1. Course Description

This course actively addresses societal issues like inequality, exclusion, and poverty through a project-based approach. It aims to provide students with a thorough understanding of social problems from both conceptual and experiential perspectives. Through a combination of a taught component and a mentored project, the course encourages students to integrate theory, research skills, and practices in project development. Students will collaboratively work in groups to actively develop and implement a project from its inception to evaluation, focusing on real-world applicability using the concept of "design thinking" and system methods to co-create impact strategies toward such societal issues.

2. Learning Objectives

1. Encourage critical thinking on societal problems.
2. Provide students the ability to apply design thinking to practical issues in the real world.
3. Cultivate students' enthusiasm for collaborating with communities and society, establishing connections between the course concepts and their practical application.

3. Course Outline

Week/Date	Content/Topic	Activity
Week 1: 12 Jan 2024	Course Introduction and Ideation	Lecture Seminar
Week 2: 19 Jan 2024	Project Planning	Lecture Seminar
Week 3: 26 Jan 2024	In-depth Stakeholder Analysis	Lecture Seminar
Week 4: 2 Feb 2024	Solution Development	Lecture Seminar
Week 5: 9 Feb 2024	Monitoring & Evaluation Mechanism Design	Lecture Seminar
Week 6: 16 Feb 2024	Project Kick-off	Lecture Seminar
Week 7: 23 Feb 2024	Update Meetings and Consultation Mid-Project Review on Week 9	Mentored projects with partner community/organization
Week 8: 1 Mar 2024		
Week 9: 8 Mar 2024		
Week 10: 15 Mar 2024		

Week/Date	Content/Topic	Activity
Week 11: 22 Mar 2024		
Week 12: 29 Mar 2024		
Week 13: 5 Apr 2024		
Week 14: 12 Apr 2024		
Week 15: 19 Apr 2024	Final-Project Review, Project Evaluation, and Presentation	Mentored projects with partner community/organization and Student's presentation

4. Recommended Readings

Chant, Sylvia (20 14) " 3 .8 The informal economy in cities of the South " pp 2 98 - 3 09. In Desai, V. and Potter, R.B. (eds) The Companion to Development Studies (2nd ed.) Hodder Education: London

Escobar, A. (2018) " Chapter 5: Design for Transitions " (pp 137 - 164) Designs for the Pluriverse: Radical Interdependence, Autonomy, and the Making of World s Durham and London: Duke University Press

Hasso Plattner (n.d.) An Introduction to Design Thinking

Mohan, G. (2008) "1.10 Participatory Development" pp 45 - 49. In Desai, V. and Potter, R.B. (eds) The Companion to Development Studies (2nd ed.) Hodder Education: London

Online Resources:
Grassroot Innovations (http://grassrootsinnovations.org)
Stanford Social Innovation Review (http://www.ssireview.org)
Frontiers of Inclusive Innovation (ESCAP) (https://www.inclusiveinnovationhub.org/)

5. Evaluation & Grading Criteria

5.1 Evaluation and break-downs of the scores

Project Proposal and Plan	20%
Mid-Project Review	20%
Final-Project Review	40%

Project Report & Presentation	20%

5.2 Grading criteria

A	B+	B	C+	C	D+	D	F
4.0	3.5	3.0	2.5	2	1.5	1	0
(>85%)	(80-84%)	(75-79%)	(70-74%)	(65-69%)	(60-64%)	(55-59%)	(<54%)