

Course Outline INNOV200 – Theory & Practice of Social Innovation

1. Contact Information for Course Instructor

Instructor: Tania Del Matto

E-mail: tania.delmatto@uwaterloo.ca or MS Teams messaging

Office hours: By appointment, using Microsoft Teams.

<https://outlook.office365.com/book/bkg-GreenHouse@uwaterloo.ca/>

MS Teams messaging is the best way to communicate with me. I check that at least once daily and aim to respond within 2 days. If you do choose to reach out by email, please make sure you indicated in the subject line INNOV200 so that I can flag and prioritize it as I receive a heavy amount of email and having that subject line will ensure your email gets prioritized. There may be exceptions to my response time if a message related to illness/unexpected circumstances has been posted in LEARN.

Students need to regularly check their @uwaterloo.ca email address for official communication from UWaterloo and their instructors, as well as announcements and private messages through LEARN. If a class has been cancelled due to illness or unexpected circumstances (e.g. a campus closure and class cancellation due to winter weather), an announcement will be posted in LEARN.

2. Course Delivery Mode:

In-Person at United College – GreenHouse space (UTD 164)

This is an in-person class on Tuesdays from 8:30am – 11:20am. The first class is on Tuesday, September 10, 2024. There are 3 schedule site visits that will take place outside of the classroom.

LEARN is a web-based learning management system. The University of Waterloo has created this Student Guide on how to use LEARN:

<https://uwaterloo.atlassian.net/wiki/spaces/ISTKB/pages/284530122/For+students>

PebblePad is a system for logging and evidencing achievements, experiences and skills and can be used in many flexible ways to help you plan, record, reflect and evidence your learning. The University of Waterloo has created this Student Guide on how to use PebblePad:

<https://uwaterloo.atlassian.net/wiki/spaces/ISTKB/pages/43239276669/Student+Guides>

Microsoft Teams may be used in this class to engage with invited guest speakers who are unable to join us in person or for unexpected circumstances where weather conditions or campus emergency would prevent us from safely meeting. Links and relevant information for Microsoft Teams meetings will be shared via LEARN.

3. Land Acknowledgement:

United College is situated on lands deeply connected to Indigenous peoples who have historically lived, and who currently live, in this territory. As an educational institution, we are committed to respecting the traditional knowledge that Indigenous peoples have derived from these lands and to learning from their experiences on them.

In alignment with Indigenous ways of knowing, we embrace a vision of social innovation that harmonizes with the values of reciprocity, sustainability, and community empowerment. We endeavor to create a future where all peoples, Indigenous and non-Indigenous alike, can thrive together in harmony with the land.

4. Course Description:

This course provides students with a comprehensive introduction to the field of social innovation, exploring its theories, models, and approaches while engaging with critical debates. Students will examine the evolution of social innovation and gain insights into its future trajectory. By directly engaging with social purpose organizations and community leaders, participants will learn how to identify root causes of societal issues, understand community dynamics, and recognize the constraints that influence social challenges.

A key focus of the course is systems thinking, where students will explore complex problems through the lens of the larger systems that perpetuate them. Students will develop the skills to critically analyze the underlying structures that create harm and identify potential opportunities for innovation and positive change. Through assignments and in-class activities, students will practice clear, persuasive communication to present their ideas and articulate their role as changemakers.

This course also emphasizes personal development, encouraging students to reflect on their passions, motivations, and capacities. By the end of the course, students will have a clearer understanding of their unique contributions to the world and the confidence to take calculated risks in pursuit of meaningful social change.

5. Learning Outcomes:

By the end of this course, students should be able to:

- a) Understand social innovation. What it is, theories, models, approaches and main areas of debate. Know how the field has evolved and where it is headed.
- b) Know the community through engagement. Through engagement with social purpose organizations and their leaders, get to know the root cause of a problem, the constraints, community conditions and entrenched interests at play.
- c) Think in systems. Practice viewing a problem in the context of a system and think about why the system is creating harm. Be able to identify opportunities for social innovation and think critically about the implications of social interventions.
- d) Communicate clearly and convincingly. Be able to create and deliver a presentation and propose how you as a changemaker will seek to make a meaningful contribution towards engaging with the problem space you have identified.
- e) Understand your role as a changemaker. Awareness of personal passions, motivations, aspirations, abilities and limitations, paired with a commitment to work on improving oneself as a changemaker. Identify the change you want to see in the world and give yourself the permission to take calculated risks to pursue it.

6. Course Schedule

Week	Topic
Sept 10	Course overview + Your journey as a changemaker
Sept 17	What is social innovation and systems thinking?
Sept 24	Theories, models and tools of social innovation
Oct 1	Community engagement: site visit*** at Centre for Peace Advancement
Oct 8	Identifying, mapping and analyzing social issues
<i>Reading Week – no session</i>	
Oct 22	Philanthropy and the Charitable Sector with invited guests
Oct 29	Community engagement: site visit*** at the SDG Idea Factory
Nov 5	Youth and social innovation with invited guests
Nov 12	Technology and social innovation with invited guests
Nov 19	Community engagement: site visit*** at Innovation Arena
Nov 26	Careers in social innovation with invited guests
Dec 3	Team presentations on research and learning

***A note on site visits:

Oct 1st – Centre for Peace Advancement: We will meet at GreenHouse and will then walk over to the Centre for Peace Advancement, which is located at Conrad Grebel University College, a five minute walk from United College.

Oct 29th – SDG Idea Factory: As a group we will determine how best to travel to downtown Kitchener.

Nov 19th – Innovation Area: As a group we will determine how best to travel to downtown Kitchener.

7. Course Assessment

The achievement of learning outcomes will be accomplished through course assignments and are mapped out in this table below.

Course Assignments	Learning outcomes				
	Understand social innovation	Know the community through engagement	Think in systems	Communicate clearly and convincingly	Understand your role as a changemaker
Participation	X	X	X	X	
Reflective Journal	X				X
Team Research Project: Analyzing Opportunities for Social Change and Impact	X		X	X	

Participation (20%)

It is your responsibility as a learner to come prepared to engage every week as an active participant. This means familiarizing yourself with the readings in advance, lending your full attention during class, actively engaging in classroom discussions and site visits by asking questions and contributing your observations and ideas. Your participation will be evaluated at two points during the term using a rubric. You will receive your first participation mark when we return from reading week and your second participation mark at the end of the term.

Reflective Journal (40%) – weekly reflection and end-of-term reflection

Each class in this course focuses on a topic important for understanding social innovation in theory and practice as well as current debates and trends. To guide your learning, you will use Pebble Pad to record and submit your weekly reflections. Each week within Pebble Pad you will be presented with a set of reflection prompts. These prompts will relate to the week's assigned readings and class discussions or site visit. During the weeks we are in the GreenHouse space, I will strive to leave the last 20 minutes of class for you to work on your reflection. You are encouraged to refine your reflection at home before submitting it prior to the following week's class. The reflections are meant for you to process and capture your key takeaways, opinions, and ideas that connect insights from the readings and class discussions and observations you make during the site visits. The reflections are not intended to be summaries of the readings or class discussions. You may use the journal entries to also capture what you observed, what you learned, or explore how the readings, site visits and discussions challenged your assumptions. The ten weekly reflections will be given a pass/fail mark of 2% each. The length of these reflections does not have a word limit, but the suggested minimum length is 250 words. During the last two classes, there will be no weekly reflections.

The purpose of the end of term reflection is to take stock of the growth and development of your changemaker mindset over the entire term. Overall, I'm looking for you to share how your view on social innovation has changed over the duration of this course and how your view on your role as a changemaker has been shaped over the duration of this course and where you see your role as a changemaker now and into the future. The end of term reflection will be marked against a rubric for both the depth of reflection and organization and presentation of content. You should aim for the end of term reflection to be up to 1000 words in length and is worth 20%.

Team Research Project: Analyzing Opportunities for Social Change and Impact (40%)

In this assignment, you will work in teams of 2-3 people to collectively research a significant societal challenge and explore the opportunities for social change and impact. This assignment is inspired by the Map the System competition, which focuses on deep understanding rather than quick solutions. Your task will be to map the complexities of your chosen issue, analyze existing efforts to address the problem, and identify gaps or opportunities for greater impact. Through this process, you will develop a comprehensive understanding of your chosen challenge and the potential interventions that could create meaningful change.

As a research tool, the Impact Gaps Canvas will guide your understanding of the basic facts, figures, opinions and drivers of a challenge facing society. Once you've deepened your understanding of a challenge, you will then focus on the relationships in the system that hold that challenge in place. Here a systems map can be used as an effective tool for visualising and identifying patterns and relationships in a system which may reveal opportunities for social change and impact.

In teams of 2-3 people, you will undertake the following three deliverables:

- **Impact Gaps Canvas and bibliography:** using the three sections of the canvas, research and summarize the challenge and solutions landscape and analyse what is missing that could close the gap between the challenge and the current solutions. You will summarize these findings

within the canvas and cite your sources. Along with the completed canvas, you will submit a bibliography of sources that validate your findings.

- A visual map: using a visual mapping tool, you want to illustrate the patterns and relationships in the system(s) that hold your challenge in place and highlight the opportunities for social change and impact within the system.
- Presenting your research and learning: as a team you will design and deliver a 10-minute presentation that summarizes your research and learning.

The Impact Gaps Canvas, bibliography and visual map will be marked against a rubric for both the depth and quality of research, and the organization and presentation of content. Your 10-minute presentation will be marked by your peers and the instructor using a rubric.

Citation

- ANY content you have not created yourself must be cited using the [APA formatting style](#).
- Social media citations must adhere to the [How to Cite Social Media in APA Style](#).
- Recommendations for how to cite GenAI in student work at the University of Waterloo may be found through the library: https://subjectguides.uwaterloo.ca/chatgpt_generative_ai.

Deadlines

Course Assignments	Weight	Due Date
Participation <ul style="list-style-type: none"> • First half of term • Second half of term 	10% 10%	Sept 10 – Oct 8 Oct 22 – Dec 3
Reflective Journal <ul style="list-style-type: none"> • 10 entries (pass/fail) • End of term reflection 	20% 20%	Weekly Thurs, Dec 5, 11:59pm
Team Research Project: Analyzing Opportunities for Social Change and Impact <ul style="list-style-type: none"> • Submission of final impact gaps canvas and visual ‘map’ • Draft Presentation Slides 	25% No mark	Thurs, Nov 21, 11:59pm
Team Project: Presenting your Learning <ul style="list-style-type: none"> • Submission of final presentation slides • Peer feedback • Instructor feedback 	5% 10%	Tue, Dec 3, in-class

Expectations for Attendance and Participation

Attendance and participation are mandatory. Students who miss class will have their participation grade reduced. The classes are intended to be interactive so that students and the instructor can learn from each other. Students will spend a fair amount of time in smaller groups in which they not only talk and share insights and experiences, but also collaborate on understanding problems, analyzing solutions and assessing opportunities for social change.

Procedures on Submitting Assignments

The reflective journal entries will be written in Pebble Pad and you will submit your Pebble Pad workbook weekly to Atlas. All other assignments will be submitted via LEARN.

Expectations on Submitting Assignments by the due date

Prepare and organize your work early in the term in case of emergencies. You may hand in work before the due date, but **late submissions will not be accepted for grading.**

8. Required Reading Materials

Required readings for each class are organized below by week, all readings are accessible online and are also listed in LEARN.

Week 1 (Sept 10): Course overview + Your journey as a changemaker

Course Syllabus – INNOV200

Hepp, G., & Paul, R. (2014). The Inner Journey of the Changemaker. *Stanford Social Innovation Review*. [[View here](#)]

Week 2 (Sept 17): What is social innovation and systems thinking?

Johnson, A., Papi-Thornton, D., & Stauch, J. (2019). Student guide to mapping a system. Chapter 1: Understanding Systems [pp16-21 [PDF](#)] and Chapter 2: Identifying a Challenge [pp 23-30 [PDF](#)]

Papi, D. 2017. *Reclaiming Social Entrepreneurship*. TED Talk. [[video](#)] (length: 17:40)

Phills Jr., J. A., Deiglmeier, K., & Miller, D. T. (2008). Rediscovering Social Innovation. *Stanford Social Innovation Review*, 6(4), 34–43. [[Download as PDF - pages 2-8](#)]

Week 3 (Sept 24): Theories, models and tools of social innovation

Daniela Papi-Thornton (2016). Using the Impact Gaps Canvas. [[View](#)]

Johnson, A., Papi-Thornton, D., & Stauch, J. (2019). Student guide to mapping a system. Chapter 5: Understanding the Challenge [pp 42-46 [PDF](#)]

Mulgan, G. (2006). The process of social innovation. [pp145-162 [PDF](#)]

Seelos, C., & Mair, J. (2012). Innovation Is Not the Holy Grail. *Stanford Social Innovation Review* 10(4), 44–49. [[Download as PDF - pages 3-7](#)]

Week 4 (Oct 1): Community engagement: site visit at the Centre for Peace Advancement

Heidebrecht, P. (2022). PeaceTech. *IEEE Technology and Society Magazine*, 41(3), 101-102 [[PDF](#): 2 pages]

Kindred Credit Union Centre for Peace Advancement (2024). Webpage. [[Access here](#)]

Week 5 (Oct 8): Identifying, mapping and analyzing social issues

Johnson, A., Papi-Thornton, D., & Stauch, J. (2019). Student guide to mapping a system. Chapter 6: Mapping a System [pp47-56 [PDF](#)]; Chapters 7&8: Understanding System Dynamics and Relationships [pp57-67 [PDF](#)]; Chapter 9: Impact Gaps and Levers of Change [pp69-75 [PDF](#)];

Week 7 (Oct 22): Philanthropy and the Charitable Sector

Charity Village Connects Podcast (2023). Disappearing Volunteers: The Looming Crisis for Nonprofits: August 28, 2023. [[Listen Here](#): 51:55]

Charity Village Connects Podcast (2022). Indigenous Leaders Discuss Truth and Reconciliation in the Nonprofit Sector: September 21, 2022. [[Listen Here](#): 51:25]

Lapointe, S. (2022). Building Capacity for Innovation in the Social Sector. [[PDF](#): pp 5-31]

Ontario Nonprofit Network (2023). Charitable giving has reached a historic low in Canada – now what? [[Access blog post here](#)]

Week 8 (Oct 29): Community engagement: site visit at the SDG Idea Factory

SDG Idea Factory (2024). Idea Factory Mission webpage. [[Access here](#)]

LiftOff Black Innovation Hub (2024). LiftOff About Us webpage. [[Access here](#)]

Waterloo Region Small Business Centre (2024). Waterloo Region Small Business Centre About Us webpage. [[Access here](#)]

Waterloo Region Community Foundation (2024). About Us website. [[Access here](#)]

Week 9 (Nov 5): Youth and social innovation

Dougherty, I., & Clarke, A. (2023). Build Power, Share Power, Leverage Power: How foundations can best support youth-led organizations and movements to amplify their impact. [[Download as PDF – Executive Summary \(pp 1-7\) and Summary and Recommended Actions \(pp 59-61\)](#)]

Dougherty, I. 2017. *Wired for Innovation*. TEDxUW. [[video](#)] (length: 18:00)

The Impactors Podcast (2020). GreenHouse, community of innovators & creating world change. January 8, 2020. ([Listen here](#): 23 minutes).

Week 10 (Nov 12): Technology and social innovation

Barenblat, K., & Gosselink, B. H. (2024). Mapping the Landscape of AI-Powered Nonprofits. *Stanford Social Innovation Review*. [[Access here](#)]

Charity Village Connects Podcast (2024). Artificial Intelligence and nonprofits: panacea or pandora's box? [[Listen here](#): 1:09:36]

Kanter, B., Fine, A., & Deng, P. (2023). 8 Steps Nonprofits Can Take to Adopt AI Responsibly. *Stanford Social Innovation Review*. [[Access here](#)]

Week 11 (Nov 19): Community engagement: site visit at Innovation arena

Strandberg, C. (2017). *Maximizing the capacities of advanced education institutions to build social infrastructure for Canadian communities*. JW McConnell Family Foundation. [[PDF](#) 46 pages]

University of Waterloo (2024). The New home of Velocity – and the future of innovation and health. [[Access website here](#)]

Week 12 (Nov 26): Careers in Social Innovation

Pearl, C., & Finch, D. (2018) Social Innovation YOU: Your Guide to a Career in Social Innovation. *FDR Publishers*. [[Download as a PDF – pp 10-31](#)]

Week 13 (Dec 3): End-of-Term Presentation on Team Research Project and Learning

Johnson, A., Papi-Thornton, D., & Stauch, J. (2019). Student guide to mapping a system. Presenting your leaning [pp 81-88 [PDF](#)];

Administrative Policy

Generative AI

Generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, may be used in this course with proper documentation, citation, and acknowledgement. Recommendations for how to cite GenAI in student work at the University of Waterloo may be found through the library: https://subjectguides.uwaterloo.ca/chatgpt_generative_ai.

Please be aware that generative AI is known to falsify references to other work and may fabricate facts and inaccurately express ideas. GenAI generates content based on the input of other human authors and may therefore contain inaccuracies or reflect biases.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. Exercise caution when using large portions of content from AI sources, especially images. More information is available from the Copyright Advisory Committee: <https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence>

You are accountable for the content and accuracy of all work you submit in this class, including any supported by generative AI. Using ChatGPT (or similar tools that generate text, code, or visual images) for content generation and submitting it as one's own original work is a violation of the [University of Waterloo's Policy 71 \(Student Discipline\)](#).

Inclusive Teaching-Learning Spaces: The University of Waterloo values the diverse and intersectional identities of its students, faculty, and staff. The University regards equity and diversity as an integral part of academic excellence and is committed to accessibility for all. We consider our classrooms, online learning, and community spaces to be places where we all will be treated with respect, dignity, and consideration. We welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. We are all expected to contribute to a respectful, welcoming, and inclusive teaching- learning environment. Any member of the campus community who has experienced discrimination at the University is encouraged to seek guidance from the [Office of Equity, Diversity, Inclusion & Anti-racism \(EDI-R\)](#) via email at equity@uwaterloo.ca. [Sexual Violence Prevention & Response Office \(SVPRO\)](#), supports students at UWaterloo who have experienced, or have been impacted by, sexual violence and gender-based violence. This includes those who experienced harm, those who are supporting others who experienced harm. SVPRO can be contacted at svpro@uwaterloo.ca

Religious & Spiritual Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Respectful Communication and Pronouns: Communications with Instructor(s) and teaching assistants (TAs) should be through recommended channels for the course (e.g., email, LEARN, Piazza, Teams, etc.) Please use your UWaterloo email address. Include an academic signature with your full name, program, student ID. We encourage you to include your pronouns to facilitate respectful communication (e.g., he/him; she/her; they/them). You can update your chosen/preferred name at [WatIAM](#). You can update your pronouns in [Quest](#).

Mental Health and Wellbeing Resources: If you are facing challenges impacting one or more courses, contact your academic advisor, Associate Chair Undergraduate, or the Director of your academic program. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <https://uwaterloo.ca/campus-wellness/> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

All students are encouraged to download the WatSAFE app which is available free through the google and iOS app stores. The WatSAFE app provides on- and off-campus contacts for students in distress, including international students, and other information related to campus safety and security.

Intellectual Property: Be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof).
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides).
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein are used to enhance a student's educational experience. However, sharing this intellectual property without the

intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the

instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights and academic integrity.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online.

Declaring absences: Regardless of the process used to declare an absence, students are responsible for reaching out to their instructors as soon as possible. The course instructor will determine how missed course components are accommodated. Self-declared absences (for COVID-19 and short-term absences up to 2 days) must be submitted through [Quest](#). Absences requiring documentation (e.g., Verification of Illness Form, bereavement, etc.) are to be uploaded by completing the form on the [VIF System](#). The [UWaterloo Verification of Illness form](#), completed by a health professional, is the only acceptable documentation for an absence due to illness. Do not send documentation to your advisor, course instructor, teaching assistant, or lab coordinator. Submission through the VIF System, once approved, will notify your instructors of your absence.

Rescheduling Co-op Interviews: Follow the co-op process for [rescheduling co-op interviews](#) for conflicts with a course requirement. Attendance at co-operative work-term employment interviews is not considered to be a valid reason to miss a course requirement.

University Policy

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.