Critical Analysis & Ethics

October 12, 2022
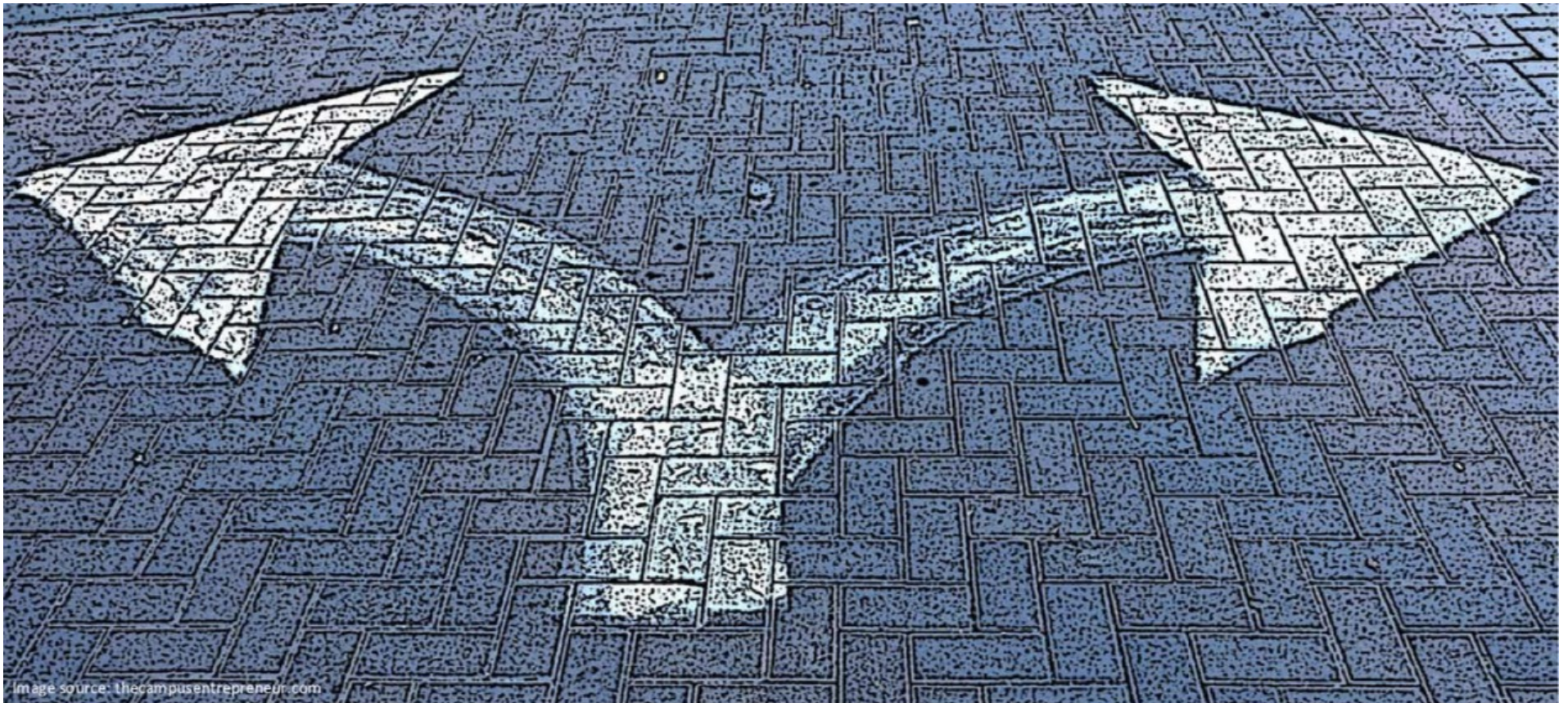
image source: thecampusentrepreneur.com

TODAY'S CLASS

Arts Studies

Here, There, Everywhere:
navigating higher education as a Third Culture Kid

Course Coordinators:

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Dr. Clayton Ashton

UBC Student
Directed Seminars

Scan to fill our interest form!

This course will explore the transitional journey of TCKs through the higher education system — we'll talk about culture clash, assimilation, and the unique positionality of these students in Western institutions, among other things!

Term 2 (Winter) 3-credit course for 3rd & 4th year students in any faculty!

Tuesdays and Thursdays
3:30-5:00pm PST

Location: TBD

WHAT'S HAPPENING

![Copia logo] Copia — Making Living Easier, Everyday

Base-of-the-pyramid consumer catalog + mobile commerce platform

Simplifying

E-commerce for 750 million Middle to Low-Income Africans

Using a mobile application, a network of over 38,000 agents, and seamless logistics systems, Copia provides access to essential products at affordable prices to over 1.9 million customers.

OUR PROCESS   WATCH OUR STORY ▶

Not providing access only to products for social good…also giving access to products the people want.

copiaglobal.com

WHAT'S HAPPENING

Reframing How We Think of Food, Creativity Key to Winning War on Food Waste

"**food loss**" = everything lost between farm and retailer

"**food waste**" = takes place after it reaches retailer and consumers

White Moustache Yoghurt – turning whey (byproduct of yoghurt-making process) into new line of tangy drinks (probiotic tonics) and frozen treats.

https://whitemoustache.com/

WHAT'S HAPPENING

Foodstash Rescued Food Market

"pay-what-you-feel" Olympic Village grocer offers perishable foods

1in 7 Canadians is food-insecure
1 in 20 Vancouverites lives below poverty line

Voluntary payment for surplus, "ugly" or approaching best-before date rescued food.

Grocery stores, wholesaler, markets & farms. Community fridge for donations ~ tinned & dry good, produce, baked goods & cooked foods from registered kitchens. (< 2 days)

BCBUSINESS

https://www.bcbusiness.ca/Vancouvers-first-zero-waste-rescued-food-market-opens-October-1

IN THE NEWS

Critical Thinking

- Observation and analysis
- Comparing actual to expected outcomes
- Judgment and decision-making
- Heuristics
- *It's political (gasp)*

"The paradigm challenge for us is captured by Quo warranto? (By what authority?) …. By what authority are you, or I, or anyone, empowered to resolve the matter at hand?"

John C. Lewis

Critical Thinking Worksheet

Who	... benefits from this? ... is this harmful to? ... makes decisions about this? ... is most directly affected?	... have you also heard discuss this? ... would be the best person to consult? ... will be the key people in this? ... deserves recognition for this?
What	... are the strengths/weaknesses? ... is another perspective? ... is another alternative? ... would be a counter-argument?	... is the best/worst case scenario? ... is most/least important? ... can we do to make a positive change? ... is getting in the way of our action?
Where	... would we see this in the real world? ... are there similar concepts/situations? ... is there the most need for this? ... in the world would this be a problem?	... can we get more information? ... do we go for help with this? ... will this idea take us? ... are the areas for improvement?
When	... is this acceptable/unacceptable? ... would this benefit our society? ... would this cause a problem? ... is the best time to take action?	... will we know we've succeeded? ... has this played a part in our history? ... can we expect this to change? ... should we ask for help with this?
Why	... is this a problem/challenge? ... is it relevant to me/others? ... is this the best/worst scenario? ... are people influenced by this?	... should people know about this? ... has it been this way for so long? ... have we allowed this to happen? ... is there a need for this today?
How	... is this similar to _____? ... does this disrupt things? ... do we know the truth about this? ... will we approach this safely?	... does this benefit us/others? ... does this harm us/others? ... do we see this in the future? ... can we change this for our good?

BASELINE ASSUMPTIONS

be mindful of
positionality
intersectionality

"We don't see things as they are.
We see things as we are"

Anais Nin

Critical Systems Heuristics

SOURCES OF MOTIVATION

(1) Who is (ought to be) the **client** or beneficiary? That is, whose interests are (should be) served?

(2) What is (ought to be) the **purpose**? That is, what are (should be) the consequences?

(3) What is (ought to be) the **measure of improvement** or measure of success? That is, how can (should) we determine that the consequences, taken together, constitute an improvement?

SOURCES OF POWER

(4) Who is (ought to be) the **decision-maker**? That is, who is (should be) in a position to change the measure of improvement?

(5) What **resources** and other conditions of success are (ought to be) controlled by the decision-maker? That is, what conditions of success can (should) those involved control?

(6) What conditions of success are (ought to be) part of the **decision environment**? That is, what conditions can (should) the decision-maker *not* control (e.g. from the viewpoint of those not involved)?

SOURCES OF KNOWLEDGE

(7) Who is (ought to be) considered a **professional** or further **expert**? That is, who is (should be) involved as competent provider of experience and expertise?

(8) What kind **expertise** is (ought to be) consulted? That is, what counts (should count) as relevant knowledge?

(9) What or who is (ought to be) assumed to be the **guarantor** of success? That is, where do (should) those involved seek some guarantee that improvement will be achieved – for example, consensus among experts, the involvement of stakeholders, the experience and intuition of those involved, political support?

SOURCES OF LEGITIMATION

(10) Who is (ought to be) **witness** to the interests of those affected but not involved? That is, who is (should be) treated as a legitimate stakeholder, and who argues (should argue) the case of those stakeholders who cannot speak for themselves, including future generations and non-human nature?

(11) What secures (ought to secure) the **emancipation** of those affected from the premises and promises of those involved? That is, where does (should) legitimacy lie?

(12) What **worldview** is (ought to be) determining? That is, what different visions of 'improvement' are (should be) considered, and how are they (should they be) reconciled?

Figure 4: Checklist of boundary questions
The second part of each question, beginning with 'That is, …' defines the boundary category in question.
(Source: W. Ulrich 2000, p. 258, originally in 1987, p. 279f)

The Value of Social Entrepreneurship

1. When do social enterprise solutions make the most sense?

2. What are the boundaries and limits of social enterprise?

3. Do social enterprise efforts yield long-run commitment to the problems we face?

4. Where is social enterprise located in the value chain of producing social good and hope?

source: Dacin, 2013

Be it resolved that social entrepreneurship is a **major force for positive, systemic social change** in the areas of the world's most pressing problems.

what are some of the ethical issues in social entrepreneurship?

What Influences Ethical Conduct?

1. **Moral awareness:** recognition that a situation raises ethical issues

2. **Moral intent:** identifying which values should take priority in a decision

3. **Moral decision making:** determining what course of action is ethically sound

4. **Moral action:** following through on ethical decisions

source: Rhode & Packel, 2009

Ethical Framework for Innovation

1. **Humanistic:** asserts human dignity through human ingenuity, imagination and entrepreneurialism that can come from anywhere

2. **Non-hierarchical:** ideas come from many sources

3. **Participatory:** designing *with* (not for) real people

4. **Sustainable:** systems change and benefits persist, even if individual endeavours eventually fail

source: Fabian & Fabricant, 2014

examples of labs + collaboration

- UNICEF's Innovation Labs
  https://www.unicef.org/innovation/topics/innovation-labs
- IDEO.org

- Frog Design
  https://www.frogdesign.com/sector/social-impact
- Acumen Academy
  https://www.acumenacademy.org

unicef | for every child

Office of Innovation

EXPLORE THE OFFICE OF INNOVATION ⌄   PRESS CENTRE

| WHAT WE DO | RESEARCH AND REPORTS | STORIES | TAKE ACTION |

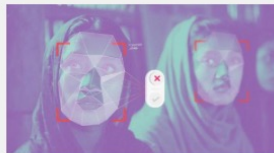🔍 Search results

Innovation labs

⊡ Programme

Human Centred Design (HCD)

Creating solutions for children using the Human Centred Design approach

📅 23/10/2018

⊡ Programme

Generation AI

Engaging stakeholders to build AI powered solutions that help realize and uphold child rights

📅 23/10/2018

⊡ Programme

Internet of Good Things

Transforming lives and providing opportunity, by making knowledge universally accessible

📅 23/10/2018

Designing for resilience

IDEO.org is a nonprofit design studio.
We design products and services alongside organizations that are committed to creating a more just and inclusive world.

SEE OUR WORK

Evolution of (at least) four fields:

- Environmental management
- Social Impact measurement
- Stakeholder value theory & practice
- Social innovation & systems change

key takeaways:
Questions via Stakeholder Theory

- If this decision is made, for whom is value created and destroyed?

- Who is harmed and/or benefited by this decision?

- Whose rights are enabled and whose values are realized by this decision (and whose are not)?

- What kind of person will I become if I make this decision?

sources: Freeman, 2013; Griffin, 2015

Shareholders

smartsheet®

EMPLOYEES

VENDORS

SUPPLIERS

OWNERS

COMMUNITY/NEIGHBORS

LOCAL ECOLOGY

COMMUNITY GROUPS

OVERSIGHT ORGANIZATIONS

GOVERNMENTAL BODIES

COMPETITORS

source: smartsheet inc.

debate

Problem Statement vs. Paradox

" **Paradox welcomes multiple points of view, pathways toward understanding, and complex arguments.**

– Thaler Pekar, 2012 "

What are the social problems or paradoxes in your common areas of interest?

suggested debate topics

1. Is there a place for social entrepreneurship in all circumstances? When does it make sense for social enterprise to be used to tackle social problems? Are there contexts where it definitely does not make sense?

2. Should social entrepreneurs always seek community buy-in?

3. By what authority do we have a right, or feel empowered, to resolve the matter?

4. Can insights from start-up technology be used to tackle social problems?

Assignment 2
Selected Case Study
Due Sunday October 23

Assignment 2: SELECTED CASE STUDY + TEAM PRESENTATION

The purpose of this assignment is to allow students to learn about initiatives that social entrepreneurs have developed and implemented to address identified systemic issues and gaps. By researching and understanding best practices and "failures", students gain an understanding of the challenges and successes that social entrepreneurs experience along their journey creating social ventures.

This is a team assignment. After forming diverse groups of five (5), students will explore strategies that have been utilized to address a specific Social Problem. This specific Social Problem may have been one that was identified by a student (or students) in Assignment 1 (*Social Problem Situational Analysis*) or may be an entirely different problem.

Once the team has agreed on a Social Problem (which may include environmental, economic and/or social aspects), the next step is to research how social entrepreneurs have responded to fill the gaps. Of course, not all of the enterprises will be successful. Remember, we often learn more from strategies that may not have worked as originally anticipated. Selected Case(s) may be local, national or global.

Elements of the Case Study may include, however are not limited to, the following:

- **Problem/Issue** ~ Brief description of the social problem that the initiative is attempting to "solve" or address. It is important that the reader/audience has a clear understanding of why this is a problem. Be sure to include details of the context (region affected, underserved communities, etc.). If possible, speak to the larger system in which this problem is situated.
- **Social Enterprise** ~ Include a description of the social enterprise. (You may find the nine categories of the Business Model Canvas may provide a useful guideline. However, you are not limited to this format.) Describe how the venture attempts to address or "solve" the identified root problems and related issues. Pay particular attention to how the social entrepreneur(s) have responded to the gaps in the system they have determined. How did they hope to create a positive impact on the system? For whom were they designing their initiatives and who did they leave out?
- **Outcomes** ~ Describe the status and outcomes of the initiative – would you describe it as successful or not and why? Whether successful or not, what are some of the challenges that were faced. Is the enterprise still active? Has it scaled? If not, try to determine why the venture was not successful.
- **Key Learnings** ~ What are the key learnings and takeaways from this Case?
- **Future Iterations** ~ If your team were to attempt to redesign the selected social enterprise (whether currently successful or not), how might you do this?
- **Resources** ~ References must be clearly indicated for all sources used. Use of graphics and images to support your findings is encouraged.

PLEASE NOTE: This is a team assignment and represents 15% of the final grade.

DELIVERABLES:
1. **Team Written Submission** ~ The written piece should be about four (4) pages and support the team presentation and slides. References and supporting appendices (if required) are in addition. Clear structure, communication and grammar are essential.
2. **Team Presentations + Slides** ~ In-class presentations should be designed to be ten (10) minutes and include all team members.

DEADLINES:
1. **Team Written Submission + Presentation Slides** ~ Due 6pm Sunday October 23, via Canvas.
2. **Team Presentations** ~ Presented in class Mon Oct 24, Wed Oct 26, and Mon Oct 31 2022.

01   Period Poverty 1

02   Period Poverty 2

03   Lack of low barrier to entry income generating initiatives in Vancouver

04   Lack of access to education

05   Opioid crisis in Vancouver

06   Treatment of blue collar workers in Singapore

07   Impacts of Fast Fashion 1

08   Impacts of Fast Fashion 2

A2 SELECTED CASE STUDY TOPICS

01 Alice, Anna, Colin, Daniel, Taylor

02 Celia, Fynn, Mads, Malvika, Teagan

03 Amanda, Harrison, Meagan, Ryan, Samuel

04 Baptiste, Keisha, Moriah, Nicole, Rishi, Sarah

05 Anusha, Ettore, Justin, Michael, Nour

06 Abhi, Benjamin, Carlos, Karan, Mien

07 Aaryan, Aki, Celine, Nishant, Tanya

08 Ben T, Nadine, Simon, Simran, Udhav

TEAMS (Assignments 2 + 3)

		individual / partner	team
prep:	Pre-assessments	10%	
assignment 1:	Social Problem Situational Analysis	20%	
assignment 2:	Selected Case Study + Presentation		15%
assignment 3:	Applied Social Enterprise Project		30%
assignment 4:	Reflection Paper	10%	
Participation*:	Participation + Engagement	15%	
total		55%	45%

ASSESSMENT

*Participation + Engagement ~
Participation "Portfolio"

1:     in class speaking (synchronous)

2:     discussion boards (asynchronous) ~ 1 week

PARTICIPATION

		due	present
prep:	Pre-assessments	ongoing	
contribution:	In-class Participation + Engagement	ongoing	
assignment 1:	Social Problem Situational Analysis	Oct 2	
assignment 2:	Selected Case Study + Presentation	Oct 23	Oct 24 - Oct 31
assignment 3:	Applied Social Enterprise Project	Nov 29	Nov 30 + Dec 5*
assignment 4:	Reflection Paper	Dec 9	

note* clients attend

DATES

01 guest speaker Oct 17 ~
Bruno Lam, TELUS Pollinator Fund

02 assignment 2 topics ~ confirm/email by friday 6pm

03 class prep ~ review, complete class prep
pre-assessments ~ due by 9am on day of class

04 assignment 2 ~ selected case study
due October 23

REMINDERS

Image source: imgarcade.com