SI 600 Cultures of Social Innovation
Fall 2019 Hybrid Course

Instructor: Dr. Wendy Burns-Ardolino (Dr. BA)
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Class Meets: Hybrid & Assigned Mondays (see below dates) 6-8:50pm in EC 420
8/26, 9/9, 9/23, 10/7, 10/28, 11/18, 12/02
Office Hours: Monday 4:30-5:45pm in 218.2 DeVos or by appt (please email)
Thursday 2-4pm – LOH 245 (Allendale) or by appt (please email)

Course Description: This foundational course introduces students to diverse interdisciplinary perspectives and models for social innovation. Students learn to identify and evaluate structural inequalities and power relationships across a variety of sectors (for-profit, non-profit, and governmental). They will develop a vocabulary for engaging with diverse communities and explore models of community engagement.

After successful completion of the course the students will be able to:
1. Define what is meant by social innovation and understand the diverse ways that practitioners and scholars have used this term.
2. Evaluate structural inequalities, implicit values, and power relationships across for-profit, non-profit, and government sectors which shape the communities with whom they are engaged.
3. Develop familiarity with key debates surrounding social innovation and social entrepreneurship.
4. Breakdown complex social problems using a variety of interdisciplinary perspectives.
5. Describe structural inequalities, implicit values, and power relationships across for-profit, non-profit, and government sectors which shape the communities with whom they are engaged.
6. Distinguish ways to build relationships with diverse community stakeholders using a variety of forms such as digital media, research reports, white papers, collaborative interviews, and community meetings.

All Course Readings and Materials are available in Blackboard or linked in Blackboard

Online Learning in General:
You should expect to spend as much time in study and preparation, or perhaps more, as a classroom-based course since you are managing your own learning using the information and resources located in Blackboard. This requires that you be self-disciplined, motivated, and have some skills using a networked computer and a Web browser. The content and rigor of an online course offered by GVSU is equivalent to the on-campus, in-class version of the same course. Please review the below link to learn what to expect in an Online Course.

What to expect in an Online Course: http://www.gvsu.edu/online/what-can-i-expect-from-an-online-or-hybrid-course--7.htm

If this is your first time taking a hybrid or online course at GVSU, you must go through the GVSU Online Learning Orientation. This tutorial will help to prepare you for what is involved in being an on-line student. You will learn the features of Blackboard, determine if your computer meets the technical requirements, and hopefully get a sense as to whether learning on-line is something that is right for you. Please use the following to access the GVSU **Online Learning Orientation**: http://www.gvsu.edu/online/an-orientation-for-learning-in-the-online-and-hybrid-formats-13.htm

Online Learning Readiness Assessment: https://www.gvsu.edu/online/tools.htm
Fully Online Learning: http://www.gvsu.edu/online/a-fully-online-course-10.htm
Technology Proficiency: http://www.gvsu.edu/online/what-about-the-technology--8.htm

Hardware/Software Requirements
Students must have access to sufficient hardware and software to complete the course. The minimum requirements to access the course materials through the Internet are:

COMPUTER MINIMUM REQUIREMENTS

Minimum Hardware Requirements
- PC or Mac with Fast Processor (eg. Intel i3 with 4GB RAM or Above)
- Monitor
- Speakers
- Webcam
- Headset and Microphone

Minimum Software Requirements
- Windows 7 or Above
- OS 10.10 or Above
- Adobe Flash Player may be Required (Bundled with Respondus LockDown Browser)
- Additional Software may be Required (See Course Syllabus)

Internet Connection Requirements
- High Speed Broadband Internet Connection (minimum 28.8 kbps with 128 kbps for video, 500+ kbps is recommended)
- Test your Connection with Speedtest.net

Browsers
- The most Recent Release of Chrome or Firefox is Recommended
- Blackboard - Browser Checker
- Blackboard - Browser Support

Blackboard
- Blackboard - Help for Students

Course Syllabus
Course Syllabus available in Blackboard

Updated Email
Many of you have already updated your email address through Blackboard, but for those of you who have not or do not remember if you have, please log on to Blackboard (http://bb.gvsu.edu) and make sure the email address that shows up in Blackboard is the one that I can use to contact you.

Graduate School Policies: This is course is subject to all Graduate School Policies listed at: **https://www.gvsu.edu/gs/policies-and-procedures-58.htm**
Please note: credit at the graduate student level will be awarded for grades of C (2.0) or better. This includes all graduate coursework and core, background, and foundation courses. Grades below C will be calculated in a student's GPA, but the credits will not count toward the degree.

This course is subject to the GVSU policies listed at http://www.gvsu.edu/coursepolicies (See University Policies FH 3.03 A-E for more details.)

COURSE Policies: This a graduate discussion-based hybrid course. Students have a responsibility to come to class prepared to discuss the materials and to actively engage in online learning. This means reading, thinking and writing about the course material and in-class and online discussions. Students should expect the coursework to be personally and

academically challenging. All members of the course are expected to read, listen, view and participate thoughtfully, attentively, and respectfully, in order to engage in the critical integration of knowledge and experience during the course.

Plagiarism: "Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism" (GVSU Student Code). This includes cyber plagiarism (stealing online papers). We will discuss this topic further in class and address any of your questions or concerns regarding citation and plagiarism. **Students caught plagiarizing will fail the course and are subject to disciplinary action.**

Academic Honesty:
For a complete articulation of the University's policy on Academic Honesty, please see the Student Code. University policy prohibits **cheating** (allowing submitting someone else's work under your name), **fabricating** (falsifying or inventing any citation or information in academic work), **plagiarizing** (using another person's words or ideas without proper attribution), and **facilitating academic dishonesty** (helping or attempting to help someone else commit academic dishonesty). The consequences for academic dishonesty are serious, and may include failing the course or being expelled from the university.

Attendance Policies: Students who miss more than 1 EC 420 will have their class participation grade lowered by one full letter grade for each additional class missed.

Withdrawal Policy: Based on midterm grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must withdraw online by October 25. **October 25 is the last day to withdraw without academic penalty.**

Environment: GVSU is committed to providing a respectful and responsible learning environment. If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Services (DSS) at 616-331-2490.

Assignments: You will earn your final course grade based on your success in the following endeavors:
Hybrid Assignments and Blackboard Discussion Engagement: 20%
In-class Discussion Leadership 15%
Community Meeting/Event Analysis Reports 15%
EC 420 In-class Participation 15%
Action Research Projects 20%
Team Action Research Presentation 15%

* Late assignments will be deducted a letter grade for each day late

Reading and Viewing
Each week you will have assigned readings from the course texts, available through Blackboard, as well as film clips and links.

Blackboard Discussion Engagement 20% (adapted from Dr. Danielle Lake)
Active participation includes visiting the discussion forum **several** times throughout the week, posting and responding to at least 4 in-depth discussions contextualized with assigned reading. Regular face-to-face discussions take place when people share the same space and time. We

follow conventions for conversations by paying attention to what people say and we participate by offering counter points of view, challenging ideas put forth, supporting someone's perspective, and changing the topic or direction by introducing other views or new ideas. A conversation flows over time, changing direction as the participants want, and provides a forum for exchanging ideas and opinions. Key to any beneficial conversation is connecting ideas or topics so that everyone understands what has been said and has a chance to contribute their view.

Participation in online discussion is an *essential* part of this course and students are expected to read and respond (Reply) to discussion threads or messages with "substantive postings." Your discussion should add to the topic. Statements of agreement in response to a topic or a peer response demonstrate a lack of substantive content and should be avoided; that is, your postings should be *thorough* and *thoughtful*. Just posting an "I agree" or "Good Point" is not an adequate response. Instead, explain your reasoning as to why you might agree or disagree with an idea. Don't be afraid to hypothesize ideas; in fact, that can be more effective than asserting explicit and irrevocable ideas. **Be sure to back up your ideas with specific evidence from the texts** – **cited with page numbers as much as possible**. Do not be reluctant to constructively challenge and test each other's ideas, assumptions, and reasoning (including your own and mine).

All participants should maintain a professional attitude and manner of discussion. While spirited debate is encouraged, unprofessional behavior is not. Often times, words come across "more directly and harshly" in this written form of communication, since there are no facial gestures, expression or tone of voice to help convey your message fully. Your contributions should not be overly negative or personal in nature. In the end, synthesis and evaluation are only possible when we engage in dialogue that genuinely considers differing viewpoints, and that can only happen in a sustained way *when we are willing to converse: not pose a question or comment and leave it to others, but to keep coming back to the idea, twisting and turning it and reexamining it.*

Rubric Blackboard Discussion Engagement:

	0-2 Deficient	3-5 Emergent	6-8 Competent	9-10 Proficient
Participation Quality: Civil Constructive, Rigorous	Participation doesn't engage in the discussion much or in much depth, does not relate comments directly to the texts, or presents comments without much civility or is presented without much rigor; doesn't help others and self to develop ideas.	Participation is somewhat civil (responds to each other without blatant disrespect); somewhat constructive, (sometimes helps others and self develop their own ideas but other times tends to primarily repeat or affirm previous comments) and/or somewhat rigorous (occasionally challenges ideas or presents new ideas but tends to repeat ideas already stated; occasionally backs up ideas with specific quotations and summaries with page references), but needs to be more so, in order to better help others and self to develop ideas.	Participation is constructive (helps others and self develop their own ideas), generally rigorous (often challenges ideas constructively; often backs up ideas with specific quotations and summaries with page references from the readings, proposes some new ideas) and civil, (responds to each other with courtesy and respect).	Participation is constructive, (helps others and self develop their own ideas); rigorous (frequently challenges ideas constructively; nearly always backs up ideas with specific quotations and summaries with page references from the readings, proposes new ideas and fresh perspectives) and very civil, (responds to each other with courtesy and respect even in disagreement).
Participation Frequency	(0-1); postings are too brief or too rare to move the participation forward, or are posted too late in the week to	A few postings (1-2), postings are rather brief, postings are infrequent (posted once or twice), or posted primarily in the last days of the week's forum, rather too late in the week to be very helpful.	Several postings (3) a few times (2-3 times) through the week to a several topics in sufficient length (several	Numerous postings (4+ in the part. group board) posted several times throughout the week to several discussion questions, and does so in

	be part of the week's discussion.		sentences) in your group board.	depth (several sentences to a paragraph).

Unexpected Events:
Sometimes, unexpected events or emergencies occur and must take priority over our academic commitments. If you cannot fulfill your responsibilities for this course because of circumstances beyond your control, please send me an email at: burnsarw@gvsu.edu so we can work together to create a plan.

Grade distribution:

A = 100-93	**B =86-83**	**C =76-73**	**D =66-60**
A- =92-90	**B- =82-80**	**C- =72-70**	**F =59-0**
B+ =89-87	**C+ =79-77**	**D+ =69-67**	

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Course Schedule
HW means Homework due the next class

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***Required Reading from Linked articles and books in Blackboard Bb

Nicholls, Alex, Julie Simon, & Madeleine Gabriel eds. *New Frontiers in Social Innovation Research.* Houndmills, Basingstoke, Hampshire ; New York, NY : Palgrave Macmillan, 2015.
*hard copy will be placed on reserve at Steelcase Library on Pew Campus
Open Access Text downloadable here   **= Appears as NFSI on Schedule**

Buckland, Heloise & David Murillo eds. *Pathways to Systemic Change: Inspiring Stories and a New Set of Variables for Understanding Social Innovation.* New York: Routledge 2013.
Library Access Text https://ebookcentral.proquest.com/lib/gvsu/detail.action?docID=1741706

*Instructor Reserves the right to change course schedule to support student learning throughout the semester

Week 1 – What is Social Innovation? How is it related to Social Enterprise, Entrepreneurship and Social Change?
HW – Read Before coming to class: Introduction & Chapters 1& 2 in NFSI Open Access Text
Introduction: Dimensions of Social Innovation
Chpt 1 Social Innovations as Drivers of Social Change
Chpt 2 At the Root of Change: The History of Social Innovation

8/26 EC 420 Introduction to course/ meet and greet & In-class discussion of **NFSI** Chpt 1 & 2

Week 2 Building a Database of Social Innovation
HW – Read NFSI Chpt 3 A Relational Database to Understand Social Innovation and Its Impact on Social Transformation
9/2 Hybrid Assignment: Examine the website for the Center for research on social innovations – CRISES through this link: https://crises.uqam.ca/anglais/
Review recent scholarship by scrolling to the bottom of the page and read at least one article that is relevant to your interest in social innovation. Post key findings from your selected article and discuss how these findings help you to understand *Incremental, Institutional or Disruptive SI* based on the Introduction to **NFSI**

Week 3 Measuring Social Impacts
HW – Before coming to class on 9/9 Read pdf article in **Bb**:
Low, Setha M. "The Erosion of Public Space and the Public Realm: Paranoia, Surveillance and
     Privatization in New York City." *City & Society* 18.1 (2006): 43-49.
9/9 EC 420 Stephanie Adams, Executive Director, Grand Rapids Friends of the Parks
Post-lecture discussion and time for Action Research Projects

Week 4 Systems Thinking and Systems Level Change
9/16 Hybrid Assignment – Read pdf article in **Bb** Nijnik, Maria. "Can social innovation make a
difference to forest-dependent communities?" *Forest Policy and Economics* 100 (2019): 207-
213. **Then** visit the website for the Waterloo Institute for Social Innovation and Resilience linked
here. Consider the SiG – Social Innovation Generation – what is significant about this
organization? What is significant about the role of transformation for SiG? Watch and listen to
the webinar with Frances Westley focused on Social Innovation and Resilience – Post
responses to the article and Westley's webinar. How do these resources intersect? What are
you learning about social innovation? How do these materials change your perspectives of
adaptivity, resiliency, and social change? What do they help you see clearer? What questions
do they raise for you about how the capacity of social innovation?

Week 5 Cross-Sector Problem Solving
HW – Before Coming to class on 9/23 Read **NFSI** Chapter 4 Social Innovation Redesigning the
Welfare Diamond & Read **Bb** Corporate Social Responsibility in the 21st Century
9/23 EC 420 Ryan Kilpatrick, Housing Next, Ottawa County
Post-lecture discussion and time for brainstorming Action Research Projects

Week 6 Assets Based and Inclusive Approaches to Social Innovation
HW – Read **NFSI** Chapter 5 Social Innovation for Social Cohesion & Read **Bb** Contesting the
Value of "Creating Shared Value"
9/30 Hybrid Assignment: Consider the 5 Dimensions of Recurring Innovative Features: 1)
Innovations in services and how they address users 2) Innovations in regulations and rights 3)
Innovations in governance 4) Innovations in Methods of working and finance 5) Innovations that
concern the whole of (local) welfare systems. Using the case of affordable housing as presented
by Ryan Kilpatrick, conduct additional online and library research and discuss at least 2
dimensions of recurring innovative features impacting local affordable housing in West
Michigan.

Week 7 Disruptive Innovation & Transformation for Sustainable Human Communities
HW - Before coming to class on 10/7 Read pdf article in **Bb**: Chapter 3 Review of Social
Innovation Concepts from *Pathways to Systemic Change*
10/07 EC 420 Doug Matthews, Assistant City Manager Grand Rapids
Post-lecture discussion and time for Action Research Projects

Week 8 Adaptivity, Resiliency, and Sustainability in Urban Systems
HW Read pdf chapter in Bb: Bures, Regina & William Kanapaux. "Historical Regimes and Social
Indicators of Resilience in an Urban System: The Case of Charleston, South Carolina." *Ecology
and Society* 16.4 (2011):16.
10/14 Hybrid Assignment Attend a Community Meeting or class approved event focused on
your Action Research Project. As you listen to community members consider human centered
design approaches to the issue that you are researching. Discuss how you could imagine
working with community members to create a human centered design approach to the problem.
Consider the problems presented by guest lecturers. What are some potential pitfalls to your

particularly research approach? How could you work with diverse constituencies to reach some common ground? How would you facilitate ideation sessions given the stakeholders?

Week 9 Structural Inequalities and Power Structures impacting Social Change
Fall Break 10/20-22 Spend time working on Action Research Projects this week
HW Read *Stanford Social Innovation Review* Article: Social Innovation Alone Can't Solve Racial Inequality – Be prepared to talk about this article in-class on 10/28

Week 10 Cross-sector Collaboration with Diverse Communities
HW – Before Coming to Class Read pdf in **Bb** Chapter 4 Some Insights on Social Innovation from Practice to Theory from *Pathways to Systemic Change*
10/28 EC 420 Mei Mah, Associate Director, Center for Educational Partnerships
Post-lecture discussion to focus on Engaging Diverse Communities
In-class time allotted for Action Research Projects
Sign-up for Conferences

Week 11
11/4 – Conferences

Week 12 Micro-finance and Fair Trade
HW Read article in **Bb** Ashta et al. "Dialectic evolution through the social innovation process: from microcredit to microfinance." *Journal of Innovation and Entrepreneurship* 3.4 **(**2014): 2-23.
11/11 Hybrid Assignment
Review the website for the Grand Rapids Center for Community Transformation at www.grcct.com Consider the following questions – How does the mission of the organization promote transformational change? What questions do you have about the methodological approach for the organization? How does the article of microcredit and microfinance relate to the work of the GRCCT? What might be some challenges faced by the GRCCT? What would you like to ask during our class visit to GRCCT?

 Week 13
HW Before Coming to class on 11/18, Read **NFSI** Chapter 7 Enhancing Public Innovation through Collaboration, Leadership and New Public Governance
11/18 EC 420 – Class Visit to Grand Rapids Center for Community Transformation

Week 14
HW Read *NFSI* Chapter 8 Seoul City's Social Innovation Strategy: New Models of Communication to Strengthen Citizen Engagement
11/25 Team Meetings for Presentations

Thanksgiving Break 28-30

Week 15 Team Presentations – (4 teams)
HW Read *NFSI* Chapter 10 The Usefulness of Networks: A Study of Social Innovation in India & Conclusion: The Task of the Social Innovation Movement
12/2 last day of class EC 420

Commencement December 7
Final Grades Due from Faculty 12/17
Grades Available to Studies 12/19