MGMT 241: Knowledge for Social Impact – Current Strategies and Approach
Spring 2021, Wednesdays from 3 – 5:50 pm
Click this Zoom Link to join class

SYLLABUS (Version 1, as of January 20, 2021)

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Course Description and Objectives

The coronavirus pandemic. Inequality. Poverty. Racism. Climate change. Pollution. Violence. Threats to democracy. And so much more. The list of social and environmental challenges in the United States and around the globe is daunting.

If you are taking this course, chances are good that you – like so many others – want to make a positive difference in the world. You want to contribute. You want to use your time, your knowledge and skills, and maybe even your career to make a positive impact. But, where and how? This course is designed to help you begin to answer this question for yourself.

To make a positive impact now and in the future, *you will need to show personal and organizational leadership,* whatever your formal position. So, in the course, we will read about and meet with leaders who are working to make a difference, drawing lessons from their successes, failures, evolution, and resilience.

To make a positive impact, *you will need to have a deep, nuanced, and accurate understanding of the problem you are working to ameliorate.* So, in this course, we will read rigorous social science research that ensures that we move from hunches to facts, from simplistic and ineffective solutions to systems knowledge.

To make a positive impact, *you will need to explore and choose among the many strategies you could employ – the many organizations you could join, lead, found, invest in, donate to, or even research – to make a difference.* And, so in this course, we will explore a range of for-profit businesses and non-profit organizations working to address two of the complex social challenges facing the United States today.

And, finally, to make a positive impact, *you will need to assess the actual and potential impact of the strategies you are pursuing.* So, we will investigate the measurement strategies available to assess impact, asking "What is feasible and beneficial to monitor and measure, and why?"

In the *first* third of the semester, we will focus on the social impact landscape, examining a number of non-governmental, for-profit and non-profit strategies available to create a positive impact. Students will develop a multidimensional template to use in evaluating impact strategies and organizations – one that highlights leadership, financial sustainability, and impact metrics and performance.

In the *second* third of the semester, we will focus on barriers to college access, completion, and post-college employment in the United States, examining the research evidence to guide practice and non-profit and for-profit organizations working to lower these barriers.

In the *final* third of the semester, we will focus on barriers to employment following incarceration in the United States, again examining the research evidence to guide practice and non-profit and for-profit organizations working to lower these barriers. By the end of course, you will be able to:

1. Explain and critically evaluate a range of social impact strategies used by non-governmental for-profit and non-profit organizations today;
2. Describe specific leadership characteristics and practices used by highly effective social impact leaders;
3. Define and explain impact measurement approaches, highlighting their distinctive strengths and weaknesses;
4. Provide factual, research-based insights regarding the nature, extent, and root causes of poverty and inequality; barriers to college access and completion; and barriers to employment following incarceration in the U.S.;
5. Conduct a review of academic and non-academic research and writing on other social impact challenges to inform and evaluate proposed and current for-profit and non-profit efforts to overcome these challenges;
6. Evaluate, compare, and contrast different organizations working to ameliorate a common social challenge, so as to channel your own (and perhaps others') engagement, investment, and/or philanthropy toward the most effective organization(s).

Instructional Methods and Expectations

To achieve the objectives outlined above, this course uses readings (including original, academic research as well as articles from the business and popular press), videos and podcasts, lectures, guest speakers, written assignments requiring research and reflection, and extensive class discussion.

To make the most of our in-class time, including our time with guest speakers, it is important that you complete and reflect on all the required readings, videos, and podcasts *before the class* session for which they are assigned. We may not have time to discuss all the assigned readings in detail, but they all provide important information for your understanding and development, so be sure to let me know via email, during office hours, or in class if you have questions or comments about any of them.

In the spring of 2020, we made a sudden switch to an entirely online format when the pandemic hit. And it worked. The class remained deeply engaging. Our class sessions were interactive and lively. Students were present, informed, and curious. And our guest speakers were informative, candid, inspiring, thought-provoking, and wowed by the students. I'm looking forward to meeting with all of you online this semester for a deep, rich, and valuable learning experience. Together, we will make our online format work terrifically well.

Your active, engaged participation is critical for making the course a success. Students are expected to attend and participate fully in every class session. Unless there is a special reason why you cannot do so (let me know if

there is), students are expected to have their video cameras <u>on</u> and all other technology <u>off</u> (except Zoom, of course) during the entire class session each week. Please do not check email, the news, Facebook, etc., etc. during class sessions, except during breaks. We will always take 1-2 breaks during every class, so you will have time to check up on the rest of your world during that time. Of course, if you have a personal emergency and need to be monitoring your phone or email, please let me know. Finally, if you hope to take the class asynchronously because you are in a faraway time zone, please let me know and we will discuss whether this is feasible and necessary.

For a class like this – where there are many ideas, questions, points of view, and emotions too, but few formulas and few pat answers –it is important that we create a strong and psychologically safe learning community for discussion and reflection. A strong learning community means that students come to class well-prepared, engage deeply and analytically with the course material, ground their questions and comments in the readings and lectures, listen thoughtfully to everyone in the class, question others' arguments openly and respectfully, and speak clearly and concisely with the goal of advancing everyone's learning and understanding rather than a goal of getting more "participation points." A psychologically safe learning community means that students are comfortable sharing their own personal ideas, questions, and experiences, even when they feel a little vulnerable doing so, because they are confident that this will increase their own and others' learning and because they know that others in the course will respond in an appreciative, respectful, curious, and nonjudgmental fashion. Our goal is a strong *and* psychologically safe learning community.

I am committed to making this class a valuable and engaging learning experience for all of you. Please feel free to reach out to me via email or in person with your ideas and observations at any time. About a month into the course, I will ask for your comments and will make adjustments, as needed and possible, to strengthen and improve the classroom experience and everyone's learning.

Online Office Hours

Professor Klein: Wednesdays from 8:30 - 9:30 am ET; Thursdays from 5 - 6:20 pm ET; and by appointment. Please sign up to meet with me using this Calendly app. It will show you my availability to meet. If you would like to meet with me outside of my regular office hours, please email me to set up an appointment.

Alyssa: Wednesdays from 1 – 3:00 pm. If you would like to meet with Alyssa outside of her office hours, please email her to set up an appointment. Please sign up to meet with me using this Calendly app. It will show you my availability to meet. If you would like to meet with me outside of my regular office hours, please email me to set up an appointment.

Grading and Due Dates

Grades will be based on:

1. Class Participation: 30%
    a. See guidance below on class participation and be sure to sign-up as an "expert witness" for at least four class sessions. There is a Google Sheet on the Canvas homepage for this purpose.

2. Two Short Reflection Papers: 10% (5% each x 2 = 10%)
    a. Due date for your first reflection paper: Friday, Feb. 26, 11:59 pm ET
    b. Due date for your second reflection paper: Friday, April 16, 11:59 pm ET

3. Paper #1 (Problem Analysis)   30%
   a. Due date for submitting your three research articles for approval: Friday, Feb. 12, 11:59 pm ET
   b. Due date for submitting your final problem analysis paper: Friday, March 12, 11:59 pm ET

4. Paper #2 (Deep Dive Paper)   30%
   a. Due date for submitting your deep dive paper topic for approval: Friday, April 2, 11:59 pm ET
   b. Due date for submitting your final deep dive paper: Friday, May 7, 11:59 pm ET

Class Participation: Attendance, Engagement, and Expertise (30%)

Your participation grade will reflect your attendance, preparation, presence, and engagement in class discussion and exercises, and your performance as an "expert witness." You can also participate by responding to Canvas discussions and introducing guest speakers.

● Attendance: Given the highly interactive nature of the class and the frequency of class visitors, students are expected to attend every class in full and on time. We will have at least one break during every class session.

● Preparation: To ensure meaty, thoughtful, informative class discussions, students must complete all assigned readings (including information about the guest speakers and their organizations) prior to each class session, including.

● Presence: As noted above, students are expected to have their video cameras on and all other technology off (except Zoom, of course) throughout each class session. (If for any reason, this causes a problem for you, please let me know.) Please do not check email, the news, Facebook, etc., etc. during class sessions, except during breaks in the class. Of course, if you have a personal emergency and need to be monitoring your phone or email, please let me know.

● Engagement: To be engaged is to listen actively and intently to every class speaker, including fellow students. Being engaged means contributing to discussions in ways that deepen knowledge and understanding in the room. Being engaged means drawing linkages between the readings, the speakers, and core concepts in the class. Being engaged means asking questions that will increase your and others' understanding of important ideas and experiences. It means being respectful, thoughtful, curious, analytical, and personal. It means that because of you, our learning community is strong and psychologically safe too.

● Expertise: Students should sign-up to serve as an "expert witness" for four class sessions this semester. There is a Google Sheet on the Canvas homepage for you to sign up. As an expert witness for a given class session, please be prepared for me to call on you with questions about specific readings, your reflections on the class session, etc. Please be sure that you serve as an expert witness at least once during each third of the course (Section 1 - Introduction; Section 2 - College Access and Completion; and Section 3 - Employment following Incarceration). You should be extra-prepared for class on these days. The expert witness system will support and strengthen the quality of our class discussions. It ensures that everyone speaks multiple times over the course of the semester - I hope for a LOT of class discussion - and allows me to put you on the spot with fair warning.

- Introducing guest speakers: We will have at least one guest speaker during almost every class session. You will see a Google Sheet on the Canvas homepage where you can sign-up to introduce guest speakers. Before introducing a class speaker, please search the web to gain an understanding of the speaker's background and his/her company or organization. Be prepared to also take the lead in introducing the speaker and in asking questions to this speaker.

Two Short Reflection Papers (5% x 2 = 10%)

Over the course of the semester, you must write and turn in two reflection papers. Each reflection paper must be 250-500 words long. Please submit your papers in Word – not as a PDF.

Students must turn in two additional reflection papers over the course of the semester. Pick two of the following three topics as the focus of your two reflection papers:

- Leadership Reflection: Pick a leader who visited class and write about what you learned from this leader's presentation. What inspired you? How do the course readings relate to this leader's message and approach? Why did this leader impress you more – or less – than other leaders who visited the class? In what ways is this leader an example for your own development as a leader?

- Research Reflection: Pick a rigorous research study (not a popular press article) that was assigned for class (e.g., the articles by Chetty, Bartik & Hershbein, Sackett & Kuncel, Redding, or Pager, etc.). In what ways was this article eye-opening for you? What impressed you or surprised you about the findings? How do the findings of the research help you to understand other topics, speakers, or research papers in this class? What additional research – topics for future or actual research – would you like to see and why?

- Personal Reflection: Have you felt touched, moved, inspired, saddened, frustrated, or galvanized as a result of the course readings, discussions, or speakers? How does the content of the class (readings, discussions, speakers) relate to your experiences growing up? In this reflection, tell your story, your personal (and perhaps emotional) reactions, and your take-aways.

Your two reflection papers must be on different topics – Leadership and Research; or Leadership and Personal Reflection; or Research and Personal Reflection.

Due dates:

- Your 1st reflection paper is due on or before: Friday, February 26 at 11:59 pm ET
- Your 2nd reflection paper is due on or before: Friday, April 16 at 11:59 pm ET

Paper #1: Problem Analysis (30%)

For this paper, you will conduct a focused research literature review of a topic related to either of the two core issues we will focus on as a class (barriers to college access, completion, and post-college employment; and barriers to employment among individuals with criminal convictions). More specifically, you must identify, read, and summarize three distinct, original, and primary studies (studies published in top-tier, peer-reviewed academic journals) that each use a different research method or "way of knowing" to study the same topic. Please select articles published in the last 5-10 years. Ideally at least one of your research articles will be very recent (published in 2019 or 2020).

The <u>maximum length</u> for this paper is 2,000 words, not including references. Submit your paper in Word, not as a PDF.

As I will describe in class, these are the three "ways of knowing":

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

You will write a summary, integration, and reflection on the three studies you find regarding your focal topic -- one study using counting and correlation, one study that presents a field, quasi-, or lab experiment, and one studying presenting qualitative/ethnographic interview data.

You will complete this paper in two steps. You must first use Google Scholar to find the three research articles you will write about and submit those articles for our approval, via Canvas Assignments, by 11:59pm ET on Friday February 12th. Sometimes finding appropriate studies is challenging and time-consuming. Do not put off picking your topic and finding the studies until the last minute. If you need assistance finding your articles, please sign up for office hours with Grace and refer to the "How to Search for Articles" instructions sheet linked [here](#).

Once you have Alyssa's, Grace's or my approval, you can begin writing your paper. Be sure to consult our detailed instructions for the paper (see the Appendix at the end of this syllabus and also the Canvas homepage for this course). These instructions are critically important in helping you to write an effective, clear, and convincing paper.

Due dates:

- Submit your three research articles for approval: Friday, February 12, 11:59 pm ET
- Submit your final problem analysis paper (2,000 words max, not including references, in Word not a PDF): Friday, March 12, 11:59 pm ET

Paper #2: Deep Dive Paper (30%)

The assignment is to take a "deep dive" into a topic of your choice. For this paper, you will (a) pose a specific question related to a social justice issue or social impact opportunity of your choice; and (b) draw on course readings, other research articles, class speakers and discussions to offer a thoughtful, evidence-based answer to your question. Whatever your paper topic, be sure to include a short personal reflection in your paper (e.g., about 100-200 words) telling us why this topic is meaningful and important to you.

The <u>maximum length</u> for this paper is 2,000 words, not including references. Submit your paper in Word, not as a PDF.

Be sure to get my approval of your proposed paper topic – the question you will answer in your paper – before you write your paper. **You must submit your proposed topic via Canvas Assignments by 11:59pm ET on Friday April 2nd for our approval.** Your description of your proposed paper topic should be 200 words or less.

IMPORTANT: Be sure the read see the Appendix at the end of this syllabus for more detailed instructions regarding Paper #2. These instructions will <u>help you to write an effective, clear, and convincing paper.</u>

Due dates:

- Submit your deep dive paper topic for approval: Friday, April 2, 11:59 pm ET
- Submit your final deep dive paper (2,000 words max, not including references, in Word not a PDF): Friday, May 7, 11:59 pm ET

Expect the Unexpected

Given the very dynamic nature of this class, please expect the unexpected. There are likely to be some last-minute changes to the syllabus as some invited speakers may need to change their schedules.

SECTION 1:
AN INTRODUCTION TO SOCIAL IMPACT, ORGANIZATIONAL EFFECTIVENESS, AND THE POVERTY CHALLENGE

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

    Leadership Case Study and Guest Speaker:
    Roy Swan, Director, Mission Investments, Ford Foundation

Social impact is no longer the province of non-profits and government agencies alone. We will explore the many organizational forms that investors, philanthropists, for-profit and non-profit executives and entrepreneurs are using to create positive social impact.

Required Readings & Video:

1. Rodin, J. & Madsbjerg, J. (2021). Making money moral: How a new wave of visionaries is linking purpose and profit. Introduction (p. ix – xix) and Chapter 1 – 2 (p. 3 - 20).

2. The UN Sustainable Development Goals (2015).

3. Larry Fink's 2020 Letter to CEOs. (See here for information about Larry Fink and BlackRock.)

4. Business Roundtable (2019, August 19). Announcement and statement regarding the purpose of a corporation.

5. Video: TED Talk – The way we think about charity is dead wrong – Dan Pallotta

6. Giridharadas, A. (2018, August 24). Beware rich people who say they want to change the world. *The New York Times.*

7. The Ford Foundation. Transformative Capital.

8. About Roy Swan and the Ford Foundation:
    a. About Roy Swan: Roy Swan at Ford Foundation
    b. Swann, R. (November 21, 2020). The finance industry has been too white and too male for too long.

Recommended

1. International Finance Corporation. (2019). Creating impact: The promise of impact investing.

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*.

2. O'Toole, J. & Vogel, D. (2011). Two and a half cheers for conscious capitalism. *California Management Review,* 53: 60-76.

3. Roberts, L. M., & Mayo, A.J. (2019, November). Toward a racially just workplace. *Harvard Business Review*.

4. Bernstein, E. (2020, June 14). Worried About a Difficult Conversation? Here's Advice From a Hostage Negotiator. *Wall Street Journal.*

5. About John Montgomery and Bridgeway Capital Management
   a. John Montgomery at Bridgeway Capital Management
   b. Bridgeway Capital Management and Bridgeway Foundation
   c. Pennington. R. (2015, March 24) A study in building a purpose-driven company *Fast Company*
   d. Singh-Kurtz, S. (2017, November 17) Attracting talent by paying less, *Quartz.*
   e. 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
- Lisa Hall, Impact Chair, Apollo Global Management

Required readings:

1. Abu-Saifan, S. (2012). Social entrepreneurship: Definition and boundaries. *Technology Innovation Management Review.*

2. Foster, W., & Bradach, J. L. (2005). Should nonprofits seek profits? *Harvard Business Review.*

3. Battilana, J., Lee, M., Walker, J. & Dorsey, C. (2012). In search of the hybrid ideal. *Stanford Social Innovation Review,* pages 51 – 55.

4. Impact Frontiers Collaboration (2020, May 15). How investors can integrate social impact with financial performance to improve both. *Stanford Social Innovation Review.*

5. Global Impact Investing Network. Core characteristics of impact investing.

6. About Kyle Zimmer and First Book
    a. Interview with Kyle Zimmer (*New York Times,* Corner Office by Adam Bryant).
    b. First Book
    c. Layton, L. (2015, December 27). First Book mixes market forces and philanthropy to help poor children. *The Washington Post.*
    d. PRNewswire article. (2020, March 12). First Book dedicates 6 million free books to meet educator outcry for books for our nation's poorest kids before Coronavirus-related school shutdowns.

7. About Lisa Hall
    a. Hall, L. (2019, September 26). Fair finance: It's personal.
    b. About Lisa Hall
    c. Harmon, J. (2019, August 14). Black women to watch in philanthropy. #Blackher.
    d. Apollo Global Management. (2020, September 15). Apollo names leadership group for impact investing.
    e. Businesswire article (2020, September 21). OneMain Financial Appoints Lisa Hall to Board of Directors.

Recommended

- Rodin, J. & Madsbjerg, J. (2021). Making money moral: How a new wave of visionaries is linking purpose and profit. Chapter 3 – 4.

- Conscious Capitalism: Giving All Stakeholders a Seat at the Table. *Knowledge@Wharton* (2020, November 23). Podcast with Katherine Klein, Karl Khoury, and Russell Diez-Canseco re: Vital Farms.

4. **February 10 – Impact Measurement: What's Rigorous? What's Good Enough? What's Really Useful?**

   Leadership Case Study and Guest Speaker:
   - Michael Brown, Head of Research, Wharton Social Impact Initiative

Required Readings:

1. W.K. Kellogg Foundation. (2004). Chapter 1 (pages 1 – 14) of Logic model development guide: Using logic models to bring together planning, evaluation, and action. Battle Creek, Michigan.

2. Klein, K. (2017). Coursera Course Module: Impact Measurement (Module 3). (There are 10 very short - about 1 hour and 35 minutes. These videos were prepared for my Coursera class, Business Strategies for Social Impact.)

3. Reisman, J., Olazabal, V., & Hoffman, S. (2018). Putting the "impact" in impact investing: The rising demand for data and evidence of social outcomes. *American Journal of Evaluation,* 389-395.

4. Brown, M. (2020). Unpacking the theory of change. *Stanford Social Innovation Review.*

5. Dichter, S., Adams, T., & Ebrahim, A. (2016, Winter). The power of lean data. *Stanford Social Innovation Review.*

6. About Michael Brown
      1. About Michael Brown

Recommended

- Impact Management Project. What is impact?
- International Finance Corporation (2019). Investing for impact: Operating principles for impact management.

5. **February 17 – Towards an Understanding of Poverty and Inequality**

   Guest Speaker: Dennis Culhane, Professor of Social Policy, Penn

The social issues we examine in this course are closely linked to poverty. As we learn about poverty in the US, we also reflect on different "ways of knowing" or learning about social issues: (a) counting and correlation; (b) experiments and quasi-experiments; and (c) ethnography and qualitative methods

Required readings and Video:

1. Semega, J. L., Kollar, M. A., Creamer, J., & Mohanty, A. (2020, September). Income and poverty in the United States: 2019. (United States Census Bureau, Economics and Statistics Administration)

2. Chetty, R., Hendren, N. Jones, M. & Porter, S. R. (2018). *Race and Economic Opportunity in the United States - Executive Summary*. The Equality of Opportunity Project.
   a. See also:
       i. Matthews, D. (2018, March 21). The massive new study on race and economic mobility in America, explained. *Vox.*
       ii. Badger, E., Miller, C. C., Pearce, A., & Quealy, K. (2018, March 19). Extensive data shows punishing reach of racism for black boys. *New York Times.*

3. Peterson, D.M. & Mann, C.L. (2020, September). Closing the racial inequality gaps: The economic cost of racial inequality in the U.S. *Citi GPS*.

4. Boghani, P. (2020, December 8). How covid has impacted poverty in America. *PBS Frontline*. ***Please read article and watch video***

5. Pinsker, J. (2020). The pandemic will cleave America in two. *The Atlantic*.

6. About Professor Dennis Culhane
   a. About Dennis Culhane

RECOMMENDED
1. Gladwell, M. (2006, February 13). Million-dollar Murray. *The New Yorker.*
2. Robertson, C. (2021, January 2). Gunfire and crashing cars: In struggling neighborhoods, 'we're losing our grip'. *New York Times.*
3. Stella, T. & Krupke, E. (Barbaro, M). (2020, December 18). Evicted during the pandemic. In *The Daily*. New York Times.
4. Brown, A., Krupke, E., & Mitchell, A. (Barbaro, M). (2020, November 25). A day at the food pantry. In *The Daily*. New York Times.

SECTION 2:
UNDERSTANDING AND OVERCOMING BARRIERS TO COLLEGE ACCESS,
COLLEGE COMPLETION, AND BEYOND

6. **February 24 – Toward an Understanding of the Barriers to College Access and Completion**

   Guest Speaker: Jalil Mustaffa Bishop, Ph.D., Vice-Provost Postdoctoral Scholar, Graduate School of Education, University of Pennsylvania

   Required readings:

   1. Perna, L. W. & Thomas, S. L. (2006, July). *A framework for reducing the college success gap and promoting success for all*. Washington DC: National Postsecondary Education Cooperative.

   2. Chetty, R., Friedman, J. N., Saez, E., Turner, N. and Yagan, D. Mobility report cards: The role of colleges in intergenerational mobility. (Non-technical summary from The Equality of Opportunity Project.)
      a. Economic Diversity and Student Outcomes at America's Colleges and Universities: Find Your College *The New York Times.*
      b. Economic Diversity and student outcomes at the University of Pennsylvania. *The New York Times.*

   3. Fain, P. (2019, May 23). Wealth's influence on enrollment and completion. *Inside Higher Ed.*

   4. Davis, C. H. F., Bishop, J. M., King, K., & Jama, A. (2020). Legislation, policy, and the Black student debt crisis. (NAACP)

   5. Carrns, A. (2020, December 30). A worrisome drop in college aid applications. *The New York Times.*

   6. About Jalil Mustaffa Bishop:
      a. Bio
      b. Bishop, J.M., (2020, November 18). Black borrowers are hit hardest by the student debt crisis. Cancelling debt is part of solution, new report argues. *NAACP.*

7. **March 3 – Intervening to Overcome Barriers to College Access and Completion: The College Board**

Leadership Case Studies and Guest Speaker:
Steve Bumbaugh, Senior Vice President, College and Career Access, The College Board

Required readings:

1. Sackett, P. & Kuncel, N. (2018). Eight myths about standardized admissions testing. In Measuring Success: Testing, Grades, and the Future of College Admissions (pp. 13-39). Johns Hopkins University Press.

2. Hubler, S. (2020, May 21). University of California will end use of SAT and ACT in admissions. *The New York Times,*

3. Tough, P. (2019, September 10). What college admissions officers really want. *The New York Times.*

4. Escobar, N. (2019, May 17). The reasoning behind the SAT's new 'disadvantage' score. *The Atlantic.*

5. Bellafante, G. (2020, December 18). Should ivy league schools randomly select students (at least for a little while)? *The New York Times.*

6. Nadworny, E. (2020, June 12). Colleges are backing off SAT, ACT scores - but the exams will be hard to shake. National Public Radio.

7. Barnard, B. (2020, March 22). Redesigning college admission: COVID-19, access and equity. *Forbes.*

8. About Steve Bumbaugh
    a. Steve Bumbaugh's early work with the I Have a Dream Foundation in Washington, DC.: Dreamers in Their Own Words (Read pages 6-19.)
    b. Bio

Recommended

● College Board. (2019, September). Inaccuracies in Paul Tough's Portrayal of the College Board. *Inside Higher Ed.*
● Cottrell, J. M., Newman, D. A., & Roisman, G. I. (2015). Explaining the black–white gap in cognitive test scores: Toward a theory of adverse impact. *Journal of Applied Psychology, 100*(6), 1713-1736.
● Jaschik, S. (2019, June 3). The nudges that didn't work. *Inside Higher Ed.*
● Leonhardt, D. (2013, March 29). A simple way to send poor kids to top colleges. *The New York Times.*

March 10 - Spring Break: No class

8. March 17 – Impact Investing to Overcome Barriers to College Access and Completion: The Rise Fund and InStride

Leadership Case Study and Guest Speakers:
John Rogers, Education Sector Lead, The Rise Fund
Jonathan Lau, Co-Founder & Chief Learning Officer, InStride

Required readings:

1. Manchester, C. F. (2012). General human capital and employee mobility: How tuition reimbursement increases retention through sorting and participation. *ILR Review*, *65*(4), 951-974.

2. Ripley, A. (2015, May). The upwardly mobile barista. *The Atlantic*.

3. Nietzel, M.T. (2019, October 17). Why companies like Starbucks, Taco Bell, Disney And Cigna are paying for college: A better bottom line. *Forbes*.

4. Washington, K. (2018, October 15). Starbucks, Walmart, and Amazon offer "free" college—but read the fine print. *The Century Foundation*.

5. Bartik, Timothy J. and Brad Hershbein. 2018. "Degrees of Poverty: The Relationship between Family Income Background and the Returns to Education." Upjohn Institute Working Paper 18-284. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research. https://doi.org/10.17848/wp18-284

6. About InStride and Jonathan Lau:
   a. InStride Website: InStride | Transforming Enterprises Through Education
   b. About Jonathan Lau: https://www.instride.com/leadership/jonathan-lau/
   c. Rise Fund (2019, May), IMM and InStride Impact Valuation Overview.
   d. Rise Fund (2019, May) InStride Case Study.

7. About The Rise Fund (TPG) and John Rogers:
   a. TPG Website: https://therisefund.com/
   b. Whyte, A. (2019, October 24). Seven months after McGlashan's exit, TPG's Rise Fund II has raised $1.7 billion. *Institutional Investor*.
   c. About John Rogers & his team: https://www.instride.com/leadership/john-rogers/ and https://therisefund.com/team
   d. Busta, H. (2019, November 13). InStride funders expect more colleges to tap corporate tuition benefit market. *EducationDive.*

9. **March 24 – March 3 – Intervening to Overcome Barriers to College Access and Completion: OneGoal**

    Leadership Case Study and Guest Speaker:
    Melissa Connelly, CEO, OneGoal Graduation

    Required Readings:

    1. Page, L. C. & Scott-Clayton (2016). Improving college access in the United States: Barriers and policy responses. *Economics of Education Review*, 4 - 22.

    2. Redding, C. (2019). A teacher like me: A review of the effect of student-teacher racial/ethnic matching on teacher perceptions of students and student academic and behavioral outcomes. *Review of Educational Research,* 499 - 535.

    3. Evaluation of One Goal (2014). Measuring and fostering non-cognitive skills in adolescence: Evidence from Chicago Public Schools and the OneGoal Program.

    4. Jack, A. A. (2019, September 10). I was a low-income college student. Classes weren't the hard part. *The New York Times.*

    5. Levin, D. (2020, October 12). No home, no wi-fi: Pandemic adds to strain on poor college students. *The New York Times*.

    6. About Melissa Connelly and OneGoal Graduation:
        a. About Melissa Connelly & OneGoal
        b. About OneGoal
        c. Kristof, N. (2020, November 21). Choose a gift that changes lives. *The New York Times*. (See discussion on OneGoal.)

SECTION 3:
UNDERSTANDING AND OVERCOMING BARRIERS TO EMPLOYMENT
AMONG INDIVIDUALS WITH CRIMINAL CONVICTIONS

10. **March 31 –Towards an Understanding of Barriers to Employment following Incarceration**

   Guest Speakers: TBD

   Required Readings & Video:

1. Travis, J. & Western, B. (Editors). (2014). The growth of incarceration in the United States: Exploring Causes and Consequences. The National Academies Press.
      a. Chapter 4: The Underlying Causes of Rising Incarceration: Crime, Politics, and Social Change
      a. Chapter 13: Findings, Conclusions, and Implications.

2. Alexander, M. (2011). The new Jim Crow. *Ohio State Journal of Criminology, 9*: 7-26.

3. Vera Institute (2018, December 7). John Pfaff on Rethinking the Causes of Mass Incarceration. (Video)
      a. For more information, see also:
          i. Gopnik, A. (2014, April 3). *How we misunderstand mass incarceration. The New Yorker*. (This is a review of Professor Pfaff's book)
          ii. Pfaff, J. (2019, May 16). Five myths about prisons. *Washington Post.*

4. NPR (National Public Radio, February 2, 2021). 'Halfway Home' Makes Case That The Formerly Incarcerated Are Never Truly Free

5. New York Times Editorial Board (2020, November 21). America is letting the coronavirus rage through prisons. *The New York Times.*

6. Bazelon, E. (2020, December 3). Why inmates should be at the front of the vaccination lines. *The New York Times.*

7. **About our speaker.**
      a. *TBD*

Recommended

● 13ᵗʰ (Netflix documentary, directed by Ava DuVernay). Available on Netflix.
● Axe Files (2018, December 6). David Axelrod interviews Bryan Stevenson. (Podcast).
● Stevenson, B. (2012, March). We need to talk about an injustice. *TED talk.*
● Kilpatrick, C. (2015, March 5). It's not just the drug war: An interview with Maria Gottschalk. *Jacobin.*
● Rhodes, W. et al. (2016). Following incarceration, most released offenders never return to prison. *Crime & Delinquency, 62:* 1003-1025.
● Coates, T. (2015, October). The black family in the age of mass incarceration. The Atlantic Monthly.
● Neyfakh, L. (2015, October 29). Why do so many ex-cons end up back in prison? Slate.
● Hopwood, S. (2017, Winter). Book Review: Marie Gottschalk, Caught: The Prison State and the Lockdown of American Politics. Journal of Legal Education, pp. 445-454.

12. **April 7 – Intervening to Improve Conditions for Prisoners and Their Families: Pigeonly**

   Leadership Case Study and Guest Speaker:
   Frederick Hutson, Founder and CEO of Pigeonly

Required readings:

1. Travis, J. & Western, B. (Editors). (2014). The growth of incarceration in the United States: Exploring Causes and Consequences. The National Academies Press.
   a. Chapter 6: The Experience of Imprisonment.

2. Lewis, N. & Lockwood, B. (2019, December 17). How families cope with the hidden costs of incarceration for the holidays. *The New York Times*.

3. Pipia, L. (2019, December 31). Many families struggle to pay for phone calls with loved ones in U.S. prisons. *U.S. News*.

4. Levin, D. (2019, December 28). As more mothers fill prisons, children suffer 'a primal wound.' *The New York Times*.

5. **About Frederick Hutson and Pigeonly**
   a. Pigeonly website
   b. Frederick Hutson on Wikipedia and Linkedin
   c. From incarceration to innovation: How Frederick Hutson is helping to transform prison communication
   d. Beatty, C. W. (2019, December 9). Why prominent silicon valley investors trusted a formerly incarcerated man with $5+M. *Forbes.*

RECOMMENDED

- Pacholke, D.   (2014, August 13.) How prisons can help inmates live meaningful lives. TED talk.

13. April 14 – Intervening to Deliver Education in Prison: Bard Prison Initiative and Vera Institute of Justice

Leadership Case Studies and Guest Speakers:
Vera Institute of Justice – George Chochos, Senior Government Affairs Associate

Required readings and video:

1. Davis, L.M., Bozick, R., Steele, J.L., Saunders, J., & Miles, J.N.V. (2013). Research brief: How effective is correctional education? The results of a meta-analysis. RAND Corporation.
   a. For more information, see: Evaluating the effectiveness of correctional education: A meta-analysis of programs that provide education to incarcerated adults. RAND Corporation.

2. MacFarquahar, L. (2016, December 12). Building a prison-to-school pipeline. *The New Yorker*.

3. PBS. (2019) *College Behind Bars*. (A Ken Burns film, directed by Lynn Novick.)
   a. Watch: Part 1: "No one ever taught me any of that." (1 hour)
   b. Brody, L. (2019, October 19). Three prison inmates beat Harvard in a debate. Here's what happened next. *The Wall Street Journal.*

4. About the Bard Prison Initiative
   a. About Bard Prison Initiative and Dan's new initiative:
5. About George Chochos, the Vera Institute of Justice and the Bard Prison Initiative
   a. George Chochos, including this video
   b. Bard Prison Initiative
   c. Vera Institute of Justice

14. April 21 – The Opportunity for Employment Following Incarceration: Cascade Engineering

Leadership Case Study and Guest Speaker:
Christina Keller, President & CEO, Cascade Engineering

1. Travis, J. & Western, B. (Editors). (2014). The growth of incarceration in the United States: Exploring causes and consequences. *The National Academies Press*.
   a. Chapter 8: Consequences for Employment and Earnings

2. Pager, D. (2003). The mark of a criminal record. *American Journal of Sociology*, 937-975.

3. Lundquist, J. H., Pager, D., & Strader, E. (2018). Does a criminal past predict worker performance? Evidence from one of America's largest employers. *Social Forces,* 96: 1039–1068.

4. Mullaney, T. (2018, September 18). Why companies are turning to ex-cons to fill slots for workers. CNBC.

5. Saidov, A. (2020, April 23). Open hiring might be the recruitment solution you need right now. *Fast Company*.

6. About Christina and Cascade Engineering:
   a. Bio
   b. A manufacturing CEO on reducing waste, empowering communities, and fighting against recidivism. *The Conscious Investor.*
   c. Cascade on open hiring
   d. Triple bottom line report: Cascade Engineering 2019 family of companies.

RECOMMENDED
- Pager, D., Western, B. & Sugie, N. (2009). Sequencing disadvantage: Barriers to employment facing young Black and White men with criminal records. *Annals of the American Academy of Political and Social Science,* 623: 95-213.
- City of Philadelphia. Fair chance hiring initiative.

14. April 28: Wrapping Up: Reflections and Lessons Learned

APPENDIX: DETAILED PAPER INSTRUCTIONS

NOTE: To do well in this course, you must follow the instructions for the two papers very carefully.

Paper #1: Problem Analysis (30%)

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 (barriers to college access and completion; access to employment among individuals with criminal convictions). Topics should be relatively specific, such as "college counseling for public high school students" or "effects of parental incarceration on children," but you may struggle to find three appropriate articles if your topic is too specific (e.g., "college counseling for immigrant high school students in Holland"). 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 identify, read, 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)

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.) If you need assistance finding your articles, please sign up for office hours with Grace and refer to the "How to Search for Articles" instructions sheet linked here.

If, for example, you are interested in the effects of parental incarceration on families in the United States, you might begin by entering the terms "parents prison incarceration families United States experiment randomization" and later enter the terms "parents prison incarceration families United States." 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. Try using the word "experiment" AND "randomization" or "random" or "quasi-experiment" or "control group" when you search for experiments. You are likely to find that counting and correlational studies – with no experimental treatment condition – are most prevalent; these are not experiments. I will provide examples in class.

Again, please refer to the guide we have created to help you find your three articles: "How to Search for Articles."

You must submit your three research articles for our approval using the form via Canvas Assignments by 11:59pm ET on Friday February 12th for our approval. Once you find your articles, save them as PDFs. Please save the PDF files, stating the "way of knowing" and then the title of the article. For example, "Counting & Correlation - Posttraumatic stress disorder and substance use disorder among incarcerated women."

● In Canvas, you'll see a field where you can enter text. In this field, we want you to tell us where exactly in the article you see the "way of knowing"- that is, a statement that tells you the authors conducted an experiment; a qualitative study; or a counting and correlation study. Please provide the page number and section of the article.

Once you have Alyssa's, Grace's or my approval, you can begin writing your paper. Please submit your problem analysis paper in Word – not as a PDF.

Your paper should be 5-8 pages double-spaced (2,000 words max., not including references) and should be saved as a Word document. No PDFs, please. Your paper 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?

Due dates:

● Submit your three research articles for approval: Friday, February 12, 11:59 pm ET
● Submit your final problem analysis paper: Friday, March 12, 11:59 pm ET

Paper #2: Deep Dive Paper (30%)

The assignment is to take a "deep dive" into a topic of your choice. For this paper, you will (a) pose a specific question related to a social justice issue or social impact opportunity of your choice; and (b) draw on course readings, other research articles, class speakers and discussions to offer a thoughtful, evidence-based answer to

your question. Whatever your paper topic, be sure to include a short personal reflection in your paper (e.g.., about 100-200 words) telling us why this topic is meaningful and important to you.

Be sure to get my approval of your proposed paper topic – the question you will answer in your paper – before you write your paper. **You must submit your proposed topic via Canvas Assignments by 11:59pm ET on Friday April 2nd for our approval.** Your description of your proposed paper topic should ideally be 200 words or less.Be sure your description of your proposed "Deep Dive" topic includes:

1. **The question you will answer in this paper. Be sure you phrase this as an actual question**, not just a topic or an idea. Your question should be focused and specific. If your question is vague and big, you'll have trouble writing a clear, well-argued, well-researched, and thoughtful paper.

2. **A brief description of your strategy for gathering the information (i.e., the data, insights, and/or research evidence) you will need to answer your focal question. You can put it this way, "To gather the information I will need to provide a clear, thoughtful, and convincing answer to my question, I plan to _____."** Please be specific: What will you read to inform your answer, and/or who will you interview, and/or what original data will you collect (e.g., by coding 10 company websites) to answer your question?

3. **What specific course readings or other research articles do you expect to draw on and incorporate in writing your paper?** Remember: We are looking to see that you have read and incorporated the findings from at least 5 major course readings (short newspaper articles, company websites and speaker bios don't count). Or, you can incorporate 2 major course readings and at least 3 other research studies relevant to your topic.

Please submit your final paper in Word – not as a PDF. Maximum length is 2000 words, not including references.

Due dates:

● Submit your deep dive paper topic for approval: Friday, April 2, 11:59 pm ET
● Submit your final deep dive paper: Friday, May 7, 11:59 pm ET

GRADING AND EVALUATION OF THE DEEP DIVE PAPERS

In grading your deep dive papers, we will consider:

1. <u>Analysis</u>: How careful, rigorous, and systematic is your analysis of relevant data and evidence to answer your question?
   a. Here, we are looking to see your analytical strategy, your reasoning, and your argument. How exactly did you arrive at the answer to the question you posed? Is your reasoning rigorous, explicit, logical, clear, and convincing? Is it clear how you analyzed relevant data and evidence?
   b. Note: The data and evidence you consider will come from class readings, other research you find and incorporate, and class discussions and speakers.

2. <u>Readings and research</u>: How effectively have you described and incorporated major class readings or other relevant and rigorous research studies?

3. <u>Answer</u>: How insightful and clear is your answer to the question you have posed?
    a. Here, we are looking to see whether you offer a clear, well-reasoned, insightful, and actionable answer to the question that you chose to focus your paper on.

4. <u>Personal reflection</u>: How thoughtful is your personal reflection, describing the relevance and implications of your chosen topic, question, and answer for you personally?
    a. Here we are looking to see what you have learned from writing this paper that may influence your own actions in future weeks, months, and years.

5. <u>Writing</u>: How well-written is your paper?

HOW TO WRITE AND ORGANIZE YOUR DEEP DIVE PAPER

Here is how we recommend that you organize your "Deep Dive" paper

Recommended Sections

1. <u>Your question</u>. Be explicit: Here is the question I will answer in this paper.
2. <u>Why this question?</u>   Be explicit: Here is why this question is important for achieving impact / strengthening social justice and here is why it is important to me.
3. <u>Your strategy to answer this question</u>. Justify your approach explicitly: Here is how I set out to answer this question and here is why this is an appropriate strategy to use to answer this question. Your strategy should include some or all of the following (especially a and b):
    a. Readings from the course
    b. Other research evidence
    c. Consultation with the experts
    d. In-depth analysis of one or more organizations
4. <u>Your answer</u>. Again be explicit: Here is what I learned and the answer to my questions that I draw.
5. <u>Reflections and implications</u>. Here are my further reflections and personal take-aways.

Hints for writing your paper:

1. Use headings to organize your paper.
2. Use the word "I." There is no reason to avoid it when it makes your writing and views direct and clear.
3. Make sure each paragraph has a clear and effective overarching topic sentence. If any paragraph has more than 200 words, try to break it into two paragraphs.
4. Make sure that you make clear and explicit the reasoning, evidence, information, and logic you have used to answer your question,

SOME EXAMPLES OF POSSIBLE DEEP DIVE QUESTIONS

For your Deep Dive Paper, choose a question that fascinates and puzzles you – a question about a challenging social justice issue and/or a promising social impact strategy that you really want to explore and answer.

It's great if you focus your question on college access and completion or employment following incarceration, but that's not strictly necessary.

Below are some possible questions you might use as the focus for your deep dive paper. These are just possibilities to get you thinking.

1. What specifically can and should elite colleges and universities – like Penn – do to increase its contributions to the upward mobility of low-income and first-generation college students?

2. What are the distinguishing characteristics and leadership behaviors that make a truly effective social impact leader?

3. What can and should be done to reduce the childhood stress and trauma experienced by children of mothers who are incarcerated in the US (or elsewhere)?

4. How can and should private equity impact investors monitor and evaluate the impact of their investments, following the initial investment period?

5. Are there some problems that only non-profit organizations – not for-profit businesses – can ameliorate? If so, what distinguishes the problems that only non-profit organizations can ameliorate?

6. By working directly with publishers to transcend the standard consignment model of book sales, First Book is able to bring previously unaffordable but still new children's books to low-income children across the US. Are there other industries and products that can and should implement a strategy modeled after First Book to reach low-income customers?

7. Organization X is an example of a for-profit business / non-profit organization working to overcome _____. How should Organization X's effectiveness be evaluated and how does Organization X measure up?

8. If you had $10 million that you were responsible for donating (not investing) to achieve significant and sustainable social good, what kinds of organizations would you donate to, how, and why? Describe a wise, high impact donation strategy. How would you decide among the many organizations to which you could donate?

9. If you had $10 million that you were responsible for impact investing to achieve significant and sustainable social good, what kinds of businesses would you invest in, how, and why? Describe a wise, high impact donation strategy. How would you decide among the many businesses in which you could invest?

10. What can businesses – perhaps especially real estate developers – do to combat homelessness in their communities?

11. When it comes to increasing low-income, first-generation, and underrepresented minorities' access to selective colleges and universities, does the College Board and its SAT do more good than harm?

12. And more…