

FORUM (01:090:125)**Fall 2018***If you always do what you always did, you will always get what you always got.**-Albert Einstein***COURSE DESCRIPTION:****SOCIAL INNOVATION ACROSS UN-SDGS**

The Honors College Forum is the mission course of the College. The Forum provides first-year students with a common academic experience, bringing all Honors College Scholars together to utilize project-based learning leading to a social innovation. Through the course, students are introduced to the importance and challenges of global problem-solving in local contexts and to their roles as “Innovation Citizens.” The students investigate some of the essential questions defining human existence in the 21st century in the process of developing their own teams’ “social innovation solutions” to address global challenges as defined by the United Nations’ **Sustainable Development Goals (SDGs)**.

The **SDGs** represent a global commitment by development agencies and governments to pledge resources towards intractable problems like global poverty and hunger that span economic, social and policy sectors. The course is designed to lead to convergence, which is the integration of knowledge, techniques, and expertise from multiple fields to address the moral, social, and cultural questions and the scientific and economic challenges surrounding SDGs. In taking this course that is specifically on social entrepreneurship, our students are better able to assess broad questions such as:

1. What is the purpose of social innovation in society?
2. Is there a role for social innovation on issues of public good, justice, equity, education, environment, health or collective action?
3. What are the most optimal social entrepreneurship models to solve social and environmental problems that affect the majority of the world’s population?

Major political and social change is typically accompanied by innovation in the thought categories we use to make sense of the world, frame arguments, organize collective action, and establish new institutional practices. Social innovators, by virtue of being problem-solvers, challenge the status quo by identifying social problems, mobilizing resources, building networks, and unleashing market forces to create value for social good. But we live in a time of an unprecedented amount of information, and given the scale of the SDGs, it can be easy to misunderstand or dismiss scientific evidence, thereby seriously impairing the ability of governments and donors to make informed decisions.

Our focus through this course is to engage further with the domain of social innovation and see how it is being adopted for finding lasting solutions towards global SDGs. However, many of these problems depend on not just technical, scientific, and financial know-how but also on the exploration of the philosophical, psychological, and political dilemmas that underlie such problems’ intractability. We therefore engage further with plenary speakers who bring together new research on key concepts

that frame international discussion of the role of social entrepreneurship as well as SDGs in governance challenges of the 21st century. We are more concerned with understanding, critically interrogating, and refining concepts that increasingly provide the foundation for contemporary theory and practice in the social entrepreneurship domain, that you can readily adopt for their own academic pursuits.

Social innovators, by virtue of being problem-solvers, challenge the status quo by identifying social problems, mobilizing resources, building networks, and unleashing market forces to create value for social good. Lasting solutions, however, depend on not just technical, scientific, and financial know-how but also on the exploration of the philosophical, psychological, and political dilemmas that underlie such problems' intractability. *The Forum is thus designed to lead to convergence, which is the integration of knowledge, techniques, and expertise from multiple fields to address the moral, social, and cultural questions and the scientific and economic challenges surrounding SDGs*

In summary, we hope to advance your understanding of how conceptual change takes place in the social entrepreneurship domain that has applicability in the SDGs domain. Through this course, our task is to engage all our students to develop traits and skills—such as critical thinking skills, problem solving skills, social skills, persistence, creativity, and introspection—that allow them to contribute meaningfully to society and to succeed in their public lives, workplaces, homes, and other societal contexts.

COURSE LEARNING GOALS

The specific goals of the course are three-fold:

1. To foster interdisciplinarity and academic curiosity through the exploration of the interconnectedness of knowledge.
2. To practice collaboration and communication with diverse team members and audiences.
3. To apply Sustainable Development Goals (SDGs) within local contexts.

PROFESSOR AND COURSE DIRECTOR

Dr. Nirav S. Patel is the *Forum director* and directly supervises 12 teaching fellows and the 12 learning assistant. *He is available for ALL students across ALL sections if there are issues or concerns that need attention, which your teaching fellow cannot address.* Emails are greatly preferred, but there are open office hours listed below the contact information for a drop in visit.

Nirav S. Patel, Ph.D.

Research Scholars and Director of Experiential Learning

5 Seminary Place, Room South 004

New Brunswick, NJ 08901

Ph. [848.932.0963](tel:848.932.0963) | nsp6@cornell.edu | nirav.s.patel@rutgers.edu

By appt. or Drop in Hours: Wednesday 12:00-4:30 pm

TEACHING STAFF CONTACT INFORMATION

TEACHING FELLOWS AND ASSIGNED SECTIONS: Your primary instructors are assigned to you by sections. They will be your point person for all your needs.

Teaching Fellow	Graduate Field	email
Benjamin Billingsley	Clinical Psychology	benjaminbillingsley1992@gmail.com
Gabriel Villegas	Biochemistry	villegas@cabm.rutgers.edu
Dr. Harita Menon	Cell Biology and Neuroscience	hm371@dls.rutgers.edu
Jazmín Isaura Puicón	History	jpuicon@history.rutgers.edu
Kristina Howansky	Psychology	kh463@psych.rutgers.edu
Martin Zorde	Plant Biology	mzorde@gmail.com
Meng Zhang	Psychology	mz283@psych.rutgers.edu
Pedro Cesar Lopes Gerum	Industrial & Systems Engineering	pedro.gerum@rutgers.edu
Robyn C. Miranda	Food Science	robynm14@scarletmail.rutgers.edu
Sujee Jung	Urban Planning & Public Policy	suzy.jung@ejb.rutgers.edu
Talia Robbins	Psychology	talia.robbins@rutgers.edu
Tina Drew	Electrical Engineering	tina.drew2001@gmail.com
Dr. Brendan Wright (Writing Instructor)	Political Science	bjwright@princeton.edu

Schedule and Class Meeting times (*next page*)

- **Plenary:** Wednesday 9:50-11:10am in Academic Building (AB) Rm-2125.
- **All sections are required to attend plenary lecture.**
- **Individual Sections:** Your sections are listed below, they are two digit letters first column.
- **Writing Section/Clinic/Workshops:** These will be held every Monday and Wednesday in HC room S-120 from 7:00-8:10pm

BASIC REQUIREMENTS

The basic requirement of the course is to be open to ideas, to be creative and innovative, to call upon your best, most hopeful self, and to work collaboratively with your peers. More specifically, you need to read all required materials thoroughly and carefully before class. You need to be

actively engaged, by participating in section discussions and by listening to your classmates thoughtfully and considerately. Some students like to talk a lot, some are quieter, but everyone *must* share ideas and insights both online and in the class. Finally, you need to work with your team to create the best, most developed final project possible.

Section		Monday	Tuesday	Wednesday	Thursday	Friday
HB	S-120		8:10-9:30	9:50-11:10	8:10-9:30	
HC	S-120			9:50-11:10		9:50-11:10
HD	E-128			9:50-11:10		9:50-11:10
HE	S-124			9:50-11:10		9:50-11:10
HF	AB-3200			9:50-11:10		2:50-4:10
HG	AB-1100			9:50-11:10		2:50-4:10
HH	AB-3100			9:50-11:10		2:50-4:10
HI	AB-2200			9:50-11:10		2:50-4:10
HJ	S-126		9:50-11:10	9:50-11:10		9:50-11:10
HK	S-120		2:50-4:10	9:50-11:10	2:50-4:10	
HL	S-120		4:30-5:50	9:50-11:10	4:30-5:50	
HM	S-124		1:10-2:30	9:50-11:10	1:10-2:30	
Wednesday Plenary in AB 2125 at 9:50-11:10						

ABSENCE POLICY

1. Students are expected to attend **all** class sessions. Please make every effort to arrive on time as class will begin promptly. Arriving late to class is strongly discouraged. Repeat offenders will, at the discretion of the instructor, be marked as 'absent'. Unexcused absences WILL result in a reduction of your grade for class participation.
2. Observance of religious holidays listed in the University calendar is recognized as an excused absence, but please let your teaching fellow know in advance if you will miss class for this reason.
3. **Excused absences:** include those unavoidable absences due to observance of religious holidays listed in the University Calendar, illness, family emergencies, or academic opportunities, cleared in advance with the instructor, that conflict with class attendance.

Please report absences, preferably in advance, through the university's self-reporting absence system, accessed at <https://sims.rutgers.edu/ssra/>.

4. **Longer periods of absence:** If you anticipate missing more than one week of classes for serious illness, confidential, or sensitive personal reasons, you should also consult with a New Brunswick Dean of Students who will help to verify your extended absences from classes.
 - a. If you have academic or religious conflicts, you should notify your teaching fellow and group members **three weeks prior** to your scheduled absence. ***You will be responsible for attending another section and doing a make-up section.***
 - b. Please email your teaching fellow about your absence and possibly doing a make-up section.
 - c. All make up session requests will be handled in conjunction with the course director and assigned teaching fellows. It is your responsibility to ensure that you obtain a required make up for a planned absence.
5. **Absences due to illnesses:** If your absence is due to illness, visit University Health Services for information about campus health services, including information about: how to make an appointment, self-care advice for colds/flu, mental health and counseling options, and how to access the "After Hours Nurse Line" for medical advice. **In order for an absence due to illness to count as an excused absence, you will need to furnish the instructor with a note from the medical center or a health provider.**
6. **It is the class policy that no more than two sections can be missed, and plenary attendance is required for all students** IF YOU FAIL TO ADHERE TO THIS POLICY YOU WILL BE ASKED TO DROP THE CLASS AND RETAKE IT ANOTHER YEAR.

Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodation, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with me and discuss the accommodations you need as early in the course as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

LATE POLICY ON ASSIGNMENTS

1. **Late assignment are automatically marked zero '0'.** We define late as any assignment past the due time/day mentioned on the syllabus.

2. Any student with academic issues should schedule additional time prior the due date by emailing the Course director.
3. We simply cannot have late assignments submitted for this course.

REGRADE POLICY

Across all sections this is our policy on any regrade request for any assignment under any circumstances:

1. Any regrade or request for explanations should be made in writing within 7 days of grade release date.
2. You have two options and we suggest you first go with option A and then proceed to B when and only if needed.

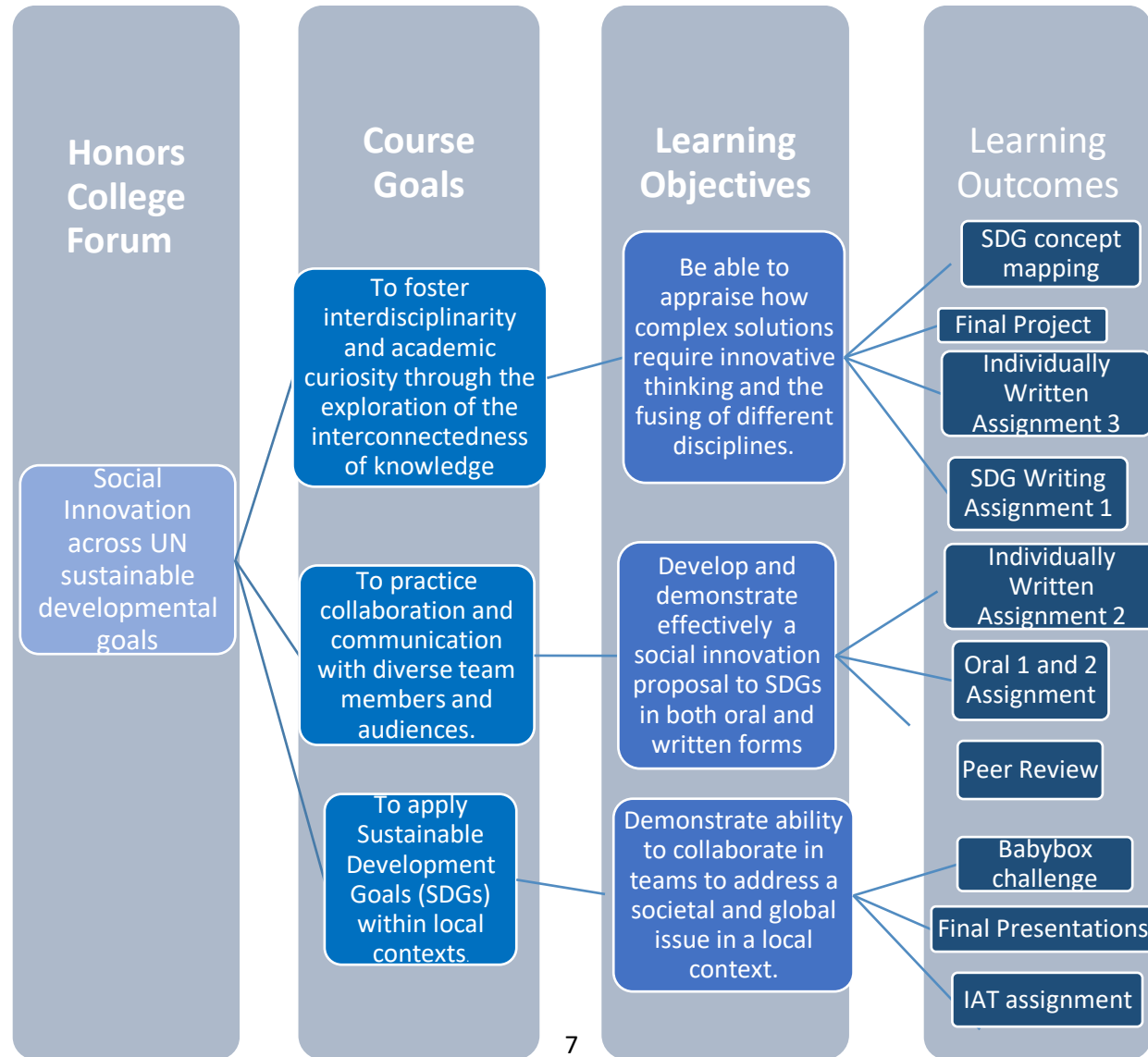
Option-A (Teaching Fellow): In almost all situations your teaching fellow can help you understand your grade.

- i. Your best approach is to meet your teaching fellow during their office hours for understanding your grade. While you may think you did have the best body of work there may be other papers that were better.
- ii. If you still feel you want the assignment to be regraded then you should follow instructions laid out in option B.

Option-B (Course Director):

- i. This should be emailed to the course director and your teaching fellow must be copied to that email.
- ii. Please write a short letter in the email or attach it to your email outlining why you believe you have been unjustly graded. The letter should make your case for the higher grade. It is perhaps possible that we failed to consider the evidence supporting your thesis properly, or that we misunderstood the nature of your claim.
- iii. If your appeal for reconsideration merits a further examination, we will be happy to do so. We do blind regrades meaning previous grade is ignored.

Please know with any regrade request there is an equal likelihood that your grade will increase or decrease or remain unchanged from the currently allocated grade.



Timeline for Forum Projects. Essays and Presentations Fall- 2018

Essay 1

- Choose one country-specific example focusing on either a scale or test project and analyze, research, substantiate the innovation being discussed
- Identify which SDGs are targeted. Identify what is the scale of the problem and are there other countries with similar issues and problems? Develop a research question
- No peer review, due for ALL sections 09/29/2018 before 12pm (*10% of grade*)

Pitch Your Idea

- Individual pitch in class to formulate common theme for semester project
- In-class section 6b (*3% of grade*)

Essay 2

- Identify a problem individually focussing on SDGs that drives you as a person
- Formulate an innovative yet sustainable solution for the problem
- First draft due for all sections 10/13/18 before 12pm Peer review is *6% of final grade*
- Final essay due for ALL sections 10/21/2018 before 12pm (*15% of grade*)

Oral Group Presentation

- Work in your SDG teams to come up with one novel, idea
- Present during your section 8b. (*5% of grade*)

Essay 3

- Research on how the grand novel solution that your team has identified is currently being tackled
- What are the pros and cons of tackling the problem as it is currently being done. What will make your innovation more unique than current models or means. Add Unintended consequences
- First draft Due 11/18/2018 before 12pm
- Final draft due (*15% grade*) due 11/10/2018 before 12pm

Final Pitch

- In Section-Check up Presentations, Section 13b, (*5% of grade*)
- Your team presents in class and will be graded by peers, fellow, guest judges. Present during your section 14B (*10% of grade*)

Final Report

- Coalesce Essay 1, 2, & 3 with few other details for this report
- Due draft 12/01/2018 all sections before 12pm (*5% grade*)
- Final Due all section 12/15/2018 before 12pm (*14% grade*)

ASSIGNMENTS & GRADE ASSESSMENT: You are evaluated according to the following individual and group based criteria

Individual Grades and Participation → 61%

- a. Three short, formal analytic writing exercises: 40%
 - i. Essay 1: 10%
 - ii. Essay 2 : 15%
 - iii. Essay 3: 15%
- b. Individual class based assignments: 16%
 - i. IAT assignment: 1%
 - ii. Oral Individual Pitch (Social Innovation): 3%
 - iii. Peer Review Essay 2: 6%
 - iv. Peer Review Essay 3: 6%
- c. Class participation: 5%
 - i. Arrived to sections and plenary on time.
 - ii. Consistently participated actively and maintained positive attitudes.
 - iii. Consistently maintained appropriate and polite interactions with faculty and student peers.
 - iv. Consistently collaborated with peers.
 - v. Attended office hours to ask questions and/or showed clear understanding of the material.

Group Grade on Team Components → 39%

- a. Group Oral Class Presentation- II: 5%
- b. In-Section Check-up presentations: 5%
- c. Final Presentation: 10%
- d. Draft Final Project: 5%
- e. Final Project: 14%

Final grades will be reflective as follows:

- A (90-100): outstanding performance and well above standard
- B+ (85-89): fully meets the requirements of the course and participation far above the norm
- B (80-84): adequately meets the requirements of the course and participation was average
- C+ (75-79): deficient performance and participation
- C (70-74): significant deficiencies in performance and participation
- D (65-69): Failing performance and incomplete assignments
- F (<65): Failed on all metrics

COURSE SCHEDULE:

- ❖ Weeks are denoted as numbers and section meeting as 'a' or 'b'. For example 1a refers to week 1 section a.
- ❖ When we have a common plenary meeting on Wednesday at 9:50am then one of your section times is dropped for that week.
- ❖ If there is no scheduled plenary then you will meet in the assigned section time twice a week for 80 minutes.

Week 1: GLOBAL CHALLENGES OF THE 21ST CENTURY

1a	September 5 th Plenary Lecture	9:50-11:10 am in AB 2125
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(No section meeting on September, 04, 2018)

- A case for Social Innovation in 21st Century education
- Introduction to Forum
- Discussion on what makes for a sustainable and a resilient project or idea
- Systems thinking and concept mapping
- Using canvas, Semester wide assignments, and tasks

1b SDGs mapping exercise

September 6th or 7th

Readings (skim over)

- The summary report on the Millennium Goals.
http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20Summary%20web%20english.pdf
- United Nations Sustainable Developmental Goals
<http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

On the blue directory across the top of the web page, click on SDGs. A graphic will appear that illustrates all 17 of the Sustainable Development Goals. Double-click on each one of them to enter a web page devoted to that topic. Please review these pages. Understanding the intent and focus of these global goals is a key part of this course and will guide you in developing intentional projects.

Week 2: SOCIAL INNOVATION AND UN-SDGS

2a September 12th Plenary Lecture 9:50-11:10am in AB 2125

(No section meeting on September, 11, 2018)

Dean Matsuda, Social Innovation and Honors College mission-Curiosity, Knowledge, Purpose

Gladys Chen, Director of Marketing, J&J Introduces the Baby Box challenge

Reading (suggested)

- **Social Innovation:** what it is, why it matters and how it can be accelerated, Geoff Mulgan *with Simon Tucker, Rushanara Ali and Ben Sanders*

2b Baby Box Challenge September 13th or 14th

Week 3: UNDERSTANDING AND EVALUATING UN-SDGS

September 18th or 19th

3a Debate in section on if SDGs are relevant or just lofty goals?

Readings

- Making the Millennium Development Goals Sustainable, Rosenbaum, B 2018
- A Portfolio Approach to Social Innovation Partnerships, Davis and Gibbons, 2017
- Embracing the Business of Development, Khan, R. 2015
- Collective Impact Without Borders, Kajenthira and Sion, 2017
- UNDP Innovation Facility report titled "Innovation for the Sustainable Development Goals"

- ❖ Project teams assigned for duration of semester after week 3
- ❖ Individual SDG Research Essay Assignment #1 on identifying SDGs in UNDP Innovation Facility report
<http://www.undp.org/content/dam/undp/library/innovation/Version%2022%20-%20July%2011%20-%2020Annual%20Report%202016%20V17.pdf>
- ❖ IAT assigned for completion before October 3rd, 2018

3b Information: Finding reliable and valid sources of information September 20th or 21st

Dr. Tom Glynn, Political Science Librarian, Alexander Library, Rutgers University Libraries and his team

Week 4: INTRODUCTION TO SOCIAL ENTREPRENEURSHIP

4a Discuss Social Entrepreneurship & SDG

September 25th or 26th

Readings

- Yunus, M., Moingeon, B., & Lehmann-Ortega, L. (2010). Building social business models: Lessons from the Grameen experience. *Long range planning*, 43(2), 308-325.
- <https://www.economist.com/news/finance-and-economics/21635477-behavioural-economics-meets-development-policy-poor-behaviour>
- *Bogota*: Redesigning conditional cash transfers, *Innovations for Poverty action*, February, 2012
- Richard Bornstein and Susan Davis, "Introduction" and "Defining Social Entrepreneurship" from *Social Entrepreneurship: What Everyone Needs to Know* (pp. xvii-xxii, 1-47) (skim)

4b **DIVERSITY AND SOCIAL CHANGE**

September 27th or 28th

- SDG Discussion and Class Exercise on group value
- Class time for SDG group to identify problems for Social Innovation
- Discuss essay assignment 2 and the rubric
- Discuss diversity readings

Readings

- Pinsker J. How to Succeed in Crowdfunding: Be Thin, White, and Attractive, *The Atlantic*, Aug 3, 2015
- Anne Fadiman, *The Spirit Catches You and You Fall Down* (chapters 3-4; pp. 20-37).
- Katherine Phillips, "How Diversity Makes Us Smarter," *Scientific American*
- The downside of diversity
- Diversity fatigue
- <https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html>

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- ❖ Individual Essay Assignment 2 Handed out for distribution
 - ❖ **ESSAY #1 SDG Research Essay Due at noon on September 29, 2018**

Week 5: POVERTY

October 2nd or 3rd

- 5a Whom to help and why: Public debate between teams on Poverty
- Discuss if poverty is the cause or consequence of under-development

Readings

- Amartya Sen, Development as Freedom, "Freedom and the Foundations of Justice," (Parable of Annapurna's Garden) Chapter Three; pp. 54-63.
- Peter Singer, "Famine, Affluence, and Morality," Philosophy and Public Affairs, pp. 1-5.

5b Unconscious bias and Social Innovation

October 4th or 5th

- Impact of unconscious bias on innovation
- IAT due in class for implicit bias class discussion
- Class time to discuss individual ideas for Essay 2

Week 6: SELF-AWARENESS, CONTEXT AND SOCIAL JUSTICE

October 10th Plenary Lecture 9:50-11:10am in AB 2125

Founder and President of Story Corps- Dave Isay

Callings: The Purpose and Passion of Work

Download StoryCorps App before the Plenary- <https://storycorps.org/participate/storycorps-app/>

- Generate your interview after the plenary
- Book Signing after the plenary

Readings (suggested)

- **StoryGuide**-Paul VanDe Carr, Anna Deavere Smith, Gara LaMarche, Storytelling and Social Change: A Strategy Guide for Grantmakers.
- Anna Lenzer, "Fiji Water:Spin the Bottle". Mother Jones.

6b Oral individual presentation on Social Innovations

October 11th or 12th

❖ Essay 2 Due October 13, 2018 at noon (peer review stage)

Week 7: CREATIVE EXPRESSION IN INNOVATION

7a

October 16th or 17th

- Discuss role of Creative expression in Innovation
- Class time to finalize a common topic within group for final project
- Commence the oral 1B assignment.
- Class time to discuss and identify a common topic within group for final project.

Readings

- The Lessons of Leonardo: How to Be a Creative Genius, WSJ, Saturday Essay, 10-2-2017
- Jody Turner, Fast Company, "Sleeping Bag Coat."
- Jennifer Chowdhury, NBC News, "India's Newest Heroine...Comic Book."
- Jeffrey Gettleman, "Meant to Keep Malaria Out, Mosquito Nets Are Used to Haul Fish in," NY Times

❖ Essay 2 Peer Review-I Due October 17, 2018 at noon

7b Peer Review-II of Essay 2 in class

October 18th or 19th

❖ Essay 2 Final Submission Due October 21, 2018 at noon

Week 8: COLLECTIVE IMPACT MODEL ASSESSMENT

8a

October 23rd or 24th

❖ Individual Essay Assignment 3 Handed out for distribution

- Teams identify impact model and revenue model for their chosen innovation
- Prepare framework for Essay 3 in group Discuss metric of assessment and obtain peer feedback
- Curriculum and tool kit on:
 - Models of Impact
 - Revenue Models

- Metrics Measurement

8b

October 25rd or 26th

- Group Oral Presentation

WEEK 9: INTERDISCIPLINARY IDEAS AROUND SCIENCE, ART, AND HUMANITIES

9a **October 31** **Plenary Lecture** **9:50-11:10am in AB 2125**

Dr. George B. Stauffer, Dean, Mason Gross School of the Arts, Distinguished Professor, Musicology

Julia Buntain, Innovator-in-Residence at Rutgers University.

Dr. Paul Gilmore, Dean Honors College

9b Unintended Consequences and Innovation November 1st or 2nd

- Identify unintended consequences in groups for chosen innovation project.

Readings

- Muhammad Yunus, "Growing Pains" (Ch. 2) from Building Social Business.
- Atul Gawande, "The Hot Spotters" The New Yorker.
- Paul Farmer, "Ebola Diary," London Review of Books.

Week 10: SOCIAL INNOVATION, POVERTY, ENVIRONMENT, AND CLIMATE CHANGE

10a **November 7th** **Plenary Lecture** **9:50-11:10am in AB 2125**

Dr. Francis Barchi

Poverty, Climate Change, and Public health

10b Poverty and Climate Change November 8th or 9th

- Discussion on Climate Change and Poverty.
- Discuss readings on social innovation and the environment.

Readings

- Poverty and Climate Change Reducing the Vulnerability of the Poor through Adaptation017-00919-4

- <http://www.sciencemag.org/news/2017/10/fighting-poverty-might-make-it-harder-fight-climate-change>
- Poverty and Climate Change
- Poverty eradication in a carbon constrained world, Hubacek and others, 2017
- Social innovation in environment and climate change: summary report
- Innovative Solutions for Climate Change Need More than Money, Speicher, 2017
- The Business of Biodiversity, Faruqi, 2017

❖ Essay 3 Due November 10th, 2018 at noon (peer review stage)

Week 11: UNDERGRADUATE EDUCATION, RESEARCH, AND INNOVATION

11a November 14th Plenary Lecture 9:50-11:10am in AB 2125

Faculty Panel and Provost for Research

❖ Essay 3 Peer Review-III Due November 14, 2018 at noon

11b Self-awareness and social justice

November 15th or 16th

- In class Peer review essay #3
- Discuss readings

Readings

- Le Guin, U. The Ones Who Walk Away From Omelas.
- Novogratz, J. (2010). The blue sweater: Bridging the gap between rich and poor in an interconnected world. Rodale. Chp 1-3

❖ Essay 3 Final Due November 18, 2018 at noon

Week 12:

12a Responsibility and Ethics of Helping Others

November 20th or 21st

- Identify ethical Statement
- Discuss metrics and measurement

Readings

- Fred Schmalz, "What Does It Take to Foster a "Culture of Responsibility" like the U.S. Army's?" Kellogg Insight.
- William Easterly, "Planners and Searchers," The White Man's Burden (chap. 1; pp. 3-33).
- The Ethical Challenges Facing Entrepreneurs, WSJ, 2015

12b Thanksgiving break

Week 13: SOCIAL INNOVATIONS: SUCCESS AND FAILURE

13a

November 27th or 28th

- Learning to present
- Peer review of Social Innovation Project Pitches

13b

November 29th or 30th

- In-Section Checkup Presentations

❖ **Final Report First Version Due December 01, 2018 at noon**

Week 14:

14a

December 4th or 5th

- Class time for working on pitch submissions

14b

December 6th or 7th

- Final Pitch in class sections
 - Final Project Presentations In Class For All Sections with guest judges
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Week 15:

15a December 12th Plenary Lecture 9:40-11:30am in AB 2125

Making the Pitch

(Note extended time)

❖ Final Report Due December 15, 2018 at noon

SUPPLEMENTAL/ OPTIONAL READINGS

- Muhammad Yunus, "Why Social Business?" in *Building Social Business* (1-31).
- Horace Miner, "Body Ritual Among the Nacirema".
- Pietra Rivoli, *The travels of a T-Shirt in the Global Economy* (Preface, and Chapter 11, 188-210, conclusion and epilogue, 211-218)
- Tomatoland- Your Tomato's Possible Ties to Slavery, Ira Flatow
(<http://www.npr.org/2011/08/26/139972669/the-unsavory-story-of-industrially-grown-tomatoes>)