

Innovation, Sustainability, and Startups Spring 2023

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COURSE DESCRIPTION

This course focuses on the practices and processes that innovators use to ideate, test, and implement innovation effectively. Over the semester we will examine six aspects of social innovation: exploring, defining, ideating, implementing, testing, and renewing innovation. We will do this by using a variety of methodologies including design thinking, systems thinking and lean methodologies.

This project-based course is designed to provide a deep understanding of social innovation by guiding students in testing their ideas and the process required to turn their ideas into reality. This course will provide students with a safe space to develop their entrepreneurial skills and to learn how to apply design thinking and systems thinking to social innovation. Students will also be taught how to use tools and frameworks in order to measure the impact of their social venture models.

During the semester, students' work will center around, and culminate in, a group project where teams will develop a new social venture concept to submit and compete in a local or national competition (ie. MIT SOLVE).

COURSE OBJECTIVES

- To understand the eleven steps to innovation.
- Develop profound understanding of systems thinking and design thinking.
- Conceptual knowledge: key concepts are sustainability and awareness-based leadership
- Develop self-knowledge: the most important dimension of all great leadership — Who am I? What am I here for? What am I going to do with the rest of my life?
- Expose students to the interdisciplinary, nuanced approach needed to identify the problems/opportunities for social entrepreneurship and to meet both the social and economic needs for “success,” from creating a product/service and a revenue model to bringing it to market.

- To learn how to determine whether your product idea has a valid and viable market application that will lead to business success and deliver the desired social impact.
- To learn how to communicate your idea effectively in order to gain necessary buy-in from all key stakeholders, including end-users, customers, investors, and partners.

LEARNING OUTCOMES

- To develop critical thinking, communication, collaboration, and creative skills as an individual and working with a group.
- To gain an understanding of how technology must adapt to meet today's social changes.
- Learn how to develop products and/or services being human-centric, acquiring ethnographic skills
- Acquire the entrepreneurial skills to identify market needs and propose sustainable business models.
- Develop the skills to innovate with ideas that take into account race, gender, social class and other variables to be desirable, viable, and feasible.
- Develop the ability to apply these concepts to real world situations.
- To self-assess one's entrepreneurial interest and potential.

Student learning outcomes will be measured based on written assignments, presentations, class participation, and final projects.

COURSE PRE-REQUISITES / CO-REQUISITES

None.

TEXTBOOKS & OTHER REQUIRED MATERIAL

This course will not use or require textbooks. Rather, we will look to articles, videos, tools and frameworks, and human interactions (*e.g.*, field interviews, observations, and conversations) to inform, challenge, and supplement our understanding.

Readings may include:

- IDEO. [The Field Guide to Human-Centric Design](#). Pages 1-25.
- Girgling, Bob. [Beyond the Cult of Human-Centric Design](#).
- CBI Insights. [Why Most Startups Fail](#). 2019.
- Shah, Hilten. [Create Products that People Love by Validating Your Idea First](#).
- Jorgenson, Eric. [How to Choose the Right Business Ideas](#). 2016.
- [Racism and inequality are the products of design](#). 2016.
- Chipchase, Jim. [The Anthropology of Mobile Phones](#).
- [Design Justice Systems in Action](#)
- Acaroglu, Leyla. [Tools for Systems Thinkers: The 6 Fundamental Concepts of Systems Thinking](#). 2017.
- Quora. [What is an inexpensive, fast and non-obnoxious way to validate a business idea?](#)

- Schneider, Jonny. [Understanding How Design Thinking, Agile and Lean Work Together](#). 2017.
- Dam, Rikke Friis. [Stage 4 in the Design Thinking Process: Prototype](#). 2019.
- Lingham, Vinny. [The Recursive Product Strategy That Musk Used to Build an Empire](#).

List of readings will be finalized after the first week of the semester.

COURSE PROCEDURES/METHODOLOGY

Course Outline - Topics to be covered include:

- Understand responsibility of design in the innovation process
- Five steps of innovation
- Design Thinking & Systems Thinking
- Starting a business and how to develop the concept
- Customer need and value proposition/role of design
- Sustainable competitive advantage
- Disruptive innovation
- The business model
- The financial model
- Preparation of a business plan
- Financing your business

CLASS POLICIES

Students are expected to attend each class and to show up on time. Assignments will be due at 11:59pm on the dates indicated. Multiple absences and missed assignments will negatively impact a student's final grade.

GRADING STANDARDS/PERFORMANCE MEASURES

Students will be evaluated on the basis of two general categories: Class Criteria and Project Criteria.

- 20% Class Criteria: based on engagement and contribution during class, which includes group discussions.
- 20% Assignment Criteria: completing and presenting assignments with insight
- 60% Project Criteria: based on individual and team contributions toward team project work, which includes commitment and contributions as a team player, individual and team exploration, growth, deliverables, and final pitch.

FIU Global Learning Course

This is a Discipline-Specific Global Learning course that counts toward your FIU Global Learning graduation requirement.

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- **Course Learning Outcome:** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- **Global Perspectives:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
- **Course Learning Outcome:** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- **Global Engagement:** Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
- **Course Learning Outcome:** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

FIU / HTM POLICIES

FIU Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Honors College Student Handbook.

Academic misconduct includes:

Cheating – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.

Plagiarism – The use and appropriation of another work without any indication of the source, and the re-presentation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.

Unacceptable behavior – Students who show repeated or egregious disrespect for classmates or instructors, are disruptive, or consistently violate course rules are subject to the sanctions of the Honors College.

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to

the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html>.

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://integrity.fiu.edu/>

FIU Student Handbook – <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Physical, Mental and Sensory Challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

HONORS COLLEGE REQUIREMENTS

Engagement Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See: <http://honors.fiu.edu/current-students/citizenship/>.

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. See <http://honors.fiu.edu/current-students/community-service/>.

Student Portfolios

The Honors College will be using a portfolio method to assess student learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of the student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each course will include at least one assignment that

could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, see <http://honors.fiu.edu/portfolios>.

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See: <http://honors.fiu.edu/current-students/hearts/>.

Additional Resources: Panthers Care & Counseling and Psychological Services (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.



