

5.00 credits



30.0 h

Q1

Teacher(s)	Callorda Fossati Ela (compensates Degavre Florence) ;Degavre Florence ;Jégou Olivier (compensates Degavre Florence) ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	<p><u>Evaluation</u></p> <p>The course is evaluated based on a practical assignment. The assignment draws on the concepts, approaches and theories covered in the course to analyse a case of social innovation rooted in the social and solidarity economy in Belgium. The work must follow the logic of a precise grid that will be made available to you (on Moodle). This grid, known as the “assignment instructions”, is a set of questions that will help you to structure your work. The assignment consists of two parts: a collective part and an individual part.</p> <p>Collective work</p> <p>Your group of three people is formed randomly (to encourage diversity and prevent the reproduction of exclusion mechanisms). Your group selects a case of social innovation from a list given to you in class.</p> <p>The group work (final written report) is marked out of 20 => grade A</p> <p>As part of the group work, you will also be required to:</p> <ul style="list-style-type: none"> • Prepare an oral presentation • Submit an intermediary version of the written report <p>Individual part</p> <p>The second part of the assignment is individual and will require each student to analyse a specific issue in greater depth.</p> <p>The individual work (final written report) is marked out of 20 => grade B</p> <p>Course marking</p> <p>The final grade is made up of the 2 integrated parts. The group work counts for 60% and the individual work for 40%. The final mark is therefore the weighted average of marks A and B, adjusted by a system of bonuses and penalties. Unjustified absence to the oral presentation (-1) or failure to hand in the written intermediary report (-1) will result in a mark-down (“malus points”, i.e. up to -2). Attendance and participation in class discussions will result in an extra mark (“bonus points”, up to +2).</p> <p><u>Specific methodological concerns</u></p> <p>Plagiarism</p> <p>Students must carefully and correctly cite sources in their work. The instructions (see “Assignment instructions”) provide advice on how to cite sources correctly. If plagiarism is found to have occurred, students risk having their work invalidated, or even more serious consequences in accordance with the Study Regulations (www.uclouvain.be/plagiat).</p> <p>Generative artificial intelligence (AI) such as ChatGPT</p> <p>The teachers tolerate (but do not encourage) the use of generative AI. If used, they must be used “responsibly and in accordance with the practices of academic and scientific integrity”. Responsible use of generative AI requires the student to “systematically indicate all parts of the work where AI has been used, e.g. in a footnote, specifying whether the AI was used to search for information, to write the text or to correct it. Furthermore, sources of information must be systematically cited in accordance with bibliographic referencing standards. Students remain responsible for the content of their work, regardless of the sources used”^[1].</p> <p>[1] Cf. in accordance with the recommendations on the use of generative artificial intelligence (Note for the attention of teaching staff at UCLouvain, July 2023).</p>

<p>Teaching methods</p>	<p><u>The course is based on:</u></p> <p>(1) Attendance, which is required. (2) Summary presentations by the teacher following discussion of the assigned readings. (3) Assigned readings (one or two per session). Each student will be able to ask questions or interact in the discussion. Asking questions and contributing to the discussion is part of the proposed teaching method. Here are some questions that should accompany the preparation of the compulsory readings:</p> <ul style="list-style-type: none"> • What is the context of the text? By whom? When? Where? • How do the authors define or understand the concept of social innovation? • What materials and methods do the authors use to support their conclusions? • What are the text's main conclusions regarding social innovation and public policy? <p>(4). Drawing up a piece of applied research comprising a collective part and an individual part (cf. practical module) Students are encouraged to ask questions in class or on Moodle for the benefit of all. Only emails requiring an urgent response in connection with course logistics will be answered.</p>
<p>Content</p>	<p><u>Context</u></p> <p>The concept of social innovation can be traced back to the 19th century. But it was only in the 2000s that it became popular in the academic field and well beyond, in a context shaped by the rise of multiple systemic crises, including the global financial crisis of 2008. With its positive connotations, social innovation is perceived, on both local and global scales, as offering an original vision of solutions to contemporary socio-economic and environmental problems.</p> <p>Since the 2010s, it has been widely recognised that social innovations are social in both their objectives and their processes^[1]. In this sense, they are about new ideas that meet social needs better than other existing solutions (objectives), while creating new social relationships (processes). Such recognition should not lead us to believe that there is a consensual definition. Social innovation lacks a consensual definition, and is even a contested concept. The absence of a consensual definition, far from being a 'flaw', is conceived as a singular epistemological situation, where what counts for the analyst is to grasp the different uses of the concept as well as the diversity of the experiences to which it refers.</p> <p>Despite its popularity, social innovation remains little studied and taught in comparison with technological and commercial innovation. This course aims to move away from the dominant techno-economic paradigm to achieve a better empirical and theoretical understanding of social innovation. Drawing on different theoretical approaches, we will study the actors of social innovation, their modes of experimentation, issues of survival, dissemination, and institutionalisation of the initiatives, as well as the tensions and contradictions involved, and linking the analysis to ongoing transformations of public policies. Among the actors involved in social innovation, the course will pay particular attention to those operating in the social and solidarity economy, which has historically been a cradle of social innovation.</p> <p><u>Structure of the course</u></p> <p>The course is organised into 3 theoretical sections and a practical module:</p> <p>Section 1: Introduction: current politics of social innovation and the politics of 'meeting needs' (2 sessions)</p> <p>1.1 Presentation of the course structure 1.2 Current political developments in social innovation (SI) 1.3 New responses to social needs?</p> <p>Section 2. From theories of innovation to theories of social innovation (4 sessions)</p> <p>2.1 Moving beyond the techno-economic approach to innovation 2.2 The actor-network approach (ANT): a sociology of innovation 2.3 The entrepreneurial approach to social innovation 2.4 The institutionalist approach: the example of CRISES works on social innovation</p> <p>Section 3. The theoretical renewal of social innovation through the 'transitions' approach (3 sessions)</p> <p>3.1 Grassroots innovations 3.2 Policies to support niche (social) innovations and their limits 3.3 Social innovation for biodiversity</p> <p>Practical module. Case studies of social innovations in Belgium (several moments spread throughout the course)</p> <p>The practical module covers the research work carried out by the students on social innovations that have emerged in Belgium in recent years and that are rooted in the social and solidarity economy. The evaluation is based on this work (see section on evaluation). A document entitled "Instructions for the assignment" sets out in detail what is expected in terms of the form and content of the assignment.</p> <p>^[1] Bureau of European Policy Advisors (BEPA) (2010). "Empowering people, driving change: Social innovation in the European Union". Brussels. https://ec.europa.eu/migrant-integration/library-document/empowering-people-driving-change-social-innovation-european-union_en</p>

Inline resources	Course material and information on the moodle website and/or in the course contract.
Bibliography	<p>Chaque séance s'accompagne d'une ou maximum deux lectures obligatoires rendues disponibles via moodle. Pour les séances qui indiquent deux lectures obligatoires, il s'agit de deux extraits (et non pas de l'entièreté des deux textes de référence).</p> <p>Toutes ces lectures sont disponibles sur la plateforme Moodle du cours.</p> <p>Les ouvrage ci-dessous sont conseillés en priorité pour approfondir le cours:</p> <ul style="list-style-type: none"> - De Schutter, O. et Dedeurwaerdere, T. (dir.) (2022). "L'État partenaire. Transition écologique et sociale et innovation citoyenne". Presses Universitaires de Louvain. - Juan, M., Laville J.L., et Subirats, J. (éd.) (2020). "Du social business à l'économie solidaire. Critique de l'innovation sociale". coll. Sociologie économique, Toulouse, Érès. - Klein, J.L, Boucher, J.L., Camus, A., Champagne, C., Noiseux, Y. (2019). "Trajectoires d'innovation: Des émergences à la reconnaissance". Coll. Innovation Sociale, Presse de l'Université du Québec. - Moulaert, F., MacCallum, D., Mehmood, A., et Hamdouch, A. (dir.) (2013). "The International Handbook on Social Innovation. Collective Action, Social Learning and Transdisciplinary Research". Cheltenham, Edward Elgar. <p>Tous ces titres sont également disponibles via Moodle</p>
Faculty or entity in charge	OPES

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Advanced Master in Social Economy	ECSO2MC	5		
Master [60] in Economics : General	ECON2M1	5		
Master [120] in Economics: General	ECON2M	5		