptions are you making, what beliefs are you relying on in imagining the ways in which you might succeed in making social change? Are you relying on faith in market forces, or political forces, or the instruments of government, or a strong sense of civic responsibility and voluntary action?

4) What forms the platform on which social change agents are standing when they try to make social change? Is it their social position (status in the society), or their institutional position (job), or some combination of the two? Are they working from an established position within a given organization, or hoping to create an institutional platform that does not now exist? Is the institutional position they hold or are trying to create in the market sector, in the voluntary sector, in the political sector, or in government?

**Class 2: Tues. 9/8: Yunus I: Becoming a Social Entrepreneur (MM)**

*Case:*  Muhammad Yunus and the Grameen Bank (A) KSG Case No 1881.0

*Case Questions:*

1) Has Muhammad Yunus discovered an important opportunity for social entrepreneurship? What is the nature of that opportunity? How large is it? What is necessary to exploit it? How could it go wrong?

2) What, if anything about the opportunity Yunus sees makes it an opportunity for “social” as opposed to “commercial” entrepreneurship? What, if anything, makes it different from a government program?

3) What does Yunus bring to this opportunity that others have not had?

**Read with Care (Pore Over!):**
Analytic Note 1: Mark H. Moore, Analytic Note 1: Understanding One’s Position and Imagining the Change

Read with Discretion (Skim. Dive in When Interested):

Mark H. Moore, “Social Entrepreneurship: A Preliminary Exploration of its Meaning and Social Significance” (Speech Prepared for Skoll Foundation Colloquium, June 2007)

Reading Questions:

1) What is the definition of “social entrepreneurship”? Does it describe a position or a kind of practice in making social change? What are the key ideas in the practice of social entrepreneurship?

2) What is the potential of the idea of social entrepreneurship in tackling major social problems such as education, health care, poverty reduction, and oppression of particular social groups? What, if anything, limits the kinds of problems in the social sector that can be ameliorated by social entrepreneurship as you understand it?

3) What, if anything, distinguishes the idea of “social entrepreneurship” from the idea of “social change making”? Is it in the motivations of those seeking to produce the change? Or does it lie in the forces one is relying on to create the change (e.g. economic or social or political)? Or, does it lie in the character of the kinds of changes that are being sought?

4) Could these concepts be seen as subsets of one another, or are they distinct ideas? If they are distinct ideas, is there an overlap among them or not?

Class 3: Thurs. 9/10: Jean Ekins: Social Entrepreneur or Social Change Maker (MM)

Case: Jean Ekins and the Family Learning Center (A) KSG Case No 870.0

Case Questions:

- Is Jean Ekins a “social entrepreneur or a “social change maker? Are there any important differences among these terms? What does she try to produce, and what assets does she use that makes her seem more like one of these designations than the others? What do all have in common?

- How important do you think her work is? What has she actually accomplished at the end of the case? Is that result something you would be proud to have done?

- What motivations and purposes seem to animate and guide her action? What kind of person is she trying to be? What values seem to guide her innovative efforts?

- What personal assets does she bring to her work in general, and more particularly for creating the Family Learning Center in Leslie, Michigan? What liabilities does she have?

- What are the key opportunities she spots, and the key actions she takes that breathe life into the Family Learning Center?
At the end of the case, Jean Ekins and the Family Learning Center seem threatened. What is the size and character of the threat? What do you think will happen if Jean Ekins does nothing? What can she do to preserve her program? What should she do?

Read with Care (Pore Over!):

Analytic Note 2: Mark H. Moore, Analytic Note 2: Different kinds of Social Change

Read with Discretion (Skim. Dive in When Interested):


Reading Questions:

1) What counts as an important social change? Is it a change in the material condition of individuals – in their incomes, in their work, in their food, in their shelter, in their health in their education, in the security they can enjoy from natural and human threats? Or, do important social changes include important changes in attitudes about oneself; for example, whether one feels empowered and autonomous or weak and oppressed. Could important social changes also consist of important changes in formal and informal relations in the society: for example, what we expect from others and what we owe to them, or the relationship that we have with powerful social institutions such as the state, or customary society.

2) Can individuals who work for government, or provide advice to government officials, be important social change makers? What about their positions support or constrain them from acting as important social change makers?

3) Does the potential to make social change from given positions in government differ according to whether the change-maker in government is politically elected, politically appointed, civil servant, or contractor? How does government organize itself to innovate?

Class 4: Tues 9/15: Education Superhighway: Use of Transparency and Market Forces to Drive Social Change (JB)

Guest panelist: Evan Marwell, President, Education SuperHighway (via skype)

Case: May 2015, Redacted interview with Evan Marwell for The Education SuperHighway Case Study, currently being written by HBS and expected to be completed late Fall 2015
Read with Care (Pore Over!):

Education Superhighway e-Newsletter, August 2015.


Fensterwald, John and Udesky, Laurie, “Funding To Expand Schools’ High-Speed Internet,” EdSource, December 11, 2014 http://edsource.org/2014/funding-to-expand-schools-high-speed-internet/71486#.VI8PHYrF8gD


Read with Discretion (Skim. Dive in When Interested):


Marwell, Evan, “Our Students Have High Need For High Speed,” *The Hill*, March 3, 2014 http://thehill.com/blogs/congress-blog/education/199587-our-students-have-high-need-for-high-speed#ixzz2vDRbS2R2

Case questions:

1) What was the fundamental market failure or the social opportunity or need
that ESH sought to address? Was ESH after a social welfare goal, or a matter of justice, or both?

2) What leverage points did ESH identify and how did they exploit them?

3) By design, what were the critical elements that ESH built into its strategic plan and how did this help immunize them from the existing market forces?

4) What were the critical technology components that ESH used and what was their efficacy?

5) How replicable is ESH's strategy and special purpose construction to other societal issues. Compare and contrast ESH's approach to other efforts to cure disease. How important is it to have a time frame for achieving change?

Class 5: Thurs. 9/17: Aruna Roy: Creating a Social and Institutional Position (MM)

*Case: Aruna Roy and the Birth of a People’s Movement in India (Draft May 28, 2009) by Kenneth Winston KSG Case No 1929.0

*Case Questions:*

- What considerations led Roy to leave the prestigious and powerful IAS?

- What does she lose as a social change agent in moving from the organizational “platform” of the IAS to work in civil society organizations? What does she gain? Is this a good choice for her, for anyone?

- How important is Roy’s vow of poverty and commitment to “living simply”? Why is this choice important or unimportant?

- Should most people in Aruna Roy’s position do what she did — leave the IAS — in order to make the greatest social change? Why or why not?

Read with Care (Pore Over!)

The Person, Position and Project (P3) Workbook

*Reading Questions:*

1) Think about your own assets as a social entrepreneur, a government innovator, or a social change maker. What are your passions, your personal skills, and your current social and institutional position?

2) To some degree, these can be evaluated in general terms; that is, one could see their value with respect to all imaginable social changes. But they can also be evaluated a bit more specifically with respect to more particular social change aims and methods you
have in mind. Think about a more or less specific social change idea you are now contemplating, and evaluate your personal assets not only in general, but also in reference to that particular goal. How do your personal assets stack up? Do they represent a lot of what seems to be required or only a little? Do they seem well suited to the task you are undertaking, or a bit off kilter? Do you have an idea about how you could change the personal assets to make them more useful in pursuing your desired social change? Where does your stint at HKS fit into this?

- **Assignment 1 Prompt:** Analytic Notes 0 and 1, and the Questions on the Reading for today’s class should prepare you for Written Assignment 1 -- The Glimmer of an Idea – Due on 9/21. See detailed description in Document Entitled “Your Sector Change Plan” for additional guidance on preparing this assigned paper, and the other two assigned papers in the course: My Strong Social or Public Value Proposition; and My Plan for Sparking a Significant Social Change.

**Part II: Developing a Strong "Public or Social Value Proposition"

**Class 6: Tuesday, 9/22: Understanding the nature of the problem you are addressing and being clear on your Endgame: (JB)

**Guest panelist:** Sherry Riva, Founder and Executive Director, Compass Working Capital

**Read with Care (Pore Over!):**


**Read with Discretion (Skim. Dive in When Interested):**

**Reading Questions:**

1) How do you size the nature of the social change you are trying to create?

2) Brest is very clear on the differences between big cube and small cube problems and their inherent differences in terms of likelihood of success and failure and the efforts for achieving change. Is he right? Does the framework apply to all problems?
3) Alice poses a number of different endgames. How do these differ in terms of resources needed and can you think of others? Does your endgame, change along the way, and if it does, what are the implications?

4) What are your takeaways from the Unicorn Club? What are the implications for solving social issues?

Class 7: Thursday, 9/24: The Concept of Public Value and the Strategic Triangle: Aligning Value, Capacity and Support (MM)

Lecture: Strategy in the Social and Public Sector

Cases: Reflections on the Glimmers of an Idea Developed in the Exercise Above

1) What was the public value you were proposing to create? (in the short and long run)

2) What operational capacity were you relying on to produce the public value? (in the short and long run)

3) Where would the money and the political and social support come from to support your effort? (in the short and long run)

4) What immediate action steps seemed necessary and valuable in producing the desired results?

5) What indicators or measures would you use to reassure yourself and others that you were on the right track? Are these measures of processes or outcomes?

Read with Care (Pore Over!):

Analytic Note 3: Mark H. Moore, Analytic Note 3: Developing a Strong Public Value Proposition and a Strategy for Authorization and Implementation

Read with Discretion (Skim. Dive in When Interested):


Mark H. Moore, Public Value Accounting: Developing the Philosophical Basis (Unpublished Paper, 2013)


Reading Questions:

1. What is the concept of public value? What makes it different from private value, or is it simply the sum of individual private valuations?
2. How could one tell if one was producing public value as a social entrepreneur, or social change maker? Where do the individual valuations of those who benefit from the entrepreneurial effort fit into this scheme? Where do revenue streams earned by the sale of products and services, or those made by voluntary donors, or those made by government agencies fit into judgments as to whether public value is being created or not?

3. How could one measure the production of public value in non-financial terms? Would it be useful to do so? How easy would it be to convert publicly or socially valued results into either financial measures, or revenue streams?

4. Why do strategy models in the private sector not include the “legitimacy and support” circle of the strategic calculation? Is legitimacy and support not crucial to their success? Where does it come from?

Class 8: Tuesday, 9/29 Recognizing Social and Public Value Measuring and Evaluating Progress--Getting Through the White Noise Of It All (JB)

Read With Care (Pore Over!):


Adichie, Chimanda Ngozi, “The Danger of a Single Story,” TED talk
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

http://www.nytimes.com/2015/08/05/opinion/in-zimbabwe-we-dont-cry-for-lions.html?_r=0

Read with Discretion (Skim. Dive in When Interested):

http://www.npr.org/sections/money/2013/08/23/214210692/the-charity-that-just-gives-

Reading Questions:

1) Why does measuring impact matter? And how is impact measured when creating social movements that progress slowly and take years to manifest themselves?

2) In the ESH case, Evan's objectives were clear, as was his timeframe, but how might you measure the success of transforming a city?

3) Who benefits from measuring impact? Is it enabling or disenabling?

Class 9: Thursday, 10/1 Resourcing/Financing Social or Public Value Initiatives- What do Funders Think? (JB)

Guest Panelist: Tracy Palandjian, CEO, Social Finance Group

Read with Care (Pore Over!):


http://ssir.org/articles/entry/the_trouble_with_impact_investing_part_1

http://online.wsj.com/article/SB118066523448221042-search.html?KEYWORDS=social+enterprise&COLLECTION=wsjie/6month

Read with Discretion (Skim. Dive in When Interested):


Reading Questions:

1) Virtually every social enterprise needs resources and lots of them. How do funders think about allocating capital?

2) Can you name the different kind of funders who might fund your enterprise and what are their different characteristics?

3) There is a lot of noise about new classes of impact funders. Is there really a new market? What are their expectations and can they be achieved?

4) Are new tools like SIB's creating new capital or just redirecting funds that were already out there?

Class 10: Tuesday, 10/6 Charettes on the Development of Your Social Change Project (I)
(Need to Design Charette Process and Get Spaces) (MM)

Case: Your Own Social Change Idea


Read with Discretion (Skim. Dive in When Interested):


Reading Questions:

1) A “market opportunity” in the private sector consists of a group of individuals with desires and needs that could be satisfied by a product or service offered by a producing firm at a price that those potential customers would be both able and willing to pay. How
would one describe the nature of the “social opportunity” that is the distinctive focus of a social entrepreneur? To what extent is that opportunity defined by the desires and needs of a particular group of individuals considered particularly needy and deserving? To what extent is that opportunity defined by some concept of a social problem that needs to be ameliorated?

2) How do some social conditions get identified as social problems that should be addressed even if the individuals benefited from the solution cannot pay for the solution? How do some individuals get identified as being needy or deserving of help from third parties of one kind or another?

3) How does one calculate what is necessary to do to change social conditions? Sometimes this calculation is described as “developing a theory of change.” Other times it is described as a “policy analysis” that explores how a collectively desired social outcome could be achieved. Still other times, it is described as product or program outcome. What do all these terms have in common? What is the core work that has to done by social change makers to attract enthusiasm for themselves, and their enterprises?

Class 11: Thursday, 10/8 Charettes on the Development of Your Social Change Project (II) (MM)

**Case: Your Own Social Change Idea**

*Case Question: Where are You Planning to Launch? Who needs to be persuaded to support in what ways? How will you build the operational capacity you need?*

**Read with Discretion (Skim. Dive in When Interested):**

Jorrit de Jong, Agents of Change: Chapters 2, 3, 4

**Reading Questions:**

1) What 'evidence' can you provide to support your public value proposition?

2) In the absence of overwhelming evidence that your social change project will actually work, what arguments can you use to garner support?

3) How are you planning to frame your public value proposition to your authorizing environment? Will you be framing your public value proposition differently to different stakeholders or not? Please explain.

4) How much ‘work’ does your current value proposition need? Are you planning to test your public value proposition, and if so how?

*[Written Assignment Due: Monday October 12, 11:59 pm]*

**Part III: Scaling Ideas for Social Change**

Class 12: Tuesday, 10/13: Scaling Ideas for Social Change (MM)
In this class, we will shift our attention from how one might develop a good idea, and get it up and operating on a small scale, and turn our major attention to the question of how a social change-maker might help an idea to grow into a significant social change.

To begin that discussion, we will return to the beginning by reviewing the case on Mohammad Yunus. We will examine it as a set of decisions made over time – each with implications for the position of Yunus and the scale of the impact he seeks, and the principal start with an exercise challenges he faces in his authorizing environment and in his ability to develop and deploy key operational capacities. We will also look closely at the decisions he makes about the design of the platforms he will use to leverage social change. With respect to each of these events, we will ask you to present your own views on the following questions:

- Do you think that the phenomenon described was in some sense big enough to count as an important social change?
- Do you think the phenomenon described moved society in a positive direction towards the good and the just?
- What prior actions by Yunus set the stage for this next step?
- What particular conditions in the society, and in the development of Yunus’ initiative allowed this next step to be successful? What new innovations were required?

The class will close with a brief lecture about how we will approach the subject of acting to produce significant, positive social change.

Read with Care (Pore Over!):


**Analytic Note 5**: Mark H. Moore, *Sparking Social Change Analytic Note 5: Paths and Forces for Change*

Read with Discretion (Skim. Dive in When Interested):

**Analytic Note 6**: Mark H. Moore, *Sparking Social Change Analytic Note 6: Building Organizational Platforms to Leverage and Catalyze Change*

**Top Down Scaling: Government, Professional Knowledge, and Law**


*Case: Race to the Top*


3) [https://www.rtt-apr.us](https://www.rtt-apr.us) (Select a state and read the high level summary of their RTTT work)

**Case Discussion Questions:**

1) Who is the social entrepreneur or social change agent in this case? What position does he, she, or they occupy? In what ways does that position constrain the choices he or she can make? In what ways does it allow him or her to have a significant impact on the sector as a whole?

2) What is the value proposition that is being pursued in this sector change effort? What private and public values associated with education are being emphasized, and which, if any neglected, or not given enough emphasis?

3) What is the strategy for producing social change? What particular social structures and forces are being relied upon to produce the important changes?

4) What social structures and processes are arrayed against the desired change? What is the impact of conservative and liberal political ideas? What is the impact of federalism? What is the impact of declining economic growth and opportunity? What is the impact of a history of racial discrimination? What is the impact of immigration – legal and illegal?

5) Is the principal challenge in moving forward the lack of will, or a lack of knowledge about how to improve educational outcomes? Is the lack of will primarily at the national level, with pockets of local polities that do have the will to improve, or is the lack of will consistent across the nation? Is the lack of knowledge primarily at the national level, with pockets of local capacity that do know how to do the work; or is the lack of knowledge general across the society? If the problems are at national levels, but the solutions lie at local levels, how can the federal government best use its tools to produce sustained, rapid improvements in key goals? What key goals might be easy to achieve?

**Read with Care (Pore Over!):**

Mark H. Moore, *Analytic Note 7: Government Policy as a Force for Change*

**Read with Discretion (Skim. Dive in When Interested):**

Mark H. Moore, “Learning While Doing”

**Reading Questions:**

1) To what extent can government – particularly national governments – play an important role in stimulating and diffusing important social innovations and social changes?

2) What particular instruments or tools can government use to stimulate or diffuse an idea?
3) What mechanisms does government have in place to test the quality and efficacy of an idea for social change?

Class 14: Tuesday, 10/20 Scaling Through Courts, Law, and the Ideals of Justice (MM)

Cases: Roe v. Wade 410 US 113 (1973)

[Note: The text of the Supreme Court opinions is not assigned as reading]


[Note: The text of the Supreme Court opinions is not assigned as reading]

(Additional supporting documentation is available on the course web page)

Read with Care (Pore Over!):

Analytic Note 8: Mark H. Moore, Analytic Note 8: Law and the Ideal of Justice as a Force for Change

Read with Discretion (Skim. Dive in When Interested):


Reading Questions:

1) What are the reasons to think that abortion access would have been widely available in the 1970s and 1980s even if the Court had not rendered an affirmative decision for a woman’s right to choose in Roe v. Wade?

2) Gerald Rosenberg argues that the Court is less attractive than many think as a vehicle for social change. Why does he think this? Do you agree?

3) Will the recent Supreme Court decision in Citizens United v. FEC result in substantial and lasting social change? If so, what’s wrong with Rosenberg’s and Tushnet’s arguments?

Class 15: Thursday, Oct. 22 Scaling Through Professional Knowledge and Institutional Mimesis: (MM)

Case: The Diffusion of Community Policing


**Case Questions:**

1) Why did police departments all look pretty much the same, despite high decentralization and autonomy, by 1970?

2) In the 1980s, police reformers had very different notions of how to reinvent policing. What is the difference between the problem-oriented, broken-windows, and community-centered versions described in the readings?

3) Which strategy is most likely to result in substantial valuable social change? What is the value proposition?

4) Which strategy (if any) were/are police departments most likely to adopt?

5) What are the tools and strategies available to move the field from traditional to community policing?

**Read with Care (Pore Over!):**

*(Nota Bene: This is a very famous article in the sociology of organizations and organizational fields. It is hard going, but important)*


**Reading Questions:**

1) What do you think of the claim that organizations pursue “legitimacy” more avidly than performance, and that the way they gain legitimacy is to operate pretty much like everyone else does? If this were true, what would it mean for the efficiency of private sector organizations in searching for and finding improved methods of producing particular goods and services?

2) Suppose that organizations gain legitimacy partly through real performance, and partly by imitating other organizations in the field. Suppose farther that some organizations were better able to monitor performance than others. If organizations cannot monitor performance very well, or choose not to, what would that imply for the degree to which they focused on either performance or imitation as a way of gaining legitimacy? What would that mean for the long run performance of the organizations that had difficulty measuring performance?
3) One important way that the Federal Government often seeks to stimulate innovation and change in particular social sectors is through some combination of financing social research and development on one hand, and providing financial incentives to organizations that embrace favored new processes. If you were giving advice to the Secretary of Education about how to design the “Race to the Top Initiative” to improve schooling, or to the Director of the White House Office of Social Entrepreneurship about how to help bring promising ideas in the public sector to scale, what would you say? Does the federal government have much leverage here? What can it do to maximize its leverage?

Scaling Through Public/Private Public Collaborations

Class 16: Tuesday, 10/27: Urban Transformation (I) Detroit (JB)

Guest panelists: Benjamin Kennedy, Kresge Foundation and Rip Rapson, CEO, The Kresge Foundation

Read with Care (Pore Over!):


Read with Discretion (Skim. Dive in When Interested):

Gallagher, John; Stryker, Mark; Bomey, Nathan, “Spinning off DIA from city could save both art and Detroit pensions,” Detroit Free Press, December 5, 2013
http://www.freep.com/article/20131204/BUSINESS06/312040157/Orr-DIA-bankruptcy-Detroit-Rosen


https://philanthropy.com/article/Can-Philanthropy-Rescue/154175

Readings for Background:

The Beginning of Detroit’s Decline
Read with Discretion (Skim. Dive in When Interested):


Kwame Kilpatrick:

Mayor Dave Bing/Government Finance/Emergency Management:
Davey, Monica, “Mayor Urges Detroit to Accept Drastic Action to Fix Finances,” The New York Times, Nov. 16, 2011

Early Efforts to Transform Detroit

Read with Care (Pore Over!):

http://www.economist.com/node/21533407


Read with Discretion (Skim. Dive in When Interested):


Kresge’s Early Efforts

Read with Care (Pore Over!):

http://online.wsj.com/article/SB1000142405270230488879045763977760319014524.html

Read with Discretion (Skim. Dive in When Interested):
http://www.detroitnews.com/article/20130110/METRO01/301100384

Class 17: Thursday, 10/29: (Urban Transformation (II) Detroit (JB)

(Continuation of Above)

Scaling Through Markets and Volunteerism

Class 18: Tuesday, 11/3, Scaling through Human Centric Design--Pam Scott, PSI and Scaling Reproductive Rights in Tanzania. (JB)

Guest panelist: Pam Scott, Founder of The Curious Company

Read with Care (Pore Over!):

Analytic Note 10: Mark H. Moore, Analytic Note 10: Markets as a Force for Change

Analytic Note 11: Mark H. Moore, Analytic Note 11: Volunteerism and Philanthropy as a Force for Change

http://www.scientificamerican.com/article/what-me-care/

http://www.theguardian.com/science/2013/jan/04/barack-obama-empathy-deficit

Reading Questions:

1) How did Pam and PSI change the lens in trying to identify levers for social change and how did they harness market forces to find solutions? How did these solutions differ from conventional wisdom?

2) What were the inherent market and cultural constraints and how did the group address each one of these?

3) How does this kind of level of effort differ from how for profit companies look at their customers when developing new products?
Class 19: Thursday, 11/5 Scaling Through Philanthropy: Catalytic Effects on Social Conditions (JB)--SIRUM and Sanergy

Guest panelists: Ani Vallabhaneni, co-founder of Sanergy & Kiah Williams, President, SIRUM

Read with Care (Pore Over!):


Reading Questions:

1. Both SIRUM and Sanergy are using earned revenue models. Compare and contrast their business models and the long term efficacy of what they are trying to do.

2. Are there moral hazards when non-profits have affiliated relationships with for profit entities, if so, what are they?

3. Are each of these examples, just gap fillers or could they really change the system?

Scaling Through Social and Political Mobilization

Class 20: Tuesday, 11/10 Scaling Through Policy Advocacy (MM)

*Case: Hoyt, D. and Rao, H., Institute for Healthcare Improvement: The Campaign to save 100,000 lives, Case-study Stanford Graduate School of Business, Case L-13, (01-21-08).*

*Case Questions:*

1. If the 'best' practices that IHI had been promoting before the campaign were so good,
why had so few hospitals adopted them?

2. What was fundamentally new about the idea of a ‘campaign’? What are the potential risks or downsides of using the methods and techniques of ‘political’ campaigning in a professional field?

3. What are the conditions under which a campaign could be a successful tool for sparking social change?

Read with Care (Pore Over!):


Reading Questions:

1) What differentiates ‘slow’ ideas from ‘fast ideas’?

2) Can you make slow ideas travel faster? How?

3) What are the risks of fast ideas and how can you mitigate those risks?

Class 21: Thursday, 11/12 Scaling Through Social and Political Mobilization (MM)

Case: Female Genital Cutting in West Africa (HKS Multimedia case produced by Patricia Garcia-Rios): Click on the link below and enter the following username and password (they are the same)

http://hksslate.info/FGC/
Username and password (they are the same): FGC_SSC (as in, "Sparking Social Change")


Read with Care (Pore Over!):


Reading Questions:

1) Are the practices of foot binding and Female Genital Cutting bad? Why or why not?

2) Why do people engage in foot binding and Female Genital Cutting?

3) Think of different strategies to end female genital cutting: law, individual education, norm change. What would these different strategies look like?

4) Mackie’s argues that foot binding and Female Genital Cutting can be modeled as a “ranked equilibria” coordination problem (p. 1006). If he’s right, what are the prospects for success of legal vs. educational vs. social norm strategies of changing
the practice of foot binding or FGC? Why?

Scaling Through the Use of Information Technology

Class 22: Tuesday, 11/17 Scaling Through Research: Watsi, Cure Alzheimers Fund, and OpenBiome (JB)

Guest panelists: James Burgess, Executive Director, OpenBiome & Tim Armour, President and CEO of Cure Alzheimers Fund

Read with Care (Pore Over!):

http://www.nytimes.com/2014/02/18/health/a-new-kind-of-transplant-bank.html?_r=0

http://www.newyorker.com/magazine/2014/12/01/excrement-experiment


Read with Discretion (Skim. Dive in When Interested):

http://www.nature.com/news/policy-how-to-regulate-faecal-transplants-1.14720


Dembner, Alice, “3 Families Spark Search for Genes Tied to Alzheimer’s,” Boston Globe, November 2, 2006

Class 23: Thursday, 11/19: Scaling Through Technologies for Social Mobilization and Engagement (JB)

Case: Business as Usual. The Controversial HPV Vaccination Campaign in the Netherlands
Case questions:

1. Do you think that the mobilizing capabilities of social media can have a positive effect on public policy? If not, why not? And if so, under what circumstances?

2. If you were in Coutinho’s shoes, would you be worried about the future? And what social developments and trends would worry you the most/the least?

3. What is your assessment of Anneke Bleeker as a social change agent? Does she meet the standards that you would apply to yourself and your social change project? If you were Anneke Bleeker, what would you have done similarly or differently?

Read with Care (Pore Over!):

Archon Fung and Jennifer Shkabatur: *Viral Engagement: Fast, Broad, and Cheap, but Good for Democracy?*

Clay Shirky, *Here Comes Everybody* (selected chapters on course website).

Reading Question:

1) Under what conditions can social media be an effective and responsible tool for sparking social change?

### III. Conclusion: My Social Change Project

**Class 24: Tuesday, 11/24: Bringing it Together: A Framework for a Social Change Project:** (MM and JB)

Read with Care (Pore Over!):

**Analytic Note 12:** Mark H. Moore, *Analytic Note #12: Preparing a Social Change Plan.*

Thursday, 11/26: THANKSGIVING

**Class 25: Tuesday, 12/1: Student Presentations**

**Class 26: Thursday, 12/3: Student Presentations**

*Tuesday, 12/8 Final Paper Due: My Social Change Project*