

MGMT 241: Knowledge for Social Impact – Analyzing Current Issues and Approaches

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Spring 2016, Wednesdays 3 – 6 pm, JMHH 245

Course Overview

Recent technological changes – Facebook, Twitter, and more – have helped to raise awareness of the magnitude and devastating long-term effects of poverty, food insecurity, limited and unequal access to education, and numerous other social issues. Coupled with growing awareness of these issues is the growing sense among many thought leaders, activists, and observers that traditional government programs and traditional charities may not be able to solve these problems alone. What may be needed are new strategies – innovative approaches borne of (a) a deep understanding of the issues and of prior approaches; (b) interdisciplinary collaboration and a commitment to innovation and experimentation; and (c) access to business knowledge, frameworks, and resources.

MGMT 241 is designed to provide the information, strategies, examples, and analytical mindset to make students more rigorous, insightful, and effective in analyzing social ills and crafting potential solutions. We will examine the nature and extent of two pressing social problems – food insecurity and barriers to post-secondary education – and current approaches to solving these problems. After an introduction to the social impact landscape and a review of frameworks and tools for social impact, we will meet with researchers, business leaders, and non-profit leaders to learn what's not working, what is working, and what might work even better.

Office Hours

Professor Katherine Klein:

Every Tuesday from 4:30 – 6 pm and by appointment

Exceptions:

No office hours on Tuesday 1/26; I am available on Thursday 1/28 9 – 10:30 am instead

No office hours on Tuesday 2/2 from 4:30 – 6; I am available on Tuesday 2/2 from 6 – 7:30 pm instead

Office: SHDH 3115 Cell: 202/491-7177

Eric Shapiro (Teaching Assistant):

Thursdays from 2:30-3:30 and by appointment

Office/Meeting Place: Joe's Café, SHDH Ground Floor Cell: 240/595-2110

Grading

This course may *not* be taken pass/fail. Grades will be based on:

1. Participation: Attendance, Engagement, Expertise, and Reflection (20%)

Your participation grade will reflect your attendance, preparation, engagement in the class, and performance as an “expert witness.”

- **Attendance:** Given the highly interactive nature of the class and the frequency of class visitors, students are expected to be at every class session.

- Preparation: To ensure meaty, thoughtful, informative class discussions, students must complete all assigned readings prior to each class session. Be sure to read about each visitor to the class (leadership cases and guest speakers). To get you started, we have provided links to the guests' websites and their organizations.
- Engagement: To ensure everyone's engagement, all electronic devices must be off and stored during every class session in its entirety. Please do not check or use cell phones, iPads, laptops, or any other electronic devices in class without my express permission.
- Expertise: At multiple points in the semester, each student will sign up to serve as an "expert witness" regarding a specific reading, video, or guest. When you sign up to be an expert witness, please read your assigned article carefully (or watch the assigned video carefully) and be prepared to give the class a one-minute summary, emphasizing key points and links – points of compatibility or difference – to other assigned readings and videos. I may or may not explicitly call on you to provide a summary of your assigned article or video during class sessions, but your particular expertise will serve as a resource for the class session. When you are assigned a speaker for which you the expert witness, please search the web to gain an understanding of the speaker's background and his/her company or organization. Be prepared to take the lead in introducing the speaker and in asking questions to this speaker. You will sign-up for "expert witness" assignments on Canvas.
- Reflection: For our last class session, I will ask for your reflections on the class: What reading(s) did you find most provocative and insightful? Which speaker(s) impressive and inspired you the most? What quotes from our speakers or discussions do you want to remember? And what are important take-aways for you personally? As you participate in the course, think about your answers to these questions. A brief write-up of your answers (250-500 words) will be due by 11:59 pm on **Friday April 22nd**.

2. Individual Paper #1: Problem Analysis (35%). DUE DATE: Friday, March 4th at 11:59 pm.

For this paper, you will conduct a focused research literature review of a topic related to either of the two core issues we'll focus on as a class (food insecurity and hunger; access to and completion of post-secondary education). Topics should be relatively specific, such as "access to college among first-generation female immigrants to the US," or "malnutrition and pregnancy among poor women in _____," or "food insecurity in New York City in the 21st century," etc. And that said, you may find that you have to adjust your topic somewhat to fit the available research literature if you search and are unable to find three appropriate studies focused on your initial topic of choice.

For this paper, you must find and summarize three distinct, original, and primary studies (ideally studies published in top-tier, peer-reviewed academic journals) that represent each of the three "ways of knowing" that we will discuss in class:

- Counting and correlation (i.e., analyses of quantitative data such as census data, archival data, quantitative survey data, etc.)
- Experimentation and intervention (i.e., field experiments, quasi-experiments, laboratory experiments, analysis of treatment outcomes)
- Ethnographic observation (i.e., collection and analysis of qualitative interview data, observational data, and or personal/participant experience)

Your paper should be 5-8 pages double-spaced (2,000 words max., not including references) and should include:

- Introduction to the problem (1 paragraph)
- Summary of each of the three studies (4 pages)
 - Be sure you demonstrate that you understand each research paper:
 - Which of the three research methods does the study exemplify?
 - What is/are the researcher(s)' core research question(s)?
 - What is the nature of the data the researchers used to answer their question(s)?
 - How did the researchers obtain the data they analyzed?
 - If the study was an experiment or quasi-experiment, what was the treatment condition and what was the control or comparison condition?
 - What were the authors' key findings (not their statistical analyses, but rather their most important research results)?
- Implications of the research for interventions to solve the problem (approximately 1-2 pages)
- Your reflections on the research findings and on the different ways of knowing (approximately 1-2 pages)
 - What did you learn about the nature and value of different types of research?
 - How complementary or contradictory were the findings?
 - What surprised, fascinated, and/or impressed you?
 - Did reading these studies spark other ideas for you – thoughts about your own career, or about future research, for example?

To find the three studies that you will read, summarize, and analyze, use Google Scholar to conduct a search of recent research literature on your topic. (Be sure you go into Settings on Google Scholar, then to Library Links, and then link to the University of Pennsylvania, so you can access the scientific articles you find.)

For example, if you are interested in college access among immigrants to the United States, you might begin by entering the terms “college access immigrants United States experiment” and later enter the terms “college access immigrants United States ethnography.” Be sure that the studies you pick include at least one true field, lab, or quasi-experiment; one true ethnography or qualitative study; and one true counting and correlational study. By “experiment,” we do not mean *any* research study. We mean a study in which research participants are randomly assigned to (or in some cases self-select into) an explicit experimental treatment condition and other research participants are randomly assigned to (or self-select into) a control or comparison condition. You are likely to find that counting and correlational studies – with no experimental treatment condition – are most prevalent (but, again, these are not experiments.)

I will provide examples in class. If you have any questions about whether the three studies you've picked are appropriate for this paper, check with Eric or me.

3. Individual Paper #2: Organizational and leadership analysis (45%). DUE DATE: Sunday, May 1st at 11:59 pm.

For this paper, you will describe and analyze *the mission, activities, leadership, and effectiveness of a for-profit business or non-profit organization* working to ameliorate food insecurity, to remove barriers to college access, or to overcome another social problem of particular interest to you. (If you choose the third option – a for-profit business or non-profit organization working to overcome another social problem – be sure to get my approval before beginning work on the paper.)

Choose a business or organization that you would like to know more about. You will be studying this organization in-depth and will conduct an in-depth, personal interview with a member of the senior leadership team – the founder, CEO, or another senior executive.

I recommend getting a head start on the paper and conducting your interview during or before Spring Break. Companies and organizations in or near Philadelphia get many student requests for information. If there's a for-profit or non-profit you can study outside of Philadelphia – perhaps in your hometown – that's great.

Your paper should be 10 – 15 pages long (3,750 words maximum, not including references or appendices) and provide detailed, clear, and persuasive answers to the following three sets of questions. If the organization is large and/or multifaceted, it may be helpful to focus on a particular area of its work.

1. Description of organization: Be sure to provide a concise, clear, and concrete description of the organization, including such details as:
 - a. Years in operation
 - b. Number of employees, clients, and/or customers
 - c. Revenues / budget
 - d. Funders//investors – base
 - e. Key operations
2. Organizational analysis: Given the company or organization's mission and goals, how successful has it been in creating sustainable, positive social impact, how, and why?
 - a. How does the company or organization create impact?
 - b. What is its implicit or explicit logic model?
 - c. To what extent is the company or organization's mission, goals, and impact driven by research evidence? What kind of research?
 - d. How does the company or organization assess its impact?
 - e. How great is its impact?
 - f. How financially sustainable is the company or organization?
3. Leadership analysis: How has the leader you interviewed sought to strengthen the impact, financial sustainability, efficiency, and/or effectiveness of the company or organization he/she leads?
 - a. How did the leader come to found or join the company or organization?
 - b. What strategic changes has the leader sought to implement? What prompted these changes?
 - c. What's worked well? What successes has he/she experienced in driving change, with what effect?
 - d. What continuing challenges has he or she experienced – things he or she has tried, but been unable to change or overcome in the company or organization?
4. Your evaluation: Imagine that you have made a personal commitment to invest a significant amount of money in impact investing and/or to give away a significant amount of money in a charitable donation. Is this a business in which you would make a significant investment (as part of your impact investing strategy) or a non-profit to which you would make a significant contribution?
 - a. Be sure to explain your reasoning.
 - b. How does this for-profit or not-for-profit compare to others you might invest in or donate to? Be specific.

5. Your take-aways: Based on your analysis of this company or organization, your interview with the leader, and your reflections on class readings and discussions, what are key lessons for organizations, leaders, and/or for you personally? You may choose to answer one or more of the questions below:
- What must businesses and/or non-profits do to create sustainable positive social impact?
 - What are essential skills or strategies for leading mission-driven businesses or non-profits?
 - What steps can one take to build a satisfying and high-impact career?

Important hints:

- Strong papers will reflect not only careful study of the organization (including its website and relevant news accounts) and a meaty, thoughtful, in-depth interview with the leader, but also an explicit and skilled incorporation of numerous class readings and concepts.
- Plan ahead. It will be impossible to do a good job in this paper if you put it off to the last few weeks. As noted above, I strongly recommend you look outside Philadelphia for the business or not-for-profit that you will study.
- Prior to interview the senior leader, study his or her business or organization in detail. In-depth preparation conveys your respect for the interviewee and ensures a thoughtful conversation.
- Ask for permission to record the interview, so that you can transcribe and quote the best sections of the interview in your paper. This will allow you to let the leader “speak” in his or her own voice in your paper
- You must include in your final paper: (a) the name of the business or non-profit you studied; a link to the website; the name of the leader you interviewed and an email from him or her, including his or her email address, indicating his or her participation in the interview.
- To grade your paper, we will evaluate the quality of your: (a) organizational analysis; (b) leadership interview and insights; (c) take-aways; (d) integration of course readings; and (e) writing.
- If you need help identifying a business or organization to study, let me know *before Spring Break*. WSII has many contacts, including many Wharton alums.

Dinner?

Interested in going out to dinner with a few fellow students and me? Sign up on Canvas. Wharton will cover the cost through the Student-Faculty Meals Program. Dinners are scheduled from 6:30 – 8 pm (approximately) on Wednesday 2/10; 3/2; 3:23; and 4/13. If these dates don’t work for you and you’d like to go out for a meal with fellow students and me, just let me know.

Class Schedule, Topics, Readings, and Visitors

Please note:

- The reading load is uneven – intentionally and necessarily – over the course of the semester. The reading load is heaviest in the first months of the course and is somewhat lighter on days in which we have visitors presenting organizational leadership case studies.***
- There are likely to be some last-minute changes to the syllabus over the course of the semester as some invited speakers may need to change their schedules.***

SECTION 1: Social Impact, Organizational Effectiveness, and the Poverty Challenge

1. January 20 – Course Introduction: Understanding the Current Social Impact Landscape

Social impact is no longer the province of non-profits and government agencies alone. We will examine the many organizational forms that social entrepreneurs and social “intrapreneurs” are using to create positive social impact, including for-profit social enterprises, non-profit organizations, hybrid organizations, corporate social responsibility, media campaigns, impact investing, and more.

We will also examine the new approaches and standards that are emerging for social impact organizations, highlighting the drive for evidence-based practice, demonstrable impact, empowerment, financial sustainability, and scalability.

Leadership Case Study and Guest Speaker

Jonathan Greenblatt, CEO and National Director, Anti-Defamation League

Required Readings & Video:

1. Eggers, W. D., & MacMillian, P. (2013). *The social revolution: How business, government, and social enterprises are teaming up to solve society's toughest problems*. Chapters 1 & 2 only (p. 1-50)
Please find on Canvas under Files
2. Austin, J. E., Gutierrez, R., Ogliastri, E. & Reficco, E. (2007, Winter). [Capitalizing on convergence](#). *Stanford Social Innovation Review*, 24-31.
3. Morgan Stanley (2013). [Online report: Impact investing](#).
4. Kania, J. & Kramer, M. (2011, Winter). [Collective impact](#). *Stanford Social Innovation Review*, 36-41.
5. Video: TED Talk – [The way we think about charity is dead wrong – Dan Pallotta](#)
6. About Jonathan Greenblatt
 - a. [Jonathan Greenblatt's bio: ADL](#)
 - b. [Jonathan Greenblatt on Knowledge@Wharton: How Do Social Entrepreneurs Know They're Doing Good?](#)

2. January 27 – Leading Mission-Driven Organizations

Leadership Case Study and Guest Speaker

John Montgomery, Founder, Bridgeway Capital Management

Required readings:

1. Christensen, C. M. (2010, July-August). How will you measure your life? *Harvard Business Review*.
Please find on Canvas under Files

2. Pfitzer, M., Bockstette, V., & Stamp, M. (2013). [Innovating for shared value](#). *Harvard Business Review*, 91 (9): 100-107.
3. Grant, A. (2011, June). [How customers can rally your troops](#). *Harvard Business Review*.
4. O'Toole, J. & Vogel, D. (2011). Two and a half cheers for conscious capitalism. *California Management Review*, 53: 60-76. **Please find on Canvas under Files**
5. Fox, J. (2011, January-February). [The HBR interview: "What is it that only I can do?"](#) *Harvard Business Review*.
6. Carton, A. M. (2015, June 12). [People remember what you say when you paint a picture](#). *Harvard Business Review*.
7. About John Montgomery and Bridgeway Capital Management
 - a. [John Montgomery at Bridgeway Capital Management](#)
 - b. [Bridgeway Capital Management](#)
 - c. [About Bridgeway](#)
 - d. [Bridgeway Foundation](#)
8. Rubin, E. (2013, October 21). [How a Texas philanthropist helped fund the hunt for Joseph Kony](#). *The New Yorker*.

Recommended

- Knowledge@Wharton interview. (2015, March 19). [Why Bridgeway Capital gives way 50% of profits to charity](#).

3. February 3 – Achieving Financial Sustainability

Leadership Case Studies and Guest Speakers

Kyle Zimmer, Founder and CEO, First Book
Gabe Mandujano, Founder & CEO, Wash Cycle Laundry

Required readings:

1. Foster, W., & Bradach, J. L. (2005). [Should nonprofits seek profits?](#) *Harvard Business Review*.
2. Foster, W. L., Kim, P., & Christiansen, B. (2009). [Ten nonprofit funding models](#). *Stanford Social Innovation Review*, 41: 32-39.
3. Thompson, J. D., & MacMillan, I. C. (September, 2010). [Making social ventures work](#). *Harvard Business Review*, 88: 66-73.
4. Battilana, J., Lee, M., Walker, J. & Dorsey, C. (2012). [In search of the hybrid ideal](#). *Stanford Social Innovation Review*, pages 51 – 55.

5. Bugg-Levine, A., Kogut, B., & Kulatilaka, N. (2012). [A new approach to funding social enterprises](#). *Harvard Business Review*, (September).
6. Rottenberg, L., & Morris, R. (2013, January). [If you want to scale impact, put financial results first](#). *Harvard Business Review: HBR Blog Network*.
7. About Kyle Zimmer and First Book
 - a. [Interview with Kyle Zimmer](#)
 - b. [First Book](#)
 - c. NPR story (2014, December 29). [Nonprofit fights illiteracy by getting books to kids who need them](#).
 - d. Layton, L. (2015, December 27). [First Book mixes market forces and philanthropy to help poor children](#). *The Washington Post*.
8. About Gabe Mandujano and Wash Cycle Laundry
 - a. [Spotlight on Wash Cycle Laundry](#)
 - b. [Video: Small business growth - Wash Cycle Laundry](#)
 - c. [Case Study on Wash Cycle Laundry](#)

4. February 10 – Ways of Knowing: Towards an Understanding of Poverty

The social issues we examine in this course are linked closely to poverty. The poor experience food insecurity and barriers to post-secondary education far more often and more severely than do those of moderate or higher income. As we learn about poverty, focusing primarily on current poverty in the US, we reflect on different “ways of knowing” or learning about social issues:

- Counting and correlation (e.g., quantitative and census data, analyses of the correlates of food insecurity, poverty, disease, etc.)
- Experimentation and intervention (e.g., random assignment and deliberate attempts to change or treat the focal phenomenon)
- Ethnographic observation (e.g., close observation with a goal of understanding individual experience, design thinking)

Guest Speaker:

Dennis Culhane, Professor of Social Policy, Penn

Required Readings:

(Given the importance of the topics of poverty and of “ways of knowing” for the entire course, I have assigned more readings than usual this week. I think you’ll find them very interesting. Many of the readings are quite short too, so the reading load this week is not quite as great as it looks at first glance.)

1. DeNavas-Walt, C. & Proctor, B. D. (2015, September). [Income and poverty in the United States: 2014](#). (United States Census Bureau, Economics and Statistics Administration)
2. Culhane, D. (2010, July 11). [Five myths about America’s homeless](#). *Washington Post*.
3. Rank, M. R. (2013, November 2). [Poverty in America is mainstream](#). *New York Times*.

4. Elliott, A. (2013, December). [Invisible child \(5-part series\)](#). *New York Times*.
5. Rosenberg, T. (2013, September 25). [Escaping the cycle of scarcity](#). *New York Times (Opinionator)*.
6. Tirado, L. (2013, November 22). [This is why poor people's bad decisions make perfect sense](#). *Huffington Post*.
7. Haushofer, J. & Fehr, E. (2014). On the psychology of poverty. *Science*, 344 (6186): 862-867.
Please find on Canvas under Files
8. Fairlie, R. W., Karlan, D., & Zinman, J. (2015). Behind the GATE experiment: Evidence on effects of and rationales for subsidized entrepreneurship training. *American Economic Journal: Economic Policy*, 7: 125-161.
NOTE: Read introduction (pages 125-128) and conclusion (pages 148-149) carefully, and skim the rest.
Please find on Canvas under Files
9. Surowieki, J. (2014, September 22). [Home Free?](#) *The New Yorker*.
10. About Professor Dennis Culhane
 - [Dennis Culhane Bio](#)

Recommended:

- Culhane, D. P., Metraux, S., & Hadley, T. (2002). [Public service reductions associated with placement of homeless persons with mental illness in supportive housing](#). *Housing Policy Debates*, 13, 107-163. (Skim for key points and research method.)
- Davidai, S. & Gilovich, T. (2015). Building a more mobile America – One income quintile at a time. *Perspectives on Psychological Science*, 10: 60-71.
 - **Please find on Canvas under Files**
- Mani, A., Mullainathan, S., Shafir, E., & Zhao, J. (2013). [Poverty impedes cognitive function](#). *Science*, 341: 6149, 976-980.
- Haugen, G. (2015, March). [The hidden reason for poverty the world needs to address now](#). TED talk.

5. February 17 – Achieving and Assessing Impact

Guest Speaker:

Katherina Rosqueta, Founding Executive Director, Penn Center for High Impact Philanthropy

Required Readings and Video:

1. The Center for High Impact Philanthropy. [What are we talking about when we talk about impact?](#)
2. Ebrahim, A., & Rangan, V. K. (2014). [What impact? A framework for measuring the scale and scope of social performance](#). *California Management Review*, 56(3), 118–141.

3. Epstein, M. J. & Yuthas, K. (2014). Measuring and improving social impacts: A guide for nonprofits, companies, and impact investors. Part 4: How Will You Measure Success? (pages 116-177).
Please find on Canvas under Files
4. W.K. Kellogg Foundation. (2004). [*Logic model development guide: Using logic models to bring together planning, evaluation, and action.*](#) Battle Creek, Michigan.
5. Keohane, G. L. & Brest, P. (2014). B Lab and the impact assessment evolution. (Stanford Graduate School of Business, Case SM-220).
Please find this under Study.Net on Canvas. This is part of the coursepack.
6. About Kat Rosqueta
 - a. [Kat Rosqueta Bio](#)
 - b. [Interview with Kat Rosqueta](#)
 - c. [The Center for High Impact Philanthropy](#)

Recommended:

- Video: [Kat Rosqueta's TEDxPhiladelphia Talk](#)
- Video: TED Talk – [Social experiments to fight poverty](#) – Esther Duflo
- Center for High Impact Philanthropy: [2015 High Impact Year-End Giving Guide](#)

SECTION 2: Food Insecurity

6. February 24 – Ways of Knowing: Towards an Understanding of Food Insecurity

Guest Speaker:

Mariana Chilton, Associate Professor, School of Public Health, Drexel University, and Director, Center for Hunger Free Communities

Before analyzing three different organizations' approaches to combatting food insecurity, we explore the definition, prevalence, correlates, and consequences of food insecurity. As in our examination of poverty, we explore different "ways of knowing" about food insecurity, so as to draw insights not only about food insecurity but about the kinds of knowledge needed to design and implement effective strategies for social impact.

Required Readings & Video:

1. National Commission on Hunger, (2015). [*Freedom from hunger: An achievable goal for the United States of America.*](#) Recommendations of the National Commission on Hunger to Congress and the Secretary of the Department of Agriculture.
2. Saslow, E. (November 11, 2013). [Too much of too little.](#) *The Washington Post*.
3. Chilton, M., Rabinowich, J., Woolf, N. H. (2014). [Very low food security in the USA is linked with exposure to violence.](#) *Public Health Nutrition*, 17: 73-82.

4. *Video (documentary film): A Place at the Table* (2013). Free to stream on Amazon Prime or can be rented for \$3.99: http://www.amazon.com/Place-Table-Watch-While-Theaters/dp/B00BN4ZF98/ref=sr_1_1?s=instant-video&ie=UTF8&qid=1387381124&sr=1-1&keywords=a+place+at+the+table
5. About Professor Mariana Chilton
 - a. [Mariana Chilton Bio](#)
 - b. [Center for Hunger Free Communities](#)

7. March 2 – Intervening to Combat Food Insecurity: A For-Profit Focuses on Kids

Leadership Case Study and Guest Speaker:

Kristin Groos Richmond, Founder and CEO, Revolution Foods

Required Readings & Video:

1. Video: [Can Revolution Foods become a \\$1B company?](#) *Bloomberg TV* (3:36)
2. *The Economist*. (2013, May 4). [Biting commentary: A new company is trying to make school meals healthier.](#)
3. Begley, S. (2014, June 4). [The billion-dollar hope for school lunches.](#) *Time*.
4. Rosenzweig, W. (2015, June 19). [How foodpreneurs are reinventing your kid's school lunch.](#) *Fortune*.
5. Fast Company. (2015). [The world's most innovative companies.](#) (Scroll down to #39: Revolution Foods.)

March 9 - Spring Break: No class

8. March 16 – Intervening to Combat Food Insecurity: Share Our Strength / No Kid Hungry

Leadership Case Study and Guest Speaker:

Chuck Scofield, Chief Development Officer, No Kid Hungry/Share Our Strength

Required Readings & Video:

1. Shore, B., Hammond, D. & Celep, A. (2013, Fall). [When good is not good enough.](#) *Stanford Social Innovation Review*, 40-47.
2. Foster, W., Perreault, G., Powell, A. & Addy, C. (2016, Winter). [Making big bets for social change.](#) *Stanford Social Innovation Review*.
3. Deloitte (2013). [Ending childhood hunger: A social impact analysis.](#)

4. About Chuck Scofield and Share Our Strength

- a. [Bio](#) and [video](#)
- b. No Kid Hungry / Share Our Strength – [The Solution: Together we can end childhood hunger](#)
- c. [No kid hungry starts with breakfast](#)
- d. Childhood hunger in America: [Facts on hunger, poverty, and federal nutrition program participation](#)

9. **March 23 – Intervening to Combat Food Insecurity: Entrepreneurs Take Action – The Daily Table and The Kitchen**

Leadership Case Studies and Guest Speakers

Doug Rauch, Founder and President, The Daily Table

Tobias Peggs, President (Impact), The Kitchen

Required Readings:

1. Palakshappa, D. (2014). An ethically appropriate strategy to combat obesity and food insecurity: The Urban Food Initiative. *JAMA Pediatrics*, 168 (10): 881.
Please find on Canvas under Files
2. Walker, R. E., Keane, C. R., & Burke, J. G. (2010). Disparities and access to healthy food in the United States: A review of food deserts literature. *Health & Place*, 16: 876-884.
Please find on Canvas under Files
3. Alvarez, J. B. & Johnson, R. (2012). Doug Rauch: Solving the American Food Paradox. *Harvard Business School Case (9-512-022)*
Please find this under Study.Net on Canvas. This is part of the coursepack.
4. Sanger-Katz, M. (2015, May 8). [Giving the poor easy access to healthy food doesn't mean they'll buy it.](#) *The New York Times (The Upshot)*.
5. About Doug Rauch and The Daily Table
 - a. [Daily Table FAQs](#)
 - b. Abraham, Y. (2015, June 13). [Waste not, hunger not.](#) *Boston Globe*.
 - c. Aguilar, L. (2016, January 8). [New low-cost healthy grocer wants to open Detroit store.](#) *The Detroit News*.
 - d. Quakenbush, M. (2015, October 1). [Daily Table sees growth in members, donations.](#) *Dorchester Reporter*.
 - e. HBS Case Study (above)
6. About Tobias Peggs and The Kitchen
 - a. [Fact sheet](#)
 - b. VIDEO: TED talk: [Kimbal Musk "Fertile Ground: Why Food is the New Internet"](#)
 - c. Levy, S. (2015, May 5). [The Musk who wants to change the way we eat.](#) *Medium/ Back Channel*.
 - d. Meek, A. (2015, June 14). [Kimbal Musk takes the tech entrepreneur ethos and applies it to food.](#) *The Guardian*.

- e. Nichols, M. (2015, May 6). [Why The Kitchen chose Memphis](#). *Memphis Business Journal*.

RECOMMENDED

- Moyers, Bill. 2013, October 24. [Video report: An oasis in a food desert](#).
- Clines, F. 2013, November 23. [An oasis of groceries](#). *New York Times*.
- United States Department of Agriculture (2009). [Access to affordable and nutritious food: Measuring and understanding food deserts and their consequences: Report to Congress](#).

SECTION 3: BARRIERS TO POST-SECONDARY EDUCATION

10. March 30 – Ways of Knowing: Towards an Understanding of Barriers to Admission into and Completion of Post-Secondary Education

At this point in the course, we shift our attention to understanding barriers to post-secondary education. As above, we continue our examination of different ways of knowing as we examine the nature, prevalence, and consequences of barriers to post-secondary education.

Leadership Case Studies and Guest Speakers:

- Professor Laura Perna, Higher Education Division of the Graduate School of Education at the University of Pennsylvania.
- Mary Dixon, Director, Starbucks College Achievement Plan

Required Readings:

1. Perna, L. W. & Thomas, S. L. (2006, July). [A framework for reducing the college success gap and promoting success for all](#): Commissioned report for the National Symposium on Postsecondary Student Success.
2. Radford, A. W. 2013, September 16. [“No point in applying”: Why poor students are missing at top colleges](#). *The Atlantic*.
3. Perez-Pena, R. (2014, August 25). [Generation later, poor are still rare at elite colleges](#). *The New York Times*. **Please find on Canvas under Files**
4. DeParle, J. (December 22, 2012). [For poor, leap to college often ends in hard fall](#). *The New York Times*.
5. Tough, P. (2014, May 15). [Who gets to graduate?](#) *New York Times*.
6. Nagoaka, J., Farrington, C. A., Roderick, M., Allensworth, E., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2013). [Readiness for college: The role of noncognitive factors and context](#). *Voices in Urban Education*.
7. Kline, D. B. (2015, May 18). [The business reason these worker perks are on Starbucks’ menu](#). *The Motley Fool*.

8. About Mary Dixon and the Starbucks College Achievement Plan
 - a. [Bio](#)
 - b. [Frequently Asked Questions – Starbucks College Achievement Plan](#)
9. About Professor Laura Perna
 - a. [Bio](#)

RECOMMENDED

- Podcast: [Back to school](#). (2012, September 14). *This American Life* (Episode 474).

11. April 6 - Intervening to Overcome Barriers to Post-Secondary Education: What is the College Board's Role and Contribution?

Leadership Case Study and Guest Speaker

Steve Bumbaugh, Senior Vice President, College and Career Access, The College Board

Required Readings:

1. Balf, T. (2014, March 9). The SAT is fair: The quest to create a pre-proof test. *The New York Times Sunday Magazine*. **Please find on Canvas under Files**
2. Hoxby, C. & Turner, S. (2015, January). [What high-achieving low-income students know about college](#). NBER (National Bureau of Economic Research).
3. Leonhardt, D. (2013, September 25). [A nudge to poorer students to aim high on colleges](#). *The New York Times*.
4. Avery, C., Howell, J. S., and Page, L. (2014, October). A review of the role of college counseling, coaching, and mentoring on students' postsecondary outcomes. College Board Research Brief. **Please find on Canvas under Files**
5. Avery, C., Howell, J. S., and Page, L. (2014, October). A review of the role of college applications on students' postsecondary outcomes. College Board Research Brief. **Please find on Canvas under Files**
6. Khan Academy, SAT Preparation
 - a. Spend some time checking out the [free SAT prep available on Khan Academy](#):
7. About Steve Bumbaugh
 - a. [Bio](#)
 - b. [Some insights into Steve's early career – with *I Have a Dream*](#)

12. April 13 – Intervening to Overcome Barriers to Post-Secondary Education: Impact Investing for School

Leadership Case Study and Guest Speaker

Bobby Turner, CEO, Turner Impact Capital

Required Readings:

1. Retsinas, N. P., Shomair, N., Beckford, V., & Strobe, L. (2013, November). Canyon-Agassi Investing in Charter Schools (N9-214-033).

Please find this under Study.Net on Canvas. This is part of the course pack.

2. Grant, P. (2015, October 13). [Charter-school movement grows – for real-estate investors](#). *The Wall Street Journal*.
3. Vincent, R. (2015, September 18). [This investment fund has a social agenda – and high profile backers](#). *Los Angeles Times*.
4. About Bobby Turner
 - a. [Bio](#)
 - b. About Turner Impact Capital ([website](#) and [media](#))

13. April 20 – Intervening to Overcome Barriers to Post-Secondary Education: Say Yes to Education

Leadership Case Study and Guest Speaker:

Mary Anne Schmitt-Carey, President, Say Yes to Education

Required Readings & Video:

1. Robehmed, N. (2014, December 1). [George Weiss' Say Yes tackles the biggest test in public education](#). *Forbes*.
2. Anderson, N. (2014, September 26). [Two NY cities and a promise: Full college tuition covered for high school graduates](#). *Washington Post*.
3. Maeroff, G. I. (2014, October). [Say Yes to Education: Leading a movement to improve access to postsecondary learning opportunities in cities nationwide](#). *Grantmakers for Education*.
4. About Mary Ann Schmitt-Carey and Say Yes to Education
 5. [Bio](#)
 6. [Website and video – Say Yes to Education](#)
 7. [Say Yes to Education Brochure](#)
 8. Additional readings above also include information about Say Yes to Education

Recommended

- Osher, D., Amos, L., Jones, W., & Coleman, V. (2015). Comprehensive community initiatives in education reform: Say Yes to Education. *Journal of Applied Developmental Psychology*, 40: 47-56.

Please find on Canvas under Files

14. April 27 – Wrapping Up: Reflections and Lessons Learned