



Social Innovation for Global Challenges

Course Director

Professor Sarah Jack

Course Description

Social innovation can offer new and innovative solutions to meeting societal needs. It, therefore, offers the opportunity to respond to societal challenges and improve well-being and the quality of life for communities and societies across the world. The purpose of this course is to integrate ideas related to social innovation in all sectors of social life to address global challenges. The course examines concepts such as social change, social innovation, and social entrepreneurship.

Students will be expected to engage in a group project that links social innovation to one or more of the UN's Sustainable Development Goals (SDG's <https://sdgs.un.org/goals>): no poverty; zero hunger; good health and well-being; quality education; gender equality; clean water and sanitation; affordable and clean energy; decent work and economic growth; industry innovation and infrastructure, reduced inequalities; sustainable cities and communities; responsible consumption and production; climate action; life below water; life on land; peace, justice and strong institutions; and partnerships for the goals.

The group project will be carried out in teams of 5-6 students. Each team will be part of a larger Tutoring Group (TG) consisting of 4 teams. The aim is to advance each project in a collaborative process, where groups give constructive and supportive feedback to each other. In this process, the teachers will serve the role of facilitators, rather than experts. Consequently, active participation and contribution to other project groups is an important part of the learning process.

Intended Learning Outcomes

After the course, students will:

1. Be able to assess the sustainability impact of their own actions and the social actions of organizations;
2. Be able to formulate strategies for social action that promotes sustainability;
3. Develop theoretical, science-backed knowledge as well as their own critical and analytical skills to make decisions that will improve society as a whole through social innovation and entrepreneurship;
4. Become engaged social individuals who will comprehend that the world is not just about profit making, but also about creating positive social change;
5. Learn how to use entrepreneurship as a means to create social change;
6. Develop an understanding of the role of sustainability in organizations.

Prerequisites

One course in Sociology or one course in Political Science, or one course in Economics. It is recommended that students are familiar with the United Nations sustainability development goals as listed in the course description above.

Literature

Alt, Elisa, and Justin B. Craig. 2016. "Selling Issues with Solutions: Igniting Social Intrapreneurship in for-Profit Organizations." *Journal of Management Studies* 53(5):794–820.

Casadesus-Masanell, Ramon, and Joan E. Ricart. 2011. "How to Design A Winning Business Model." *Harvard Business Review* 89(1–2).



Gugerty, Mary Key, and Dean Karlan. 2018. "Ten Reasons Not to Measure Impact—and What to Do Instead." *Stanford Social Innovation Review* 16:41–47.

Mair, J., Martí, I., & Ventresca, M. (2012). Building inclusive markets in rural Bangladesh: How intermediaries work institutional voids. *Academy of Management Journal*, 55, 819–850.

McKeever, Edward, Sarah Jack, and Alistair Anderson. 2015. "Embedded Entrepreneurship in the Creative Re-Construction of Place." *Journal of Business Venturing* 30(1):50–65.

Nicholls, A., J. Simon, and M. Gabriel. 2015. "Introduction: Dimensions of Social Innovation." Pp. 1–12 in *New Frontiers in Social Innovation Research*, edited by Alex Nicholls, Julie Simon, and Madeleine Gabriel. London: Palgrave Macmillan UK.

Phills, JA, Kriss Deiglmeier, and Dale T. Miller. 2008. "Rediscovering Social Innovation." *Stanford Social Innovation Review* 6(4):34–43.

Seelos, Christian, and Johanna Mair. 2012. "Innovation Is Not the Holy Grail: It Is Time to Move from Innovation as an Ideology to Innovation as a Process." *Stanford Social Innovation Review* 10:45–50.

Examination

(A) 40% is based on the group project including the corresponding presentations and discussions in the seminar groups as well as the final recorded presentation.

(B) 50% is based on an individual assignment in which students describe their reflections on an element covered in the course (maximum 2500 words) bringing together the theory with the practice. This will be submitted at the very end.

(C) 10% is based on participation (including attendance, peer assessment and constructive contributions to group/class discussions).