

Covid-19 and Globalization

Syllabus

Tuesday and Thursday: 10:20 p.m. – 12:05 p.m.

September 14 – November 18
Fall Term 2020

Weitz Center 235

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Course Goals

The global Covid-19 pandemic challenges us to critically think about the process of global transformation and underlying forces that shape individual behaviors to the behaviors of family, community, neighborhood, regions, nation-states, and humanity as a whole. This pandemic is not the first one the humanity experienced at its scale and scope. It will not be the last one either as Homo Sapiens continue to increase pressure on the conditionally finite capability of the Planet's ecosystem. Zoonotic transfer of diseases, thus, will continue to rise as Nature's capability is challenged by the global rise of consumption and lifestyles which demand increased extraction of natural resources.

The frequency of global pandemics since the Second World War has increased with the rise of global economic prosperity. Several independent studies reported that the size of “global middle class” will increase from 1.8 billion in 2009 to 3.2 billion by 2020 and 4.9 billion by 2030. By 2030, Asia will represent two-thirds of the global middle class or 66% of the global middle-class population compared to 28% in 2009. Some independent studies concluded that half of the world's population had already become a middle class by 2018. This demographic change will have critical social, political, economic, and ecological changes worldwide. Such a demographic shift and lifestyle changes will have direct consequences on the ecosystems of the planet and climate change. Thus, both a sudden global pandemic like Covid-19 and a gradual global pandemic like climate change and extension of species will shape the future of world politics and globalization. With this broader context, the Covid-19 pandemic deserve a course of

its own for students and scholars to understand how it may alter the trajectory of studying politics from individual to global scope.

What are the challenges of Covid-19 global pandemic on International Relations, World Politics, and public policy making processes within state-centric or Westphalian order of world politics? What is scientific and political origins of Covid-19? What are scientific, political, and economic challenges of the Covid-19 pandemic in countries and communities around the world? Will Covid-19 reverse or deepen forces of globalization? How do states respond to Covid-19 and what can we learn from those responses to address climate change issue which is another global crisis in the making? What can we learn from historical pandemic cases such as the Black Death in Europe, the Spanish Flu of 1918, the SARS outbreak in East Asia and Middle East, and Ebola outbreak in Africa? We will apply theories and concepts from IR, political economy, and natural sciences to explore these questions.

This course is designed to enable students to: (1) gain knowledge about theoretical underpinnings of globalization; (2) understand the scale, scope, and dynamics of Covid-19 and its impact on world politics; (3) undertake a research paper on a selected topic to apply theories, concepts, and methods learned from the course. To execute these goals, the course will be guided by the following course outline.

Course Outline

- Week 1: What is Covid-19 Pandemic?
- Week 2: Covid-19 Origin Politics and Science
- Week 3: Nation-States and Globalization
- Week 4: Local-Global Responses
- Week 5: Vaccine Nationalism
- Week 6: Covid Economy
- Week 7: Covid-19 and Climate Change
- Week 8: World Politics after Covid-19
- Week 9: The Future of Globalization
- Week 10: Mini-Conference

Required Texts:

In this course, we will read peer-reviewed research papers, journal articles, working papers, popular newspaper articles, national government documents, and investigative reports surrounding Covid-19. Two books for theoretical interpretation and philosophy underpinning about the “science” of global politics and global pandemics are required reading as follow:

Bstan-'dzin-rgya-mtsho, Dalai Lama XIV. 2005. *The Universe in a Single Atom: The Convergence of Science and Spirituality*, Morgan Roads Book.

Carolyn Merchant, *The Death of Nature: Women, Ecology, and the Scientific Revolution*, HerperOne, 1980.

In addition to reading some chapters from these texts, there will be readings available at the course Google Drive. All the listed readings for in this syllabus are deposited in google drive I shared with you. I will also use visual materials such as movies and documentary videos that will serve as illustration to the theories, concepts, and puzzles we struggle with in this course.

Assignments, Expectations, and Grade

There are five components of course assignments. These five components will be used to evaluate your performance in this course. The points for each assignment are in parentheses. The assignments are as follow:

- (1) Active Reading and Class Participation (20):** Your participation in this class begins with reading the assigned materials *before* the class for which readings are assigned. Raising questions, reflecting on interactive lectures and your colleagues' discussion in class are all counted as participation. This course will be conducted mostly in interactive seminar style. There will also be group-led and group-based discussion sessions. What this means is that you will have many opportunities to participate. For group-led discussion sessions, you will sign up for two classes for the term to lead class discussion. See #2 below.
- (2) Discussion Leaders (10):** Students will sign up to lead class discussion. I will have signup sheet on September 17. There will be two students leading class discussion beginning in September 22 class. **These two students are required to submit their prompts, questions, and reflection on the readings to the class by 5p.m. on the day before we will discuss the readings.** Please send it to posc280.group@carleton.edu The samples for discussion prompts and questions are attached to this syllabus. See Appendix B and C.
- (3) Personal Essay about Covid-19 and You (20):** What does Covid-19 pandemic mean to you? How does it affect our individual being? How are we independent and dependent on others in Covid-19 pandemic and the world? How has Covid-19 changed our agency, independence, dependence, and our world views? How are we connected and related to global society? Everyone has some thoughts about how Covid-19 has changed each of us. We have something to say about how Covid has changed work, family life, community,

nation-state, and the world. For this assignment, I want you to write a personal reflective essay about you and the world. Think of things that you used to use but you no longer use; think of personal activities you never did before Covid-19 but you do now; think about ways of doing some personal and social routines that you do differently now; and think of your surrounding world and how you emotionally and socially connect or distance yourself from. How have you been changed due to Covid-19 pandemic? How does this change in your individual personal level livelihood relate to your family, friends, community, country, and the world? This essay is a personal essay reflecting on the changing world that begins with each of us. If you wish to discuss as you plan to write, please come to see me. Your essay should be 5 pages with double-spaced lines using 12 points size in Times New Roman font. This paper is **due on September 29**. Grading guideline is provided in Appendix A.

- (4) **A Group Research Paper (35):** A group of three to four students will select one of eight topics I have or your group will come up with a topic the group want to conduct a research for the term. The eight topics will be introduced to the class on the first day of class when I ask you to fill out initial survey for your interest in taking this course. The group members will collaborate in each process of the project which includes: (1) selection of topic and generating research questions; (2) outlining group paper and conducting research; (3) drafting the first version of group paper; (4) writing the final draft of the group paper; (5) conducting group presentation in class; and (6) writing final polished paper for the term. The groups will be established by the end of second week latest. The paper should be between 5000 to 6000 double spaced pages which is about 20 pages. Your topic proposal is **due on September 27**. The outline and preliminary research exercise of the paper is **due on October 11**. The first draft of paper is **due on October 26** (10 points). The final draft of the paper is **due on November 10** (15 points). The final polished version of the paper is due on **November 21 at noon** (15 points). I will provide more details about each process and expectation for each process in the assignment guideline to be distributed on September 24.
- (5) **Group Presentation (15):** At the end of the term on November 12 and 17, we will hold a Mini-Conference where each group will present the group finding from the group research project you did for assignment #4. **Attendance during the Mini-Conference is mandatory. All presenters must submit PowerPoint slides or videos to me by email by 5p.m on the day before the presentation in class.** The breakdown of the grade is 15 points for presentation and 5 points for your participation in the group project as evaluated by your peers.

NOTE: All written assignments should be double-spaced pages with 12-point Times New Roman font and with page numbers. Send them to tmyint@carleton.edu in pdf format. For the final version of your paper due on November 25, I need both e-copy and hard-printed copy.

Schedule of Assignments and Due Dates

- 9/17 - Sign up two dates to lead discussion
- 9/24 - Distribute guideline for group research paper

- 9/27 - Paper topic and research proposal due (**graded**)
- 10/4 - Personal reflective essay is due (Graded)
- 10/11 - Outline of paper is due (**graded**)
- 10/26 - First draft of the paper due (**graded**)
- 11/10 - The final draft of research paper is due (**graded**)
- 11/12 - Mini-Conference Presentations continues (**graded**)
- 11//16 - Mini-Conference Presentations continues (**graded**)
- 11/21 - Final polished term paper is due (**graded**)

IMPORTANT: This is a provisional syllabus and subject to change depending on the ebb and flow of the course and surrounding worlds.

Course Conducts

- a. **Attendance:** Attendance is required for this course. If you need to be absent from the class, it is your responsibility to notify me in advance. When you are absent, it is in your benefit to borrow notes from your classmate or ask your classmates to learn what you missed. If you wish, I will be available during office hours or by appointment to meet with you and go over what you missed while you were absent.
- b. **Plagiarism:** There is zero tolerance for plagiarism. A summary of the College's policy on plagiarism states: *"At Carleton College, an act of academic dishonesty is therefore regarded as conflicting with the work and purpose of the entire College and not merely as a private matter between the student and an instructor; all cases involving such dishonesty are referred for appropriate action to the Academic Standing Committee (ASC) via the Associate Dean of Students or the Associate Dean of the College."* For more information on Carleton's policy on academic honesty, please consult http://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21359
- c. **Late assignments:** Assignments are due on the dates specified in this syllabus or in the assignment sheet. Late work **will receive half point reduction per late day.** If you are unable to complete an assignment on time due to illness or personal emergency, you can request an extension with the supporting documents such as a medical note from a doctor or the Wellness Center.
- d. **Special needs:** If you require special accommodation due to a documented physical or medically classified different learning strategy, please come to see me during the first week of class or any

time throughout the semester to discuss how I might best assist you in meeting the objectives and requirements of this course.

IMPORTANT: The key for you to be successful as a student and for me as a teacher in this course is timely and effective communication between you and me. Carleton has numerous resources to help you excel in learning. If you do not know, do not be shy to ask. Make good use of resources on campus! I encourage you to use the Academic Support Center's writing assistance program even if you consider yourself the best writer in the world.

Schedule of the Course and Readings

WEEK 1: WHAT IS COVID-19 PANDEMIC?

September 15: Introduction to the Course

This syllabus

September 17: Reminder to Human-Nature Connection

Essential Readings:

Huaiyu Tian et. al., "The impact of transmission control measures during the first 50 days of the COVID-19 epidemic in China" Preprint from medRxiv, 01 Feb 2020

Alfonso J. Rodriguez-Morales et. al., "History is repeating itself: Probable zoonotic spillover as the cause of the 2019 novel Coronavirus Epidemic," *Le Infezioni in Medicina*, n. 1, 3-5, 2020.

Christine K. Johnson et. al., "Global shifts in mammalian population trends reveal key predictors of virus spillover risk" *Proceedings of the Royal Society B – Biological Sciences*, Published online 08/04/2020.

David Griffin and Justin Denholm, "Four of the most lethal infectious diseases of our time and how we're overcoming them," <https://theconversation.com/four-of-the-most-lethal-infectious-diseases-of-our-time-and-how-were-overcoming-them-78101>

WEEK 2: COVID-19 ORIGIN POLITICS AND SCIENCE

Essential Readings:

September 22: Did China fail to report the magnitude of initial outbreak?

Marc Lipsitch, D.Phil., David L. Swerdlow, M.D., and Lyn Finelli, Dr.P.H., "Defining the Epidemiology of Covid-19 — Studies Needed," *The New England Journal of Medicine*, 382;19 nejm.org May 7, 2020.

Xiaodong Zhang, “Epidemiology of Covid-19,” *The New England Journal of Medicine*, 382;19 nejm.org May 7, 2020.

David Quammen. “Did Pangolin Trafficking Cause the Coronavirus Pandemic?” *The Atlantic*, August 24, 2020.

Derrick Taylor, “How the Coronavirus Pandemic Unfolded: a Timeline,” *New York Times*, <https://www.nytimes.com/article/coronavirus-timeline.html> April 28, August 6, 2020.

BBC, Coronavirus: What did China do about early outbreak? June 9, 2020. <https://www.bbc.com/news/world-52573137>

Xinhua News, China publishes timeline on COVID-19 information sharing, int'l cooperation, http://www.xinhuanet.com/english/2020-04/06/c_138951662.htm

September 24: Science and Politics

Cleo Bertelsmeier and Sébastien Ollier, “International tracking of the COVID-19 invasion: an amazing example of a globalized scientific coordination effort,” *Biological Invasions*, Vol. 22, pages 2647–2649 (2020)

Jeffrey Seow et. al., “Longitudinal evaluation and decline of antibody responses in SARS-CoV-2 infection,” medRxiv preprint doi: <https://doi.org/10.1101/2020.07.09.20148429>. this version posted July 11, 2020.

Kristian G. Andersen et. al., “The proximal origin of SARS-CoV-2” *Nature Medicine*, volume 26, pages 450–452, March 17, 2020.

WEEK 3: NATION-STATE AND GLOBALIZATION

Essential Readings:

September 29: Organization of Human Societies

Thomas Hobbes, [1651] 1982. *Leviathan*, Penguin Books.

Part I: Of Man, pp. 183–239

Bstan-'dzin-rgya-mtsho, Dalai Lama XIV. 2005. *The Universe in a Single Atom: The Convergence of Science and Spirituality*, Morgan Roads Book.

Chapter 3: Emptiness, Relativity, and Quantum Physics, pp. 43–69

October 1: Globalization of World Politics

Tun Myint, “Globalization and the Institutional Dynamics of Global Environmental Governance,” *Indiana Journal of Global Legal Studies*, Vol. 18, No. 1, 2011

James C. Scott, “Vernaculars Cross-Dressed as Universals: Globalization as North Atlantic Hegemony,”

<http://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1229&context=macintl>

WEEK 4: LOCAL-GLOBAL RESPONSES

Essential Readings:

October 6: Pandemic Policy Dilemma

David Holtz et. al., “Interdependence and the cost of uncoordinated responses to COVID-19,” *PNAS*, August 18, 2020 117 (33) 19837-19843; published July 30, 2020.

Joakim A. Weill et. al., “Social distancing responses to COVID-19 emergency declarations strongly differentiated by income,”

Adam Sheridana,b,1, Asger Lau Andersena,b , Emil Toft Hansena , and Niels Johannesena,b
“Social distancing laws cause only small losses of economic activity during the COVID-19 pandemic in Scandinavia,” *PNAS*, August 25, 2020 117 (34) 20468-20473; first published August 3, 2020.

Daniel Shu Wei Ting, Lawrence Carin, Victor Dzau and Tien Y. Wong, “Digital technology and COVID-19,” *Nature Medicine*, Vol 26, 458–464, April 2020.

October 8: Approaches to Cope with the Pandemic

Jefferson T, Del Mar CB, Dooley L, Ferroni E, Al-Ansary LA, Bawazeer GA, van Driel ML, Nair S, Jones MA, Thorning S, Conly JM, “Physical interventions to interrupt or reduce the spread of respiratory viruses (Review),” *Cochrane Database of Systematic Reviews*, 2011, Issue 7. Art. No.: CD006207., Published by John Wiley & Sons, Ltd.

Noah C Peeri et. al., “The SARS, MERS and novel coronavirus (COVID-19) epidemics, the newest and biggest global health threats: what lessons have we learned?” *International Journal of Epidemiology*, 2020, 717–726. 22 February 2020.

Wendy E. Parmet, J.D., and Michael S. Sinha, M.D., J.D., M.P.H., “Covid-19 — The Law and Limits of Quarantine,” *The New England Journal of Medicine*, 382;15 nejm.org April 9, 2020

Matteo Chinazzi et. a., “The effect of travel restrictions on the spread of the 2019 novel coronavirus (COVID-19) outbreak,” *Science*, 368, 395–400 (2020) 24 April, 2020.

David L Heymann, Nahoko Shindo on behalf of the WHO Scientific and Technical Advisory Group for Infectious Hazards “COVID-19: what is next for public health?” *Infectious Disease Epidemiology*, London School of Hygiene & Tropical Medicine, London WC1E 7HT, UK (DLH); and World Health Organization, Geneva, Switzerland (NS)

WEEK 5: VACCINE NATIONALISM

Essential Readings:

October 13: Politics of Vaccine Making

Ezekiel J. Emanuel et. al., “An ethical framework for global vaccine allocation,” *Science*, Vol 369 Issue 6509, September 11. 2020.

Alex John London and Jonathan Kimmelman, “Against pandemic research exceptionalism: Crises are no excuse for lowering scientific standards,” *Science*, Vol 368 Issue 6490, May 1, 2020.

[Handouts]

October 15: Process of Vaccine Research

Ewen Callaway, “The race for coronavirus vaccines: Eight ways in which scientists hope to provide immunity to SARS-CoV-2,” April 28, 2020.

Bill Gates, “Pandemic I: The First Modern Pandemic,”
<https://www.gatesnotes.com/Health/Pandemic-Innovation>, April 23, 2020.

World Health Organization, DRAFT landscape of COVID-19 candidate vaccines – 9 September 2020.

OCTOBER 19: MID-TERM BREAK

WEEK 6: COVID-19 AND CLIMATE CHANGE

Essential Readings:

October 20: Lessons and Learnings from Covid-19

Zander S. Ventera,, Kristin Aunan, Sourangsu Chowdhury, and Jos Lelieveldc, “COVID-19 lockdowns cause global air pollution declines,” *PNAS*, 117 (32) 18984-18990, August 11, 2020, first published July 28, 2020.

Marine A. Denolle and Tarje Nissen-Meyer, “Quiet Anthropocene, quiet Earth Seismic noise levels that correlate with human activities fell when pandemic lockdown measures were imposed, *Science*, Vol 369 Issue 6509, September 11, 2020.

Thomas Lecocq et. al., “Global quieting of high-frequency seismic noise due to COVID-19 pandemic lockdown measures,” *Science* 369, 1338–1343, September 11, 2020.

October 22: Climate Change as a Pandemic

Abrahm Lustgarten, “The Great Climate Migration Has Begun, *The New York Times*,” <https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html>

Jude Chukwunyere Iwuoha and Adaeze Ukamaka Jude-Iwuoha, “Covid-19: Challenge to SDG and Globalization,” *Electronic Research Journal of Social Sciences and Humanities*, Vol 2: Issue III, ISSN: 2706 – 8242 www.eresearchjournal.com Jul - Sep 2020.

Daniel Rosenbloom and Jochen Markard, “A COVID-19 recovery for climate,” *Science*, Vol. 368 I.6490, MAY 1, 2020.

David Klenert, Franziska Funke, Linus Mattauch, Brian O’Callaghan, “Five Lessons from COVID-19 for Advancing Climate Change Mitigation, *Environmental and Resource Economics*, 76:751–778, August 3, 2020.

WEEK 7: COVID POLITICAL ECONOMY

October 27: Technologies, Development, Health Economy

Elisa M. Maffioli, “How Is the World Responding to the Novel Coronavirus Disease (COVID-19) Compared with the 2014 West African Ebola Epidemic? The Importance of China as a Player in the Global Economy,”

David Laborde, Will Martin, Johan Swinnen, Rob Vos, “COVID-19 risks to global food security” *Science*, V, 369 I. 6503, 31 JULY 2020.

Alessandro Sforza and Marina Steininger “Globalization in the Time of COVID-19,” CESifo Working Paper No. 8184, May, 2020.

October 29: De-globalization or Global transformation

Syed Mansoob Murshed, “Capitalism and COVID-19: Crisis at the Crossroads,” *Peace Econ. Peace Sci. Pub. Pol.* 2020; forthcoming. 2020.

Klaus F. Zimmermann et. al., “Inter-country distancing, globalisation and the coronavirus pandemic,” *The World Economy*, Volume 43, Issue 6, June 2020 John Wiley & Sons Ltd.

Łukasz Sułkowski, Covid-19 Pandemic; Recession, Virtual Revolution Leading to De-globalization? *Journal of Intercultural Management*, Vol. 12 | No. 1 | March 2020 | pp. 1–1.

WEEK 8: THE WORLD AFTER COVID-19

November 3: Science and Society at the Crossroad

Carolyn Merchant, *The Death of Nature: Women, Ecology, and the scientific Revolution*, HerperOne, 1980.

Chapter 2: Farm, Fern, and Forest

Chapter 3: Organic Society and Utopia

Chapter 4: The World as Organism

November 5: Lessons from Covid-19

David Spratt and Alia Armistead “COVID-19 climate lessons: Unprepared for a pandemic, can the world learn how to manage the bigger threat of climate disruption?” Discussion Paper, National Centre for Climate Restoration, Australia, www.breakthroughonline.org.au MAY 2020.

[Additional handouts]

WEEK 9: FUTURE OF GLOBALIZATION

November 10: Macro Trends and Micro Behaviors

Olga Petricevic¹ and David J Teece “The structural reshaping of globalization: Implications for strategic sectors, profiting from innovation, and the multinational Enterprise,” *Journal of International Business Studies* (2019) 50, 1487–1512.

Rebecca L. Haffajee, J.D., Ph.D., M.P.H., and Michelle M. Mello, J.D., Ph.D. “Thinking Globally, Acting Locally — The U.S. Response to Covid-19” *The New England Journal of Medicine*, 382 (22) nejm.org May 28, 2020.

Megan Scudellari, “The Pandemic’s Future,” *Nature*, Vol 584, August 6, 2020.

November 12: Mini Conference

WEEK 10: YOUR RESEARCH FINDINGS

November 17: Mini Conference

Appendix A
Personal Reflective Essay

How did Covid-19 change you!

The following is my rubric that will be used to evaluate your essay. If you have question, come and see me.

Category	Comments
Main theme or argument or key takeaway	<ul style="list-style-type: none"> - Do you provide the main argument/points or the main theme of your reflective essay? Do you state is clearly in the first two paragraphs?
Clarity and organization	<ul style="list-style-type: none"> - Do you have a clear organization of the essay in terms of physical structures with subtitle when needed and logical flow of ideas? - Do you have appropriate control of errors and language? - Do you deliver your points clearly?
Application of the concepts from readings and class discussions	<ul style="list-style-type: none"> - Do you connect your essay to class readings and class discussion?
Critical thinking about individual and global connection and disconnection	<ul style="list-style-type: none"> - Do you critically reflect and evaluate your connection to community from local-to-global? - Do you present and evaluate the connection you have to the world through activity you do with particular items you possess? For example, if you spent a lot of time in Zoom due to Covid-19, how does zoom connect you to the world of commodities that require zoom to work as it should?
Proper citations to your interviewees or sources you make references	<ul style="list-style-type: none"> - Do you provide proper citations to readings and ideas you apply in your reflective essay? Do you cite your interviewees if you conduct interview for your essay?
TOTAL Points	Your grade point is indicated here.

Appendix B
A Sample 1 for Discussion Leaders

POSC Class
Discussion Questions
Anonymous
4/6/2019

Hidden Connections

CH 1

*Takeaways: -Membranes are really important in the context of evolution

-Since living systems are self-generating, life has to be a property of
the system as a whole.

Q: What is Capra trying to accomplish with this book? What would accomplishing his goal mean? What would be the benefit?

Q: Capra says that despite what some might say about AI technology, computers are not living systems, as they cannot metabolize. Do you agree with this criterion? Are there other ways in which computers don't meet Capra's living systems qualifications?

CH3

*Takeaway: In order to understand the realm of human culture and social society, we need to look from four perspectives – meaning, form, process, and matter

Q: What is Capra hoping to accomplish by adding “meaning” to the other three perspectives?

Q: Consider the figure on page 74. Capra writes, “Integrating the four perspectives means recognizing that each contributes significantly to the understanding of social phenomenon. For example, we shall see that culture is created and sustained by a network (*form*) of communications (*process*), in which *meaning* is generated.” What do you think of this formulation of culture? Can you think of another phenomenon that can be described with Capra's formula?

Q: Capra describes culture as “the lens through which we see the world.” (87).

Thoughts? How does cultural identity relate to meaning?

Q: “We need to integrate all four perspectives [form, matter, process, and meaning] to reach a systematic understanding of social reality” (81). What are the theories of Jürgen Habermas and Anthony Giddens? Why does Capra like them?

“Biology, Politics, and the Emerging Science of Human Nature”

*Supplemental article: <http://www.economist.com/node/21564191>

Consider the two graphics and the first two paragraphs.

Q: Why might people resist the idea that political behavior is inheritable? What implications does this heritability have for the way that society functions?

“The Seven Pillars of Life”

Q: How do Koshland’s seven pillars of life compare with Capra’s criteria for a living system? Does Capra’s description include all seven pillars? How do the two authors describe being alive differently?

Q: At the end of the article, Koshland brings up “post survival of the fittest evolution.” What does he mean by this? Do you agree that this is a possibility?

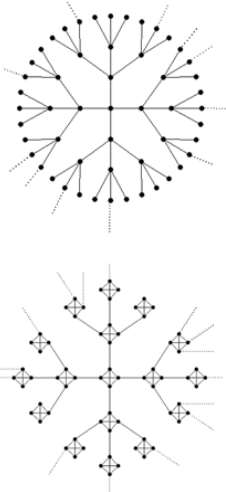
Appendix C

Sample 2 for Discussion Leaders

Discussion guide: Social entrepreneurship

“The dynamics of social innovation” by H. Peyton Young:

1. “Relatively little is known about the ways in which new institutions are created and how they become established within a given social framework” (Young). According to Young, why is it important to understand how new institutions are created? Do you believe that formal or informal rules are more important in a society? What examples of the creation of institutions in modern society did you think of when reading this article?
2. “The reason is that, when a social innovation first appears, it will typically gain a foothold in a relatively small subgroup of individuals that are closely linked by geography or social connections” (Young). Which variables listed in the paper cause social changes to occur, and how are these changes spread from individual to individual and group to group? Which of these variables do you feel is the most important for social change? How does this idea of social change relate to Polanyi’s concept of the “double movement?”
3. “The idea is that autonomy allows the innovation to gain a foothold quickly on certain key subsets of the network, after which contagion completes the job” (Young). Why do small groups foster innovation more than large groups, and how does this lead to contagion as discussed in this article?
4. Which of these images below represents a sharing network in a small group, and which represents a sharing network in a large group? Were you surprised by this, and how does this relate to our previous class discussions on social relations in primitive societies? How does this point relate to the cases we examined in Beverly Schwartz’s book, *Rippling*?



Political model of social evolution” by Daron Acemoglu, Georgy Egorov, and Konstantin Sonin:

1. “The society consists of agents that care about current and future social rules and allocations that are comprised of economic as well as social elements” (Acemoglu, Egorov, and Sonin). According to the authors, are current or future rules considered more important to agents? Under what circumstances is one considered more important than the other, and how does this relate to the article’s discussion of uncertainty?
2. As an agent, do you consider current or future social rules more important? In the following examples, discuss whether short-term or long-term changes in these issues matter more to you and why. Is it for moral reasons, practical reasons, because you are an informed citizen, etc.?
 - a. Climate change and how it will cause a decrease in natural resources, war, and increased income inequality.
 - b. America’s rapidly aging population and the need for Social Security reform.
 - c. America’s economic dependence on China.
3. “We also show, using a simple example, how the set of possible equilibrium configurations is both history-dependent and contingent on the nature of stochastic events” (Acemoglu, Egorov, and Sonin). According to the reading, how do the circumstances of the time period and stochastic events influence social evolution? How does this relate to Polanyi’s discussion of the circumstances behind the formation of our current market society?

Social Enterprise: Theory and Practice, Ch. 1, by Ryszard Praszkiar and Andrzej Nowak:

1. “The question becomes: if they are such as diverse groups, what characteristics do they have in common that allow us to identify them under one unifying rubric?” (Praszkier and Noward, 1). In the two examples given in the reading (Munir Hasan from Bangladesh and Steve Bigari from the USA), what similarities did these two very different individuals share? What do you think is the most important characteristic all social entrepreneurs must have to not only ensure their success, but compel them to begin their work in the first place? Do you agree with the five main dimensions of social entrepreneurship that are listed in the reading, or are there other dimensions you believe the reading left out?

2. “The social entrepreneur generally enters the scene at the point when a situation seems protracted and intractable—in a word, insurmountable” (Praszkier and Noward, 17). Do you agree that social entrepreneurs can make the impossible happen? How important do you believe creativity is in causing this change to happen?

3. “There are also social activists who, although they may excel at helping people, nevertheless do not meet all of the criteria. For example, they may not offer any new ideas or develop the project beyond local boundaries” (Praszkier and Noward, 28). Do you agree with the author that to be a social entrepreneur, a person must “develop the project beyond local boundaries?” In what ways would focusing on a specific area allow social entrepreneurs to actually be more effective? How does this point relate to the cases we examined in Beverly Schwartz’s book, *Rippling*?