

PLCY 061 (01): Policy Entrepreneurship and Public-Private Partnerships

First-Year Seminar (FYS)

University of North Carolina at Chapel Hill, Department of Public Policy

Spring Semester 2013, MW 1:00-2:15 PM

Graham Memorial (GM) 035

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Background: The College's FYS

Carolina First Year Seminars (FYS) usually include no more than twenty-four students, are taught by the University's "most distinguished researchers and most skillful teachers" (**according to their website, not me**), and focus on an advanced, emergent, and stimulating topic. The FYS format allows students to work together with their instructor and their classmates to attain a shared intellectual adventure. The FYS emphasizes class discussion, and they are designed to help students learn in creative ways. The seminars are designed to help students refine their communications skills, ability to speak clearly, and to write persuasively. Most important, students have "fun in these seminars because they are able to participate in the excitement of intellectual discovery and creative accomplishment" (**let's hope**). For more information, see <http://www.unc.edu/fys/index.html>.

This First Year Seminar, *Policy Entrepreneurship and Public-Private Partnerships*, received initial support from a Carolina Entrepreneurial Initiative (CEI) Course Development Award. The key goal of the CEI award was to inform and engage undergraduates regarding issues related to entrepreneurship in a course format that was appropriate for a First Year Seminar. For more information on the original Kauffman Foundation supported CEI, see <http://www.kenaninstitute.unc.edu/centers/cei/?y=news.20090227b&t=News%20Item>. For more information on the current Carolina initiative on entrepreneurship and innovation—Innovate@Carolina, see <http://innovate.unc.edu/>.

The Major

Public Policy @ Carolina is an interdisciplinary undergraduate major within the College of Arts and Sciences. Through coursework in multiple fields, including policy analysis, economics, statistics, political science, and philosophy/ethics; through electives in substantive policy fields; and through a policy-oriented senior capstone project or honor thesis, students learn how social science can be used to address major domestic and global policy problems. For more information on the major or minor, see <http://www.unc.edu/depts/pubpol/>.

The Seminar

This seminar will explore the concept of a ‘policy’ or ‘political’ entrepreneur and examine strategies used by these ‘public-spirited’ entrepreneurs (including civic and social entrepreneurs) to address complex domestic and global problems. The seminar explores how new ideas are introduced in the public (and private sector) and if the presence of a ‘public-spirited’ entrepreneur is a necessary condition for successful innovation or reform.

We will examine the role of ‘public-spirited’ entrepreneurs within the private and public sector as well as within policy research organizations and universities—all who innovate in solving major public policy problems. At times, these ‘public-spirited’ entrepreneurs can be advocates for a particular cause and/or can engage with policymakers at different levels of government, domestic and international. Finally, we will explore national, regional and local models of public-spirited entrepreneurship and public-private partnerships, including North Carolina examples such as the Global Scholars Academy and MCNC.

The course is divided into five (5) thematic sections, each with the following objectives:

- 1) define/conceptualize ‘policy’ and ‘political’ entrepreneurs and compare/contrast with economic (market-oriented) entrepreneurs;
- 2) analyze entrepreneurship and the power of leaderless organizations;
- 3) explore the potential for ‘public-spirited’ private sector entrepreneurs;
- 4) define/conceptualize social innovation, civic entrepreneurship and disruptive innovation;
- 5) examine real-world models of ‘public-spirited’ entrepreneurs and public-private partnerships, nationally, regionally, and in North Carolina.

Seminar Requirements

Preparation of course assignments and participation in seminar discussion are important parts of the course. There will be a take-home midterm exam, an individual grant “letter of intent,” and a final grant proposal. First, students will write a short 3-page competitive grant “letter of intent” proposal to develop a solution to a domestic or global problem. Second, students will write a 10-page grant proposal for funding from a foundation (i.e., Kauffman Foundation, <http://www.kauffman.org/>; Ford Foundation, <http://www.fordfoundation.org/>; Walmart Foundation, <http://walmartstores.com/communitygiving/203.aspx> or Z. Smith Reynolds Foundation, http://www.zsr.org/info_applicants.htm). Additional details will be posted on Sakai.

Evaluation of *Your* Performance and Progress

Take-Home Midterm	25%	
Letter of Intent	25%	
Grant proposal	30%	
Class Participation	20%	[Attendance, Discussion, Blog]

Key Deadlines

Mid-Term Take-home Essay due: **Mon., Feb. 4, 2012** by 5 pm via email [save document as Last Name, First Name-Midterm.doc].

Grant letter of Intent due: **Wed., February 20, 2013** by 5 pm via Sakai assignments [save document as Last Name, First Name-LOI.doc].

Draft Grant proposal (outline) due: **Wed., March 27, 2013** by 5 pm via Sakai assignments [save document as Last Name, First Name-Outline.doc].

Final Grant proposal due: **Fri., Apr. 26, 2013** by 5 pm via Sakai assignments [save document as Last Name, First Name-Final-Grant.doc].

Required Books (can be purchased at UNC-CH Bookstore or from other on-line sources):

Brafman, Ori and Rod Beckstrom. *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations*. For more information, see <http://www.starfishandspider.com/>.

Christensen, Clayton M. *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*. For more information, see <http://www.claytonchristensen.com/>.

Goldstein, Stephen with Gigi Georges and Timothy Burke. *The Power of Social Innovation*. For more information, see <http://powerofsocialinnovation.ash.harvard.edu/>.

Mycoskie, Tom. *Start Something That Matters*. For more information, see <http://www.startsomethingthatmatters.com/>.

All additional readings are available as a [PDF] on Sakai.

Sakai

We also make use of ‘Sakai.’ Sakai is a collaboration and learning environment used by millions of users at hundreds of colleges, universities, and schools to enhance collaborative teaching, learning and research. For more information on Sakai, see <https://sakai.unc.edu/portal>. You also might want to visit the Carolina Sakai Blog at <http://blog.sakai.unc.edu/>.

Learning and Teaching in the “Age of Distraction”

As part of the Carolina Computing Initiative (CCI) in 2000, a sweeping campus technology plan to enhance teaching, learning and research and equip students and faculty with computers, the nation’s largest freshman classes ever—at 3,400 Carolina students—were required to own laptop computers. By making technology—now essential in academic life and beyond—accessible, Carolina aims to produce graduates who have the high-tech savvy required for 21st century success, See, <http://www.unc.edu/news/media/2000/cciadv2081400.htm>.

Many of my students use word processing programs—a more productive and efficient way than paper and pen. But I also realize that wireless and 3/4G access brings with it a host of possible distractions for the students (and faculty), and I view it as my responsibility to address this issue in the classroom and in the course. We all are distracted and sometimes even overwhelmed by the distractions that are one click away on the Internet and other electronic devices—the world of information and communication and community that lurks behind our screen.

However, I spend a great deal of time preparing for seminar (with lots of visits to the great world wide web), and most of my students invest substantial time preparing prior to class as well. And while we all learn how to multi-task, we should also learn when how not to multi-task, that is direct singular focused attention on a specific project or task—like the content of PLCY 061—*Policy Entrepreneurship and Public-Private Partnerships*. So, I will ask each of you who plan to bring a laptop or other electronic device to class to sign the “**just say no to multi-tasking**” agreement, which enables students to use their laptops in class in exchange for a pledge to resist the temptations of a wireless world—like Face book!

Schedule of Topics

Introduction

Wed., Jan. 9 “Let's hear those ideas” [PDF]
<http://www.economist.com/node/16789766>

The Personality of an Entrepreneur

Monday, Jan. 14 “How Entrepreneurial are You?” [PDF]
http://www.powerplanpro.com/docs/how_entrepreneurial.PDF

Paula J. King and Nancy C. Roberts, “An Investigation into the Personality Profile of Policy Entrepreneurs” [PDF]

Example: Political and Policy Entrepreneur

Wed., Jan. 16 Blumenthal, “Portrait of a Policy and Political Entrepreneur” [PDF]
Mintron, “Policy Entrepreneurs and the Diffusion of Innovation” [PDF]

Mon., Jan. 21 **MLK DAY: No Seminar**

Economic vs. Public Entrepreneurs

Wed., Jan 23 Schneider, Teske and Mintron, “Public Entrepreneurs as Agents of Change” and “Bringing Back the Entrepreneur: Neoclassical Economic Models and the Role of the Entrepreneur [PDF]

Political, Policy & Institutional Entrepreneurs

- Mon., Jan. 28 DiLorenzo “Competition and Political Entrepreneurship: Austrian Insights into Public-Choice Theory” [PDF]
Van der Steen, Groenewegen “Exploring Policy Entrepreneurship” [PDF]
Daokui Li, Feng, Jiang “Institutional Entrepreneurs” [PDF]

Toward a Theory of a Public Entrepreneurship?

- Wed., Jan. 30 Klein, Mahoney, McGahan, Pitelis, “Toward a Theory of Public Entrepreneurship” [PDF]

Private and Public Sector Entrepreneurs: “The Power of Leaderless Organizations”

- Mon., Feb. 4 *The Starfish and the Spider*, Introduction, Ch., 1-4
Wed., Feb 6 *The Starfish and the Spider*, Ch., 5-8, Epilogue

‘Public-spirited’ Private Sector Entrepreneurs: The Case of Tom’s Shoes

- Mon., Feb 11 *Start Something that Matters*, Ch. 1-4
Wed., Feb 13 *Start Something that Matters*, Ch. 5-8

Social Innovation and Civic Entrepreneurship

- Mon., Feb 18 *Social Innovation*, “Catalyzing Social Change,” Ch. 1, 2
Wed., Feb. 20 *Social Innovation*, “Market Maker as Civic Entrepreneur,” Ch. 3, 4
Mon., Feb. 25 *Social Innovation*, “Service Provider as Civic Entrepreneur,” Ch. 5-7
Wed., Feb. 27 “Crafting a New Design for Civic Leadership A Pew Civic Entrepreneur Initiative Report” [PDF]

Social Entrepreneurship

- Mon., March 5 “Social Entrepreneurship: The Case for Definition” [PDF]
“The Rise of the Social Entrepreneur” [PDF]

“The Rise of the Social Entrepreneur” [PDF]
<http://www.economist.com/node/5517666>

“The Growing Influence of Social Entrepreneurs” [PDF]
http://www.economist.com/node/10555875?story_id=10555875

“Social Entrepreneurs: Agents of Change” [PDF]
<http://www.economist.com/node/10601356>

Public and Private Partnerships

Wed., March 7 Martha Minnow, “Public and Private Partnerships: Accounting for the New Religion” [PDF]

M/W., March 11, 13 **(No Class Spring Break)**

Disruptive Innovation

Mon., March 18 *Disrupting Class*, Intro, Randall High School, Ch. 1
Wed., March 20 *Disrupting Class*, Ch. 2-4
Mon, March 25 *Disrupting Class*, Ch. 5-6
Wed., March 27 *Disrupting Class*, Ch. 7-9

‘Real World’ Public-Spirited Entrepreneurship (Examples)

Mon., April 1 Domestic: Philanthropic Foundation
Atlantic Reports, “Investing in Change” [PDF]

<http://www.atlanticphilanthropies.org/learning/atlantic-report/investing-change-why-supporting-advocacy-makes-sense-foundations>

Wed., April 3 Domestic: Policy Research/Advocacy Organization
“Social Impact Bonds: A Promising New Financing Model to Accelerate Social Innovation and Improve Government Performance” [PDF]

<http://www.americanprogress.org/issues/opengovernment/report/2011/02/09/9050/social-impact-bonds/>

Mon., April 8 International: Non-Partisan Policy Research
ODI, “Helping researchers become policy entrepreneurs” [PDF]

<http://www.odi.org.uk/publications/1127-become-policy-entrepreneur-roma>

Wed., April 10 International: Corporate Social Responsibility
Inter-American Development Bank (IDB)
“The Role of Multilateral Development Institutions in Fostering Corporate Social Responsibility” [PDF]

Mon., April 15 Universities: The Case of Carolina
“Innovation and Entrepreneurship @ Carolina” [PDF]
http://innovation.unc.edu/The_Roadmap_to_Success/The_Roadmap_to_Success.html

Chancellor Holden Thorp and Buck Goldstein
“How to Create a Problem-Solving Institution” [PDF]
<http://chronicle.com/article/How-to-Create-a/124153/>

Wed., April 17 Professor(s)
“A Way Forward: Building a Globally Competitive South”
<http://uncpress.unc.edu/books/12182.html>

Mon., April 22 Visit to Global Scholars Academy
<http://globalscholarsacademy.org/>

Your Future as a Carolina “Public-Spirited” Entrepreneur

Wed., April 24 Net Impact: “Talent Report: What Workers Want, 2012” (PDF)

Key Additional Resources

1. Academic Integrity

In order to ensure effective functioning of the Honor System in this institution, students are expected to:

- A. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes. If unsure about the limits of group work versus individual work on papers and projects, ask the instructor. Do not guess.
- B. Consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- C. Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
- D. Treat all members of the University community with respect and fairness.
- E. Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Reports should be made to the office of the Student Attorney General. Students are expected to cooperate with the Office of the student Attorney General in the investigation and resolution of any complaints.

The Instrument of Student Judicial Governance requires that you sign a pledge on all written work. Please type the following on ALL your written work and sign your name next to it: **“On my honor, I have neither given nor received unauthorized aid on this assignment.”** If you have any questions about your rights and responsibilities, please consult the Honor Code at: <http://honor.unc.edu/>.

2. Accessibility Resources & Service

The Office of Accessibility Resources & Service provides services and reasonable accommodations to currently enrolled undergraduate and graduate/professional students with disabilities. Their mission is to provide students with disabilities equal access to the services, programs and activities of the University so that they may, as independently as possible, meet the demands of University life. ARA can be reached at SASB (Student and Academic Services Building), Suite 2126, 450 Ridge Road, 919-962-8300 or accessibility@unc.edu.

3. Writing

The Writing Center offers free, one-on-one help with all aspects of writing at any stage in the writing process. To make an appointment, browse the Writing Center's online resources, or submit a draft online, please visit <http://www.unc.edu/depts/wcweb>. To make the best use of your time there, please bring a copy of your grant proposal assignment and outline or draft with you. The Writing Center will not proofread papers or talk with you about grades.

