

## **SOCIAL ENTREPRENEURSHIP: BUILDING AN ORGANIZATION TO CREATE SOCIAL CHANGE**

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Please feel free to come visit me or schedule an appointment if questions.



Social entrepreneurs are gaining international attention motivated by change and to see the world as it can be, not as it is. Students in the course are expected to be active participants in the creation of solutions to the address a social problem. The intention of the course is to combine the Wingate University goal of serving others while deepening students understanding of the world around you, and use your skills and knowledge to make a positive impact and ultimately to serve a disadvantaged population either locally or in another part of the world. This interdisciplinary course will help students from all majors learn how social entrepreneurship can create a better world (nursing and pre-med majors can develop affordable health services, religious studies majors are exposed to tools to help them live out their mission to serve, political science majors learn how to develop partnerships with international organizations, and psychology majors can address gender equality and empowerment. This course is important to anyone who wants to become an agent of change in the social sector, to build empathy and listening skills, to learn how to assist individuals and organizations to design and launch social entrepreneurial for profit, non-profit and hybrid organizations, to become involved in social investing and philanthropy, and for individuals who want to participate in social change projects in their local community or abroad. As a field of study, social entrepreneurship is in its infancy, and as such, we are collaborating together to share knowledge and gain experience in this emerging field. Students will be encouraged to use Gandhi's model of "be the change you wish to see in the world" to make a difference in the lives of others.

As the tree in the image above says "One person can make a difference," this course is designed: To empower you to learn about social change. To empower you to listen and build empathy skills with those you seek to partner. To empower you to see injustice and take action. To empower you to affect change. And ultimately, to empower you to change a life.

*Social entrepreneurs are not content just to give a fish or to teach how to fish. They will not rest until they have revolutionized the fishing industry.*

– Bill Drayton

The course will combine interactive lectures, classroom discussions and hands on activities, readings and guest speakers. Bill Drayton, founder of Ashoka, the leading organization dedicated to transform the global citizen sector, led by social entrepreneurs said, "the core psychology of a social entrepreneur is someone who cannot come to rest, in a very deep sense, until he or she has changed the pattern in an area of social concern all across society."

### **About Social Entrepreneurship**

In the late 1990's the first course on social entrepreneurship was taught at Harvard University with Stanford, Columbia and Yale following and the University of St. Gallen offering the first international social entrepreneurship course in Geneva in 2003. Since then, social entrepreneurs are gaining international attention with the 2006 Nobel Peace Prize winner Muhammad Yunus, founder of Grameen Bank who promoted the concept of microcredit that has revolutionized how banks empower the poor to start businesses. Social entrepreneurship is an emerging field and as such, the course is designed to be innovative, thought provoking and challenging as we collaborate to create new knowledge. The course will challenge students to look beyond traditional business practices by using entrepreneurial principles to create public good. The goal of the course is for students to use social entrepreneurship as a tool to address society's most pressing social problems. If this course can be used as a vehicle to inspire you to become an agent of change in your home community or on the other side of the globe – then I have been successful in my quest.

## COURSE OBJECTIVES

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The social entrepreneurship course is designed to introduce the concept as well as engage students and the professor in a joint learning experience of this emerging field. Through the course, we will:

- Expose students to the concept of social innovation, changemaking, and how social entrepreneurs are transforming society to deliver social impact in their home communities and abroad.
- Equip students to be effective in their social entrepreneurial pursuits to address social problems including poverty, education, healthcare, environmental sustainability, gender equality, social injustice, among others.
- Learn business and entrepreneurship skills that will help build a sustainable business model that addresses a societal problem.
- Build your capacity to recognize a good business opportunity, provide you the tools to create a social change plan, learn how to mobilizing resources, and challenge you to implement a social change project.
- Address a social issue by listening, researching, developing, and completing a social change project that will add value on the local or international level, that applies lessons learned in class while working in collaboration with an organization or community to add value.
- Understand the role of measuring social impact and how measurement tools are important to investors, donors, and beneficiaries to help ensure that scarce resources are utilized effectively.
- Take an active role in building your own entrepreneurial skills to prepare yourself to be a part of Ghandi's "be the change you wish to see in the world".

## TEXTBOOKS, ARTICLES AND READINGS:

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The course textbook is an introduction to *Social Entrepreneurship: What Everyone Needs to Know* by Susan Davis, founder of BRAC USA and Director of the Global Academy for Social Entrepreneurs at ASHOKA and David Bornstein, writer of *Changing the World through Social Entrepreneurship*. While not comprehensive, this book serves as a starting point for the course in addition to a series of articles, cases and videos. In addition, the course Canvas online software provides optional popular press and academic articles on various topics in social innovation. These articles are not the only resource available to you and should be used along with the readings on the area that your social change project.

- Bornstein, D. and Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know* by Susan Davis, Oxford University Press. 0195396332
- Diverse group of articles or videos posted on Moodle about evaluating a social business opportunity, understanding social innovation, proving the viability of a venture, analysis of the impact of microfinance, scaling and measuring social impact, managing a social venture and understanding how to manage the financial aspects of a social venture.

## THE OPPORTUNITY

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Social entrepreneurship is a rapidly growing field of study for individuals interested in changing the world. By reading articles, actively participating in classroom discussions, evaluating cases of social innovative enterprises, watching videos, and engaging with social entrepreneurs; students will actively engaged in this emerging field. Through the course, students will create social change projects that meet their personal goals to make an impact on someone's life. Students can elect to work in teams of 2-3 students on the social change project. Through the course projects, students are expected to develop a plan that they intend to implement during the term along with milestones to accomplish the plan through the summer. If an individual decided to pursue a project on their own, they are advised that the workload will be higher than working in a team and the grading will not be altered by the student's decision to work alone. The social change project can include one of the following:

- ❏ **Social Change Project** – Students can complete an actual project (preferably during the course timeframe) on an issue that interests them in relation to social innovation and changemaking. This can

range from starting a social organization on campus, launching a social enterprise chapter on campus (like Net Impact) or completing a project (Nourish International, Better World Books, among others).

- ✦ **Social Change Business Plan** – Individuals, who plan to start a social venture, should write a social change business plan. The guidelines for the assignment will be a combination of the resources provided by the professor including the Social Business Plan framework.
- ✦ **Social Change Consulting Project:** Based on student interest, the student can consult with a social change organization in the community or abroad to develop and/or implement a project. Examples of this would include writing a plan for a social change organization or completing a valuable project for a social organization.
- ✦ **Writing a Case on a Social Change Organization:** Following the case writing format from Baylor University and the United States Association for Small Business (USASBE), students will work with a social entrepreneur to write an in-depth case on the organization.
- ✦ **Appropriate Technology Prototype:** Students can develop a prototype of a product that could be used in an economically distressed region of the world that will add value to the people living in the community and complete a plan on how the technology would be implemented.

## COURSE ASSIGNMENTS

The key deliverable for the semester is a social change plan that students will be developed throughout the semester. The plan will be written in sections designed to allow students to approach assignments from a variety of perspectives, and to start compiling sections of a social change plan. On some assignments this is new territory that you may be unfamiliar with, work your way through the project and hang in there. Social entrepreneurs do not have all the right answers – but they work hard to find solutions. Students will be evaluated on the following assignments:

| Assignment                                         | Points       | % of Grade  | Ind/ Group | Professional Skill Development                                                                                                                                               |
|----------------------------------------------------|--------------|-------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual or Team Social Change Project           | 400          | 40%         | G/I        | <i>Research skills, analytical thinking, inventive thinking, oral and written communications, and ability to add value to beneficiaries the organization seeks to serve.</i> |
| Class Participation, Discussion Leader Preparation | 200          | 20%         | I          | <i>Critical thinking, integration of course concepts, problem solving, and value added to the class.</i>                                                                     |
| Lyceum Presentation                                | 100          | 10%         | I          | <i>Engage your peers in social innovation and ability to embrace social entrepreneurship present the concept and inspire others.</i>                                         |
| Midterm Exam                                       | 150          | 15%         | I          | <i>Critical thinking, innovative problem solving, analysis, and comprehensive of social entrepreneurship</i>                                                                 |
| Experiential Final Exam Reflection                 | 50           | 5%          | I          | <i>Reflect on your experience creating change in the lives of others and adding value to an organization.</i>                                                                |
| Journal Entries, Assignments                       | 100          | 10%         | I          | <i>Critical thinking, problem solving, innovative thinking and value added to your learning.</i>                                                                             |
| <b>Total</b>                                       | <b>1,000</b> | <b>100%</b> |            |                                                                                                                                                                              |

### ***Social Impact Reflection Journal***

The unique design of the course has students from various backgrounds fully engaged in the classroom discussions to increase shared learning. To ensure that each student is prepared for class, the breakdown of class sessions includes discussion questions related to the content that students should address and reflect upon. Students should document their thoughts, challenges to the readings/professors lectures and “big ideas” to address social problems and then bring the issues up in classroom discussions. The journal entries should be completed before class and the journals will be picked up periodically during the semester.

The journals and assignments require that students demonstrate their own:

- a) ***understanding*** of key frameworks, perspectives, concepts, ideas and tools introduced in the course,
- b) ***ability to relate*** these frameworks, perspectives, concepts, ideas, and tools to one another, and
- c) ***insight*** by creatively applying these frameworks, perspectives, concepts, ideas and tools in different contexts.
- d) ***integration*** of course concepts, comprehension of course concepts, and ability to evaluate critically.

This is not a class where you can memorize the textbook, take an exam and forget about it after spring break —you will be expected to apply the knowledge you gain in the course, from the readings and in class discussions.

### ***Final Experiential Reflection***

In addition, at the end of the semester, you will write a summary reflection of the course and how you have been changed. The “Be the Change” letter should be written to yourself on your personal commitment to address society’s most pressing social problems. If the course has inspired you to make a difference, discuss how you will do that. Be sure to address how your final project relates to your long-term life goals and how you will continue working on that endeavor. In the letter, you should address how you will make a personal commitment to be as Gandhi said; “Be the Change you Wish to See in the World”. Please include a self-addressed envelope with your permanent home address and I will mail it back to you in two years.

| Grade | Overall % | Grading Expectations                                                                                                                                                                                   |
|-------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A     | 93 -100 % | <i>Achievement that is consistently outstanding relative to the level necessary to meet course requirements.</i>                                                                                       |
| A-    | 90 – 92 % |                                                                                                                                                                                                        |
| B+    | 87 – 89 % | <i>Achievement that is significantly above the level necessary to meet course requirements. Work at this level often has outstanding characteristics, but is not consistent throughout the course.</i> |
| B     | 83 – 86 % |                                                                                                                                                                                                        |
| B-    | 80 – 82 % |                                                                                                                                                                                                        |
| C+    | 77 – 79 % | <i>Achievement that meets an acceptable level of competence of content necessary to meet the course requirements. The student has demonstrated a basic understanding of course material.</i>           |
| C     | 73 – 76 % |                                                                                                                                                                                                        |
| C-    | 70 – 72 % |                                                                                                                                                                                                        |
| D     | 61 – 69 % | <i>Achievement that reflects a minimal amount of acceptable work.</i>                                                                                                                                  |
| F     | Below 60% | <i>Represents failure and unsatisfactory work that is unworthy of course credit.</i>                                                                                                                   |

### ***Discussion Leader: Ability to Lead and Challenge***

As each student is expected to take an active role in the course, you will serve as a discussion leader at different points during the semester. As the discussion leader, you will start the class, prepare an interactive class lecture, prepare discussion questions (and answers) and engage / facilitate a class discussion for the day. Discussion leaders are expected to integrate the course readings for the day, find additional examples/resources on the topic, and present a marketing concept (in the form of a marketing strategy) to the class that a business or nonprofit has implemented. In addition, students will evaluate their own *meaningful* individual performance in the classroom and case discussions (not the ones that they lead) with the professor’s approval using the following scale.

Participation will be assessed as follows:

|   | Class Participation Assessment                                                                                                                                       |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | <i>Full engagement in classroom discussion, provides insightful comments on readings and materials, formulates thought provoking questions and challenges peers.</i> |
| B | <i>Engaged in class, but without providing consistent impact on the classroom discussions.</i>                                                                       |
| C | <i>Average performance, minimal involvement in classroom discussions or distracting comments off the discussion topic to fill space.</i>                             |
| F | <i>Multiple missed classes or lack of involvement in classroom discussion.</i>                                                                                       |

## STUDENT EXPECTATIONS AND CLASS PARTICIPATION

Catherine Pulsifer said, "Asking questions is one of the fundamental keys of learning. It is always better to ask a question than pretend you understand." Contributing to class discussions is expected of all students in the course and includes asking and answering questions, insights provided regarding the assigned material, and examples from your work that you bring into class along with issues you are facing with your social change project. The professor and students in the course are expected to critique and challenge comments during active class discussions. This is intended to raise the level of class discussions. Each student's opinion is valued as each individual contributes different knowledge, skills, and experience to the classroom. Actively participating in the course is necessary to receive the full amount of participation points. You will be accountable for evaluating your own class participation performance and grading yourself at two points during the semester. Students are encouraged to share "air time" with their peers in class to allow everyone the opportunity to share their thoughts/ideas. Attendance is expected at all class sessions and team meetings. Students who choose to work in teams on their project, will be expected to evaluate each other throughout the course to ensure they are sharing the workload equally. The professor will provide a mechanism for a formal evaluation at two points during the term.

Every student in this course is responsible for the success of the course. Let's face it – no one likes the stress of preparing for quizzes. With that said, students will forgo readings *if* they don't think the professor will quiz them. The compromise: Come prepared to full engage in the classroom discussion, bring interesting articles/concepts to class, formulate and ask challenging questions and actively listen to the views of your peers and you will be rewarded with no quizzes. Don't waste your peers' time talking to gain class participation points without adequate preparation for class. Quizzes will *only* be implemented if the class is not fully engaged in the course.

Attendance is vital to your success, as course content will build on the readings and class discussions. More than two unexcused absences will lead to the student lowering their class participation grade. Excused absences consist of illness for you or your child (with doctor's note), absence for influenza (with health center note) or family funeral. The instructor will take attendance at all class sessions. Late arrivals interrupt the class and two late arrivals will count as one absence. Assignments are due on the date provided by the instructor. All assignments and homework are to be **typed** (except the journals), **single spaced** (save a tree) and turned in on time. Journal reflections can be handwritten in the journal. **Late assignments will not be accepted.** While the quality of the content is the most important part of a written submission, poor grammar and sentence structure will not receive full credit. If you miss class, it is your responsibility to obtain the class information from your peers.

While cell phones and text messaging have become a part of contemporary culture, they are a distraction to your peers in the classroom. The professors request that all cell phones are silenced during class sessions. Texting or surfing the internet during class sessions removes your focus from the class discussions, and expresses disrespect to fellow students, instructor, or guest speakers. The professor reserves the right to consider your taking of a call, texting, or accessing the Internet on your cell phone/laptop (unless appropriate for the course), as your "unexcused absence" and counts as an absence against your final grade for the course.

*Unless you try to do something beyond what you  
have already mastered, you will never grow.*  
—author unknown

## HIGH STANDARDS AND ACADEMIC DISHONESTY

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Students are expected to observe the university honor code in regards to academic honesty in regards to assignments, case analysis, papers, and other work relating to this course as outlined in the university handbook. **Academic dishonesty will not be tolerated** and offenses will be actively pursued. Plagiarism is **using someone else's work as your own**. As you read resources, be careful to properly cite the sources. You are expected to have learned how to cite sources and paraphrase others work appropriately to avoid plagiarism. The university has purchased a wonderful software called TURNITIN which will become a repository of your academic papers to ensure that no other student will plagiarize your work, as well as ensure that you have properly cited. **If you fail to properly cite sources and quote others, you will receive a 0** for the assignment and you will be referred to academic affairs. See the American Psychological Association (APA) citation website, [www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx) and view the tutorial. Should you have concerns on what plagiarism is or how to properly cite sources, contact the Academic Resource Center **before** submitting your work. Your submissions must be your own, individual (unless working in teams assigned by the instructor), and original work and cannot be work you submitted for other courses.

## TEAM PARTICIPATION

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An important part of learning is actually applying the knowledge gained to the real world environment. Today, more than ever, professionals collaborate in teams to accomplish organization objectives. The professor's preference is for students to work in teams of two to three students and share the workload equally. It is imperative that team members learn how to work together to build upon each team member's strengths and weaknesses. The teams will meet throughout the semester in class and outside of class to prepare the final social change plan. The teams need to agree upon a weekly meeting time that works with all the team members' schedules during the third week of class.

The course is based on teamwork and collaboration and as such your grade for the course will be influenced by the efforts of other students. Students seeking to "ride the wave" should seriously consider the ramifications of doing such. Students are required to attend all team meetings. Individual contributions to the final plan will be carefully considered. It is not required that each team member receive the same grade if the amount of effort by each team member is not equal. Evaluation of you and your team members will occur at two points during the semester and a team member can be fired from the team if proper channels are followed. This will result in a failing grade for the social change plan grade, unless the student elects to create his/her own social change plan.

## PROFESSOR COMMUNICATIONS STRATEGY

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Students are encouraged to communicate with the instructor on a regular basis to get the most out of the course. Canvas will be used to share current information the professor and your peers have collected on social entrepreneurship. Students are expected to check Canvas on a regular basis for additional information regarding assignments or resources for class. My hope is to provide you with the same leadership that you would expect as the instructor of this course and serve as a coach, teacher, and mentor to help you achieve the course objectives and your personal goal to create social change in the future. The instructor is available during office hours, via e-mail, or by appointment.

As your professor, I will do my best to facilitate your learning. As a student in this course, you are responsible for your own learning. By doing the readings, completing assignments, taking notes, and engaging in class discussions, you will be an active participant in the success of this course. Conceptual, problem solving, and critical thinking skills will be developed as you learn how to apply social entrepreneurship concepts and prepare yourself for your career and a lifelong commitment to helping others. You will likely be placed outside of your comfort zone at one time or another during the course. This course has been designed to be both challenging and fun. My hope is that this course will inspire you to create social change in your personal and professional lives.

***Embrace the journey!***

## SOCIAL ENTREPRENEURSHIP: BUILDING AN ORGANIZATION TO CREATE SOCIAL CHANGE



| Key Concepts:            | Key Concepts: Post Mid-Term                          |
|--------------------------|------------------------------------------------------|
| Social Entrepreneurship  | <b>Poverty and Serving the Bottom of the Pyramid</b> |
| Social Value Proposition | <b>Microfinance &amp; Microcredit</b>                |
| Social Innovation        | <b>Creating Social Change &amp; Changemaking</b>     |
| Theory of Change         | <b>Sustainable Revenue Models</b>                    |
| Social Business Models   | <b>Measurement &amp; Scaling Social Impact</b>       |

***Social entrepreneurs are not content just to give a fish, or teach how to fish.  
They will not rest until they have revolutionized the fishing industry.***

**-Bill Drayton, Ashoka**

### **Module 1: Uncommon Heroes: An Introduction to Social Entrepreneurship**

Students will be introduced the concept of social entrepreneurship and how these leaders desire to serve the public good through entrepreneurial activities. Nonprofit leaders are attracted to finding sustainable solutions to address social issues. The Unsung Heroes from around the world will be introduced how they change lives in their local community and around the world. Students will learn how a simple concept of social entrepreneurship has grown into an international phenomenon and promises to affect positive social change.

| Date                 | Session Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Action Responsibility/ Readings                                                                                                                                                                                                                                                                     |
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| <b>Tues<br/>8/22</b> | <p><b>Pursuing your Passion to Change the World</b></p> <ul style="list-style-type: none"> <li>Learn from daring social entrepreneurs from all corners of the globe who are successfully alleviating poverty, combating unemployment and violence, and bringing education and opportunity and freedom to poor and marginalized people around the world</li> <li>Dees article on the Meaning of Social Entrepreneurship</li> <li>Defining Social Entrepreneurship (in class activity)</li> <li>What is the difference between social entrepreneurship and nonprofit leadership, CSR, and commercial entrepreneurship?</li> </ul> <p><b><u>Social Innovation Journal Entry:</u></b></p> <ol style="list-style-type: none"> <li>In the journal provided, explain did you take this course?</li> <li>How do you define social entrepreneurship? Nonprofit management? Corporate social responsibility?</li> <li>What are your individual goals and objectives for the course. If there are additional goals and objectives that you personally would like to achieve or a particular industry (healthcare, education, etc.) that you have interest in, please include.</li> <li>Ghandi said, "Be the Change you Wish to See in the World". If Ghandi came to our class today, what would you like to change about the world? What are your career aspirations?</li> </ol> | <ul style="list-style-type: none"> <li><b>Course Overview</b></li> <li><b>Social Innovation Journal:</b> One Journal Entry in Class</li> <li><b>Watch:</b> The New Social Entrepreneurs<br/><a href="http://www.youtube.com/watch?v=DtTTSJE047g">www.youtube.com/watch?v=DtTTSJE047g</a></li> </ul> |

**Thank You: A special thank you to my friend Dr. Greg Dees from Duke University who graciously shared his syllabus ideas and review questions with me to integrate into our course.**

## Module 2: Discovering Social Entrepreneurship

In the Davis and Bornstein book, the author's state; "social entrepreneurs are building platforms that unleash human potential. They struggle to increase the number of people who have the opportunity to contribute their talents to the world. In so doing, they help more people to live with dignity." In this session, students will learn how the social business model, how to generate new business ideas, evaluate a good social business opportunity and understand the beneficiaries and their needs.

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| <b>Thur<br/>8/24</b> | <p><b>Discovery of Social Entrepreneurs</b></p> <ul style="list-style-type: none"><li>▪ Presentations of social entrepreneur profiles to peers</li><li>▪ Who do you consider social entrepreneurs?</li><li>▪ Who profits from social entrepreneurship?</li></ul> <p><b><u>Assignment</u></b></p> <p><b>Profile of a Social Entrepreneur</b></p> <p>Visually represent a social entrepreneur and his/her social venture (it must be a social entrepreneurial enterprise) using multimedia (either PowerPoint with 1-3 slides, your own video creation, poster or some other format) that highlights the work of the social entrepreneur. Include the following information:</p> <ul style="list-style-type: none"><li>▪ Name of organization and founding social entrepreneur</li><li>▪ Organization's goal for social change and what is the organization's approach to making social change?</li><li>▪ What do you believe is the organization's business model?</li><li>▪ How many people were "directly" affected by its work in the last year?</li><li>▪ What was the organization's annual revenue last year (or the most recent year) and from what sources was it generated? <b>Hint:</b> Nonprofits can look at Charity Navigator for financials. Be careful, the company must behave innovative to solve social problems (i.e. no government organizations, they have some form of earned income).</li><li>▪ How many employees does the organization have?</li><li>▪ Is this organization a "success" and how would you define that success?</li></ul> <p><i>From Nancy Wilson, Innovative Social Enterprise: Nurturing Social and Civic Good Course</i></p> | <ul style="list-style-type: none"><li>▪ <b>DUE: Presentations</b> (see assignments to left) <b>Note:</b> Embedded videos, photos, and web links, etc. to add more content is encouraged. Depending on your access to information and the size of the organization, you may not be able to find all of the answers to the questions. Upload on canvas before class on Thursday.</li><li>▪ <b>Bornstein &amp; Davis:</b> Defining Social Entrepreneurship, Introduction, pg 1-21</li><li>▪ <b>Watch:</b> Ashoka <a href="http://www.youtube.com/watch?v=ycslk2K6S-8">www.youtube.com/watch?v=ycslk2K6S-8</a></li><li>▪ <b>Profile SE:</b> Bill Drayton, Ashoka <a href="http://www.ashoka.org">www.ashoka.org</a></li></ul> |
| <b>Tues<br/>8/29</b> | <p><b>Discovery and Seizing Social Opportunities</b></p> <ul style="list-style-type: none"><li>▪ How do you discover social opportunities? How do you generate new ideas? How do you discover the next great thing? Students will walk through a process to generate new and emerging social business ideas.</li><li>▪ Evaluating the strength of a good social business opportunity is important to the success of the organization. What are the elements that go into a good business opportunity and how do you evaluate them?</li><li>▪ Mindmapping to create an innovative business concept that creates social value.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>▪ <b>Social Innovation Journal:</b> The <b>outside</b> of the journal must <b>visually</b> represent <i>who you are, what/who you care about, and what you aspire to be.</i></li><li>▪ <b>Bornstein &amp; Davis:</b> Defining Social Entrepreneurship, Part 1: pgs. 1-47.</li><li>▪ <b>Watch:</b> Ashoka <a href="http://www.youtube.com/watch?v=ycslk2K6S-8">www.youtube.com/watch?v=ycslk2K6S-8</a></li><li>▪ <b>Profile SE:</b> Bill Drayton, Ashoka <a href="http://www.ashoka.org">www.ashoka.org</a></li></ul>                                                                                                                                                                |

### Module 3: Social Value Proposition and Empowering Beneficiaries

Understanding how to create social value and empowering the beneficiaries you seek to serve will be discussed this week. In the Davis book, the author's state; "Although problems are being attacked from many directions, today's changemakers share one common feature: they are building platforms that unleash human potential. They struggle to increase the number of people who have the opportunity to contribute their talents to the world. In so doing, they help more people to live with dignity.

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| <b>Tues</b><br><b>8/31</b>  | <p><b>The Value Proposition: The Market Profile</b></p> <ul style="list-style-type: none"><li>▪ Conducting a market analysis and target market identification based on primary research (i.e. writing a survey) and secondary research</li><li>▪ Identifying beneficiaries and serving their needs.</li><li>▪ Community Asset Mapping discussion on the value of engaging the community to identify assets.</li></ul> <p><b><u>One Page Write Up for Social Innovation Journal:</u></b></p> <ol style="list-style-type: none"><li>1. Who is the beneficiary in SE, commercial entrepreneurship, social service provision, social activism, philanthropy, and charity? Who bears the costs of production in each? Is serving others the means or the end? How might changing the motive behind value creation change the process by which that value is created?</li><li>2. Create a social value proposition for a social venture you are interested in pursuing or a social venture that you are interested in learning more about. If the organization does not exist or the information is not available, include potential evidence to support the social value proposition based on the existing information or what could be potential evidence available in the future.</li></ol> <ul style="list-style-type: none"><li>▪ <b>Innovation Journal, Puzzle to Solve:</b> Almost all new innovations have to be "subsidized" for a time until they achieve sufficient market penetration to become profitable. This is a special problem in developing countries when the customers are poor. Time to profitability may be long and profits may be relatively small, meaning that the subsidies could not be justified purely on the basis of the NPV of future profits, but could only be justified for social reasons. If you were going to set up a fund to subsidize these technologies, how would you set it up to maximize the impact of your money?</li></ul> | <p><b><u>Assignments</u></b></p> <ul style="list-style-type: none"><li>▪ <b>DUE:</b> Social Innovation Journal</li><li>▪ <b>Present:</b> Social Value Proposition for a business you wish to pursue or a nonprofit organization you are passionate about starting o</li><li>▪ <b>DUE:</b> Innovation Journal, Puzzle to Solve: (see explanation on left)</li></ul>                                                                                                                                                                                                |
| <b>TH</b><br><b>Sept 15</b> | <p><b>Changemakers Role in Society</b></p> <ul style="list-style-type: none"><li>▪ Who are the Changemakers?</li><li>▪ Role of Social Entrepreneurs in Society</li></ul> <p><b>Community Asset Mapping</b></p> <ul style="list-style-type: none"><li>▪ Understand how to map community assets and build a social value proposition.</li><li>▪ Understanding how you listen and hear the beneficiaries that your organization plans to serve will be covered. In addition, building a founding team that can execute the social business.</li></ul> <p><b><u>Questions to Consider when Reading:</u></b></p> <p>After completing the readings, complete a one page write up in your innovations journal and consider the following questions:</p> <ol style="list-style-type: none"><li>1. In the Davis book, the author's state; "Although problems are</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b><u>Assignments</u></b></p> <ul style="list-style-type: none"><li>▪ <b>DUE:</b> Social Innovation Journal: 1-2 page write up for Journal this week</li><li>▪ Dress for the outdoors.</li></ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"><li>▪ <b>Canvas:</b> J. Gregory Dees, Taking Social Entrepreneurship Seriously, <i>Society</i>, March-April 2007</li><li>▪ <b>Canvas:</b> Martin, R. L., &amp; Osberg, S. 2007. Social Entrepreneurship: The Case for Definition. <i>Stanford Social Innovation Review</i>: 27-39.</li></ul> |

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|  | <p>being attacked from many directions, today's changemakers share one common feature: they are building platforms that unleash human potential. They struggle to increase the number of people who have the opportunity to contribute their talents to the world. In so doing, they help more people to live with dignity. What do you think about this platform?</p> <ol style="list-style-type: none"> <li>2. Can you think of examples of social change that do not typically involve social innovations? Can you think of social innovations that do not involve social entrepreneurs? Who are the key players in these types of change? What does this say about the role of social entrepreneurs?</li> <li>3. How should we think about “success” for social entrepreneurs? Does success require achieving a “new equilibrium”? If so, can you give examples beyond those offered by Martin and Osberg? If not, how else would you describe success? What does it take to create lasting and widespread social change (a “new equilibrium”)? What are the different pathways to this kind of sustainable social change?</li> <li>4. What about failure? Why is failure equally important to learn from and draw valuable lessons? How can social innovators share knowledge on what works with others?</li> </ol> | <ul style="list-style-type: none"> <li>▪ <b>Review a SE:</b> <a href="http://www.aravind.org">www.aravind.org</a></li> <li>▪ <b>Watch:</b> Aravind, Dr. V. <a href="http://www.youtube.com/watch?v=HXpevodA5dE">www.youtube.com/watch?v=HXpevodA5dE</a></li> </ul> <p><i>Note: Some of our discussion questions are based on Dr. Greg Dees, the guru of SE education who passed away this December. While some of these readings will be challenging, hang in there – we are all working together to gain a stronger understanding of SE.</i></p> |
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## Module 4: Social Innovation

Social innovation is “a novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals” (Phills, et. al, 2008). The researchers contend that the innovation is “what creates social value” (Phillis et al., 2008). Social entrepreneurs address systemic social problems with innovative, yet pragmatic solutions that are often changes to existing models. According to Christensen, “disruptive innovation describes a process by which a product or service takes root initially in simple applications at the bottom of a market and then relentlessly moves up market, eventually displacing established competitors.” Disruptions like cell phones disrupt landlines, tablets disrupt personal computers.

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| <b>Tues<br/>9/6</b> | <p><b>Social Innovation</b></p> <ul style="list-style-type: none"><li>▪ How entrepreneurs think creatively to come up with solutions to serve customer needs, developing a creative environment, problem solving and systemic change</li><li>▪ Understanding the role of disruptive innovation?</li></ul> <p>Film Synopsis: In a city where young peoples’ fate seems predetermined by their circumstances, I Will Dance is a defiant proclamation not to be another statistic, teenage parent, or gang member. The film follows RATCo Selma’s journey to New York City. There, they share their stories through an original show written and choreographed by the participants themselves. Around every corner and with every skyscraper, monument, and museum, there is a discovery. But their greatest discovery is their own voice.</p> <p><b><u>One Page Write Up for Social Innovation Journal:</u></b></p> <p><b>Discussion Leaders:</b></p> <ol style="list-style-type: none"><li>1. Come to class prepared to describe innovations in the social sector or in the business world that were not disruptive (see definition above). How are they different from disruptive innovations? Should we emphasize disruptive innovations in the social sector? Why or why not?</li><li>2. How, if at all, does Prahalad’s “sandbox” approach to innovation differ from Christensen’s “disruptive” innovation”? Can you think of examples (including those in the articles) that fit one model but not the other? Do you find one more useful than the other?</li><li>3. How could these frameworks help social entrepreneurs craft innovative solutions to persistent social problems? Might they also create blind spots? Are they better suited to addressing some kinds of social problems rather than others? Suppose, for instance, that you wanted to reduce hunger (see <a href="http://www.wfp.org/aboutwfp/facts/index.asp?section=1&amp;sub_section=5">www.wfp.org/aboutwfp/facts/index.asp?section=1&amp;sub_section=5</a>)</li></ol> | <p><b><u>Assignments</u></b></p> <ul style="list-style-type: none"><li>▪ <small>DUE: Written social business value proposition for the business you want to pursue. Recruit teammates.</small></li></ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"><li>▪ <b>Canvas:</b> James Phills, Jr., Kriss Deiglmeier, and Dale Miller, “Rediscovering Social Innovation” <i>Stanford Social Innovation Review</i>, 2008, <a href="http://www.ssireview.org/articles/entry/rediscovering_social_innovation">www.ssireview.org/articles/entry/rediscovering_social_innovation</a></li><li>▪ <b>Canvas:</b> C. K. Prahalad, “The Innovation Sandbox,” <i>Strategy + Business</i>, special issue, Autumn 2007</li><li>▪ <b>Profile of a SE:</b> Husk Power Systems <a href="http://www.huskpowersystems.org">www.huskpowersystems.org</a></li><li>▪ <b>Watch:</b> <a href="http://www.youtube.com/watch?v=zRzzAKWtOvE">http://www.youtube.com/watch?v=zRzzAKWtOvE</a></li></ul> |
| <b>TH 9/8</b>       | <p><b>Envisioning an Innovative Society</b></p> <ul style="list-style-type: none"><li>▪ In the Davis and Bornstein book, a story about the causes of poverty and what Muhammad Yunus has often compared to a poor person to a bonsai tree. If the seed of the bonsai has the potential to grow to its full size, but in a tiny pot its growth is stunted. To Yunus, a person deprived of education or opportunity is like a bonsai. In this session, we will talk about how to create a society where no one growth is stunted.</li><li>▪ In addition, we will talk about the role that different actors play in creating a more innovative society including educators,</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b><u>Assignments</u></b></p> <ul style="list-style-type: none"><li>▪ <b>DUE:</b> Outline of your social business plan including milestone chart of goals and deadlines and listing of resources (bibliography, interviews, etc.)</li></ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"><li>▪ <b>Davis:</b> Part III: Envising an</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>business leaders, philanthropists, journalists and governments.</p> <p><b><u>One Page Write Up for Social Innovation Journal:</u></b></p> <p><b>Discussion Leaders:</b></p> <ol style="list-style-type: none"> <li>1. In the Davis and Bornstein book, a story about the causes of poverty and what Yunus has often compared to a poor person to a bonsai tree. If the seed of the bonsai has the potential to grow to its full size, but in a tiny pot its growth is stunted. To Yunus, a person deprived of education or opportunity is like a bonsai. How do you feel about this statement?</li> <li>2. In the Davis and Bornstein reading, they ask the question, how can individuals prepare themselves to participate in the field of social entrepreneurship? How do you plan to take what you learned and apply it to your future?</li> <li>3. The professor defines social entrepreneurship as the creation of <b>social impact</b> by developing and implementing a <b>sustainable business model</b> which draws on <b>innovative solutions</b> that benefit the disadvantaged and, ultimately, society at large. Review your definitions of SE and compare to the professors definition. After spending the first four weeks in class, do you agree with this definition? What elements are missing?</li> </ol> | <p>Innovative Society, pg 75-120</p> <ul style="list-style-type: none"> <li>▪ <b>Social Innovation Journal:</b> One entry into the innovation journal.</li> <li>▪ <b>Review a SE:</b> Nextbillion.net</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Module 5: Theory of Change and Envisioning an Innovative Society</b></p> <p>Bradach states that a strong theory of change uses systems thinking and shows the cause and effects among part so the operating model and predicts how changes in one element affects another. While the model is simple, it helps an organization start with the long term social impact goal and then work your way backwards to develop a pathway to change, operationalize the resources, activities and ultimate outputs of the efforts. In addition, we will talk about the developing an innovative society.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| T 9/20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Understanding the Theory of Change</b></p> <ul style="list-style-type: none"> <li>▪ A strong Theory of Change uses systems thinking to look at the whole model and how they relate to each other.</li> <li>▪ Learn how the Theory of Change starts with the end impact and then works it way back to develop a strong pathway to achieve the change including outputs, activities and resources.</li> <li>▪ Present your Theory of Change Model (one page slide) and the class will evaluate it.</li> </ul> <p><b><u>One Page Write Up for Social Innovation Journal:</u></b></p> <p><b>Discussion Leaders:</b></p> <ol style="list-style-type: none"> <li>1. Look at the readings on the theory of change and start thinking about the role the theory of change plays in starting a social venture. Write up what knowledge you gained from the readings, the objectives of the readings, and the key takeaways.</li> <li>2. Using the Theory of Change framework, attempt to apply the theory of change to your social change project that you are thinking about completing. Write down the process you went through in your innovation journal.</li> </ol>                                                                                                                                                          | <p><b><u>Assignments</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Your social business idea to pursue for the class.</li> <li>▪ <b>DUE:</b> Bring a one page visual Theory of Change to present in class including key resources, activities and outputs.</li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Canvas:</b> Theory of change handout</li> <li>▪ <b>Canvas:</b> Kellogg Foundation Basic Logical Models (Review)</li> <li>▪ <b>Social Innovation Journal:</b> One entry into the innovation journal.</li> <li>▪ <b>Profile of a SE: Wendy Koop</b> <a href="http://www.teachforamerica.org">www.teachforamerica.org</a></li> <li>▪ <b>Watch:</b> <a href="http://www.youtube.com/watch?v=qLWb_gDIFNk">www.youtube.com/watch?v=qLWb_gDIFNk</a></li> </ul> |

## Module 6: The Business Model: Creating an Social Business Model

Understanding the business model is crucial to the success of the social venture. Students will learn the components of a business model and how to differentiate the business from competitors.

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| <b>TH</b><br><b>9/22</b> | <b>Business Concept and Business Model</b> <ul style="list-style-type: none"><li>Understand the business model concept and the nine building blocks from the infrastructure to the customer focus and value proposition and ending with the financial revenue streams and cost structures to build a viable business model.</li><li>Kawaski's tips: be specific, keep it simple, ask women and make meaning.</li><li>Hands on team based application of the business model using the business model canvas in class.</li></ul> <b><u>One Page Write Up for Social Innovation Journal:</u></b> <ol style="list-style-type: none"><li>In your journal, write down the answers to these questions: Are you an entrepreneurial spirit? Are you constantly thinking about how to create value and build new social enterprises, or how to improve or transform the world?</li><li>Do the NGOs provide some form of subsidy to the value chain? Do some ventures ones involve some form of social subsidy in the value chain or in the venture? Can you identify examples of ones that do not? What can we learn from the differences?</li><li>Start thinking about the elements of your business model and how you will develop a business model that can be sustainable overtime.</li></ol> | <b><u>Readings</u></b> <ul style="list-style-type: none"><li><b>Canvas:</b> Business Model Generation, pages C12-C47 (note: it's a short and fun read!)</li><li><b>Canvas:</b> Business Model Canvas.</li></ul>                    |
| <b>TH</b><br><b>9/22</b> | <b>Designing a Business Models</b> <ul style="list-style-type: none"><li>In-Class: Creating a business model canvas for a social venture.</li></ul> <b>In Class Thought Experiment:</b> Business model innovations that replace or better leverage government funding might make a huge difference. Time permitting, let's brainstorm alternative business model options for education in developing countries that ease the burden on government funding, keeping in mind, but going beyond examples from the readings. Tooley envisions, for instance, fee based schools that the poor can afford. What other kinds of models can you envision? Feel free to draw on other education examples you may know and business models from other sectors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b><u>Readings</u></b> <ul style="list-style-type: none"><li>Be prepared to create a business model for the business you may want to pursuing, using an example of social business model (not the traditional b- model).</li></ul> |

**Module 7: Prove your Knowledge & Movie**

Students will prove their knowledge of social entrepreneurship and the core concepts presented in the first half of the semester and be able to apply the concepts to their social change project.

| <b>T 9/27</b>       | <p><b>A movement to inspire people to be CHANGEMAKERS</b></p> <p><b>WHO CARES?</b> carries a very empowering message for individuals: anyone can be a changemaker, regardless of leadership or marketable skills. It starts with having a vision for society while seeking accomplishment in one’s life through contributions to improving the lives of others. This 93-minute feature film shot in seven countries: USA, Canada, Brazil, Peru, Tanzania, Switzerland and Germany. The production crew shot in 20 locations in just 40 days, an incredible feat given the schedules of all the social entrepreneurs profiled.</p> <ol style="list-style-type: none"><li>1. Who is the social entrepreneur and the venture that he/she founded? Give background information on the organization.</li><li>2. What is the organizations objective to create social change? Explain how the organization has empowered others to address social problems in their community.</li><li>3. What inspired you about this social entrepreneur and his/her journey? After watching the film, what words inspired you to take action and how does this venture connect to your personal interests?</li></ol> | <ul style="list-style-type: none"><li>▪ <b>Review:</b> <a href="http://www.whocaresthefilm.com/">www.whocaresthefilm.com/</a></li><li>▪ <b>Journal:</b> Select a social entrepreneur that is profiled in the video and address the journal questions to the left (before class).</li></ul> |                                      |  |  |     |        |     |           |  |  |  |                             |  |  |  |                  |  |  |  |                                    |  |  |  |                                      |  |  |  |                         |                                                                                                             |
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| <b>T 9/29</b>       | <p><b>Creating a Nonprofit Board of Directors or For Profit Advisory Board</b></p> <ul style="list-style-type: none"><li>▪ Benefits of creating a strong advisory board members to help grow your social venture and make a difference in the lives of others.</li><li>▪ Building an “A” management team for your organization and developing a servant leadership attitude.</li><li>▪ Review of internal infrastructure and operations for an organization.</li></ul> <p><b>Project Review</b></p> <p>Review of course projects and students present accomplishments and timelines to move forward.</p> <table><tr><th colspan="4">SOCIAL CHANGE PAPER</th></tr><tr><th>Due</th><th>Actual</th><th>Who</th><th>Milestone</th></tr><tr><td></td><td></td><td></td><td>Social Business Opportunity</td></tr><tr><td></td><td></td><td></td><td>Theory of Change</td></tr><tr><td></td><td></td><td></td><td>Sustainable Social Venture B-Model</td></tr><tr><td></td><td></td><td></td><td>Service Beneficiaries Value Creation</td></tr><tr><td></td><td></td><td></td><td>The Infrastructure Plan</td></tr></table>                                                                              | SOCIAL CHANGE PAPER                                                                                                                                                                                                                                                                        |                                      |  |  | Due | Actual | Who | Milestone |  |  |  | Social Business Opportunity |  |  |  | Theory of Change |  |  |  | Sustainable Social Venture B-Model |  |  |  | Service Beneficiaries Value Creation |  |  |  | The Infrastructure Plan | <ul style="list-style-type: none"><li>▪ <b>DUE:</b> Project Milestone Progress (see sample below)</li></ul> |
| SOCIAL CHANGE PAPER |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                            |                                      |  |  |     |        |     |           |  |  |  |                             |  |  |  |                  |  |  |  |                                    |  |  |  |                                      |  |  |  |                         |                                                                                                             |
| Due                 | Actual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Who                                                                                                                                                                                                                                                                                        | Milestone                            |  |  |     |        |     |           |  |  |  |                             |  |  |  |                  |  |  |  |                                    |  |  |  |                                      |  |  |  |                         |                                                                                                             |
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## Module 8: Microfinance: The Value of Access to Credit

Microfinance has taken hold and raised awareness of the need for individuals in economically distressed areas of the world to fund entrepreneurs.

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| <b>T 10/4</b> | <p><b>Understanding Poverty and the MDGs</b></p> <ul style="list-style-type: none"><li>What are the sustainable development goals and why should I care?</li><li>Look at the gapminder software developed by Hans Rosling and see about the changes in the country (or countries) you are interested in affecting positive change in.</li></ul> <p><b><u>One Page Write Up for Social Innovation Journal:</u></b></p> <p><b>Discussion Leaders: xx</b></p> <ol style="list-style-type: none"><li>Whether it is called a “new equilibrium,” “ecosystem change,” or “even bigger change,” many see some kind of lasting, systemic change as the ultimate goal for social entrepreneurs. Why is this kind of change considered to be so important? Can you think of examples of positive change that are not systemic? Come prepared to share one example of successful systemic change in which social entrepreneurs played a key role (beyond the cases mentioned in the readings) and one example of positive, but not systemic change in the same arena. Should we limit social entrepreneurship to systemic change?</li><li>Considering the examples in the readings and the ones you have identified, would it be helpful to distinguish different types of systemic change that might require different resources, skills, and strategies? What do you see as potentially useful categories?</li><li>Has the Clinton Foundation achieved systemic change in HIV/AIDS treatment in developing countries? What are the key assumptions behind the Foundation’s strategies and theory of change? How could this effort fail to achieve the intended improvement in health outcomes? Who are the other ecosystem players or conditions required to make this approach effective? Which players or conditions could undermine the process? How?</li><li>How do you feel about the Sustainable Development goals? How can social entrepreneurs play a role in addressing the SDGs that launched on Friday and the initiatives?</li></ol> <p><b>Thought provoker:</b> Collier identifies factors that keep certain countries in poverty. Should social entrepreneurs concentrate their efforts on these lagging countries because this is where the need is greatest? Or, should they avoid these countries, focusing instead on those with more favorable “ecosystems” and greater chances of success?</p> | <p><b>Readings</b></p> <ul style="list-style-type: none"><li><b>Video: Watch Before Class:</b> Hans Rosling at TED 2006 (20 minute video)<br/><a href="http://www.ted.com/index.php/talks/view/id/92">www.ted.com/index.php/talks/view/id/92</a>. If you are interested, more of Rosling presentations and videos are available on <a href="http://www.gapminder.org/">www.gapminder.org/</a></li><li><b>Canvas:</b> Paul Bloom and J. Gregory Dees, “Cultivate Your Ecosystem,” <i>Stanford Social Innovation Review</i>, Winter 2007</li><li><b>Watch:</b> The One Campaign <a href="http://www.youtube.com/watch?v=h5HNUk_yDQk">www.youtube.com/watch?v=h5HNUk_yDQk</a></li><li><b>Canvas:</b> Lael Brainard and Vinca LaFleur, <i>Making Poverty History? How Activists, Philanthropists, and the Public Are Changing Global Development</i>, a report on the 2007 Brookings Blum Roundtable: (read first 10 pages)<br/><a href="http://www.brookings.edu/reports/2008/~//media/Files/rc/reports/2008/02_global_development_brainard/02_global_development_brainard.pdf">www.brookings.edu/reports/2008/~//media/Files/rc/reports/2008/02_global_development_brainard/02_global_development_brainard.pdf</a></li><li><b>Canvas:</b> The <i>Sustainable Millennium Development Goals</i>,</li><li><b>Review:</b> <a href="http://www.one.org">www.one.org</a></li></ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"><li><b>DUE:</b> Customer Value Proposition for Your Project</li></ul> |
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| <p><b>TH</b><br/><b>10/6</b></p> | <p><b>Microfinance: The Value of Access to Credit</b></p> <p>Learn about how entrepreneurs are funded in developing economies and the role that microfinance institutions like Grameen Bank, BRAC and Kiva have made on social ventures.</p> <p><b><u>One Page Write Up for Social Innovation Journal:</u></b></p> <p><b>Discussion Leaders: xx</b></p> <ol style="list-style-type: none"> <li>1. What do you think accounts for the popularity and spread of microfinance?</li> <li>2. In the past, the poor have been denied credit, why? Has the development of the microcredit industry helped the world's poor? In addition, women traditionally excluded from banking in some parts of the world? How will allowing women access to capital empower them?</li> <li>3. Grameen bank is a poverty reduction model. Review the Grameen Bank website to see how the model is sustainable and cost effective and answer this question: What is the true value of Grameen bank? Has the Grameen bank model been used in developed countries in Europe or the US?</li> <li>4. Is microcredit a tool to help people in poverty?</li> <li>5. Has Compartamos gone too far toward profit maximization? If so, specifically what do you see as problematic with the Compartamos approach? Where should the leaders of this organization have drawn the line? If you believe they have not gone too far, would you urge other microfinance organizations to follow this path toward full commercial viability? Do you see any role for microfinance institutions that are permanently structured as nonprofits, social (versus profit-seeking) business ventures, or for hybrid organizations mixing nonprofit and for-profit structures?</li> <li>6. What has been the role of philanthropic capital in developing the field of microfinance? Could it have developed without philanthropic capital? Do you agree with those who believe that philanthropy "distorts the market" now that microfinance is becoming more commercial? What role do you see for philanthropy in this market going forward?</li> <li>7. Could a strong profit-orientation get in the way of adopting the "client-centered" approach recommended by Datar, Epstein, and Yuthas? How could Compartamos (or any other profit-oriented microfinance institution) combine the benefits of a profit-oriented approach with a client-centered strategy?</li> <li>8. What risks (if any) do you see in the growth of microfinance? How should these be managed?</li> </ol> | <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Progress report on your social change project</li> </ul> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Canvas:</b> Yunus, M. Chapter 3 – The Microcredit Revolution</li> <li>▪ <b>Watch:</b> Video on Kiva <a href="http://www.youtube.com/watch?v=MXk4GUGXNTQ">www.youtube.com/watch?v=MXk4GUGXNTQ</a></li> <li>▪ <b>Review:</b> Grameen bank's website to gain a better understanding of the organization and their model</li> <li>▪ <b>Case:</b> Kiva and the Birth of Person to Person Microfinance, <i>Innovations</i>, Winter/Spring, 2007, 31-56.</li> <li>▪ <b>Canvas</b> Connie Bruck, Millions for Millions, <i>New Yorker</i>, October, 2006, <a href="http://www.newyorker.com/archives/2006/10/30/061030fa_fact_1">www.newyorker.com/archives/2006/10/30/061030fa_fact_1</a></li> <li>▪ <b>Canvas:</b> Srikant M. Datar, Marc J. Epstein, &amp; Kristi Yuthas, In Microfinance, Clients Must Come First, <i>Stanford Social Innovation Review</i>, Winter 2008, available <a href="http://www.ssireview.org/images/articles/2008WI_feature_datar_epstein_yuthas.pdf">www.ssireview.org/images/articles/2008WI_feature_datar_epstein_yuthas.pdf</a></li> <li>▪ <b>Canvas:</b> Aneel Karnani, Microfinance Misses the Mark, <a href="http://www.ssireview.org/images/articles/2007SU_feature_karnani.pdf">www.ssireview.org/images/articles/2007SU_feature_karnani.pdf</a></li> <li>▪ <b>Watch:</b> The Blue Sweater and "patient capital" J. Novogratz <a href="http://blog.ted.com/2009/08/17/investing_in_en/">http://blog.ted.com/2009/08/17/investing_in_en/</a></li> <li>▪ <b>Review a SE:</b> <a href="http://kiva.org">kiva.org</a> or <a href="http://globalgiving.net">globalgiving.net</a></li> </ul> |
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| <b>Prove your Knowledge &amp; Movie</b><br>Students will prove their knowledge of social entrepreneurship and the core concepts presented in the first half of the semester and be able to apply the concepts to their social change project.                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>T 10/11</b>                                                                                                                                                                                                                                                                                                                                                  | <b>Fall Break, No Class</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>TH 10/13</b>                                                                                                                                                                                                                                                                                                                                                 | <b>Midterm Exam</b> <ul style="list-style-type: none"> <li>Midterm exam, prove your knowledge from class concepts and learning opportunities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li><b>Prove your Knowledge</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |
| <b>TH 10/13</b>                                                                                                                                                                                                                                                                                                                                                 | <b>Project Deliverable Day</b> <ul style="list-style-type: none"> <li>Students will meet in teams to discuss their projects and project deliverables. Improvements should be made to your business model for your on campus project. A timeline and tasks should be completed before leaving class and be submitted to the professor.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li><b>DUE:</b> Be prepared to discuss your project.</li> </ul>                                                                                                                                                                                                                                                                                                                                                         |
| <b>Module 10: Sustainable Revenue Models and Scaling Social Impact</b><br>Social entrepreneurs inherently understand that they need to develop a sustainable revenue model that helps sustain the organization over time and avoid over reliance on funding from outside sources. Students will learn the funding sources and how to read financial statements. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>T 10/18</b>                                                                                                                                                                                                                                                                                                                                                  | <b>Legal Structures of Nonprofits</b> <ul style="list-style-type: none"> <li>Understanding legal structures and registering your business as a 501(c)3, for profit, or hybrid organizations.</li> <li>Understanding the B Corp and what it does for you.</li> </ul> <p><b><u>One Page Write Up for Social Innovation Journal:</u></b></p> <ol style="list-style-type: none"> <li>What is the value of a 501c3 legal structure for a social venture? How would you compare a nonprofit legal structure verses a for profit legal structure? (do basic online web search)</li> <li>What is a b-corporation? Why should a business consider a b-corporation certification? How much more does it cost to make a widget on average without child labour than with? (watch video to answer this question!).</li> </ol> | <ul style="list-style-type: none"> <li><b>Social Innovation Journal:</b> One entry into the innovation journal.</li> <li><b>DUE:</b> Midterm exam</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><b>Watch:</b> <a href="http://www.youtube.com/watch?v=99vksspg2GI">www.youtube.com/watch?v=99vksspg2GI</a></li> <li><b>Profile of a SE: B-Corp</b> <a href="http://www.bcorporation.net/">www.bcorporation.net/</a></li> </ul> |
| <b>TH 10/20</b>                                                                                                                                                                                                                                                                                                                                                 | <b>Marketing Plan</b> <ul style="list-style-type: none"> <li>Discussion on the marketing plan section of the social business plan. Bring ideas for marketing your organization and engaging others in your mission.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Bring:</b> Marketing piece for your project                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Module 11: Education Reform, How Education Affects Social Change</b><br>Discussion on the waiting on superman movie and how education reform can impact young people. Consider the role of education in the develop of social entrepreneurs worldwide.                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>T 10/25</b>                                                                                                                                                                                                                                                                                                                                                  | <b>Sustainable Revenue Models</b> <ul style="list-style-type: none"> <li>Raising money is important to a social venture, in this class we will cover the funding sources for social ventures as well as what prospective funders look for when funding an organization. An important concept is for social entrepreneurs to be able to read and understand financial statements. As the competition for donations and grants is growing, social entrepreneurs are seeking to find</li> </ul>                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li><b>Canvas:</b> Launching a Social Business, chapter 3 from Muhammad Yunus book</li> <li><b>Canvas:</b> Reading for Non Business Majors: Understanding Financial Statements by Ed</li> </ul>                                                                                                                                                                                                                         |

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|  | <p>sustainable funding for social ventures. The first rule of business, never run out of class. The second rule in business, never run out of cash. Students will learn the importance of cash flow and finding a sustainable funding source for the social venture.</p> <ul style="list-style-type: none"> <li>▪ The session will end with a basic understanding of legal structures for business ventures and the tax and liability implications of each structure.</li> </ul> <p><b><u>One Page Write Up for Social Innovation Journal:</u></b></p> <p><b>Discussion Leaders:</b></p> <ol style="list-style-type: none"> <li>1. The beauty of obtaining a sustainable revenue source is to obtain funding to fulfill the organization's mission without being restricted by the usage of the funding. What is earned income? Why has earned income become a popular concept for nonprofit organizations?</li> <li>2. While the lure of earned income dollars is intriguing, social ventures need to balance what when considering launching an earned income venture to fund their social causes. What do social entrepreneurs need to consider?</li> <li>3. Who are the beneficiaries of your social venture? How have/will you communicate with them about their needs? How will you empower these beneficiaries?</li> </ol> | <p>McCormack and Understanding Nonprofit Financial Statements</p> <ul style="list-style-type: none"> <li>▪ <b>Bring:</b> Your laptops to class!</li> </ul> |
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**Module 12: Social Entrepreneurship: Creating Social Change in our Community and Around the Globe**

Students will work together to create a Lyceum session on social entrepreneurship. Teams will present topics on social entrepreneurship, marketing the chapel and a comprehensive handout of social entrepreneurship resources.

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| <b>T10/27</b> | <p><b>Fair Wages, Minimum Wage, What Wage is Fair? Debate</b></p> <ul style="list-style-type: none"><li>▪ Discuss the benefits of a minimum wage that hasn't changed since 2009. What is a fair wage? Should employees be paid a minimum wage? A debate for and against the minimum wage will be conducted in class.</li></ul> <p><b>Project Review</b></p> <p>Review of course projects and students present accomplishments and timelines to move forward.</p>       | <ul style="list-style-type: none"><li>▪ <b>DUE:</b> Project Milestone Progress</li><li>▪</li></ul>                                                                                                                                                             |
| <b>T10/29</b> | <p><b>Creating a Nonprofit Board of Directors or For Profit Advisory Board</b></p> <ul style="list-style-type: none"><li>▪ Benefits of creating a strong advisory board members to help grow your social venture and make a difference in the lives of others.</li><li>▪ Building an "A" management team for your organization and developing a servant leadership attitude.</li><li>▪ Review of internal infrastructure and operations for an organization.</li></ul> | <ul style="list-style-type: none"><li>▪ <b>DUE:</b> Project Milestone Progress</li><li>▪ <b>Canvas:</b> William Foster, Jeffrey Bradach, Should Nonprofits Seek Profits?, Harvard Business Review, 2005, pp 92-100. (business majors read)</li><li>▪</li></ul> |

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| T 11/1  | <p><b>Reflect on this brief article by Barendsen, Lynn and Gardner on Is the Social Entrepreneur a New Type of Leader?</b></p> <p>We have argued that unusual events help shape the social entrepreneur. Their beliefs are sometimes inspired by trauma, sometimes by early activism. The beliefs themselves are also unusual. In a number of studies of young professionals in different domains, ranging from journalism to theater, we have found that religion is rarely invoked. Social entrepreneurs are very different. With one exception all the social entrepreneurs describe themselves as spiritual or religious. Indeed, one social entrepreneur plans to become a Unitarian Universalist minister. Some social entrepreneurs' beliefs stem directly from spiritual or religious upbringing. One refers to the Judaic ideal of <i>tikkun olam</i>, or the "repair of the world." According to this person, repairing the world is what we're here for. Another social entrepreneur, who describes himself as "spiritual" but not formally following any religion, describes his beliefs in these terms: "I believe that . . . we all come from a higher power and that, while even though society is very segmented, that there's a responsibility to reach out to those pockets of society that are less served."</p> <p>Somewhat surprisingly this religious orientation also turned up in both the caring and business professions. A majority of both Schweitzer fellows and business entrepreneurs say that religious or spiritual beliefs are important to them. The caring professionals are often inspired and sustained by their beliefs. The business entrepreneurs are less easy to explain. Some say they actively follow their faith and believe that a greater power has a plan in mind.</p> <p>Social entrepreneurs not only believe that they should create change, they believe as well that they are able to make this change happen. Maybe this faith is a prerequisite to survival in the caring professions, because the Schweitzer fellows say much the same thing. Both groups believe in human potential, or the possibility of change. As one social entrepreneur explains: "I still have hope in the basic human spirit of folks. Of folks who, when there is something wrong, or something that is unjust or--people want to do something to change it, and they do want to make it better. . . . I also believe that we all have, each and every one of us has, amazing talents, so sometimes the vehicles are not there for them to come forth."</p> <p><b>Source:</b> Barendsen, Lynn &amp; Gardner, Howard. <i>Is the Social Entrepreneur a New Type of Leader? Leader to Leader</i>. 34 (Fall 2004)43-50</p> | <ul style="list-style-type: none"> <li>▪ <b>One-on-one Meetings:</b><br/>Schedule one-on-one meeting with professor</li> <li>▪ <b>Innovation Journal:</b><br/>Journal entry, reflect on the article to the left.</li> <li>▪ <b>Review a SE:</b> (search for SE on the blog)<br/><a href="http://compassioninpolitics.wordpress.com/">http://compassioninpolitics.wordpress.com/</a></li> </ul> |
| TH 11/3 | <p><b>Benefit Corporation</b></p> <p>A legal Benefit Corporation (B Corp) is a legal structure that protects ventures that seek to accomplish social good while using financial markets to achieve social objectives (Hiller, 2013; Rawhouser, Cummings, &amp; Crane, 2015). The Benefit Corporation adopts a legal structure to ensure that the blended value of the organization is protected (McMullen &amp; Warnick, 2016). A Benefit Corporation is a legal structure that allows companies to pursue the social and economic objectives of the venture.</p> <ul style="list-style-type: none"> <li>▪ Explain the differences between a Benefit Corporation (legal</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Read:</b> Benefit Corporations (legal). : need article</p>                                                                                                                                                                                                                                                                                                                               |

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|                                                                                                                                                                                                                                                                                                                                                                                       | structure) and a certified Benefit Corporation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Week 13: Scaling Social Impact</b><br>Social entrepreneurs inherently understand that they need to develop a sustainable revenue model that helps sustain the organization over time and avoid over reliance on funding from outside sources. Students will learn how to scale social impact for a venture.                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                   |
| <b>T</b><br><b>11/10</b>                                                                                                                                                                                                                                                                                                                                                              | <b>Scaling Social Impact</b><br>Scaling impact is critical for the success of a social entrepreneur, but how does a social venture decide to scale deep, scale up or scale out? These concepts will be discussed as well as measurement strategies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>▪ <b>Read:</b> UnLtd_Research_Publication_Attracting Early Stage Investment</li> </ul>                                                                                                                                                                                                                                     |
| <b>TH</b><br><b>11/12</b>                                                                                                                                                                                                                                                                                                                                                             | <b>Scaling Social Impact</b><br>Scaling impact is critical for the success of a social entrepreneur, but how does a social venture decide to scale deep, scale up or scale out? These concepts will be discussed as well as measurement strategies. <ul style="list-style-type: none"> <li>▪ What are some of the measurement tools available to prove the impact of the enterprise?</li> <li>▪ Journal on Social Return on Investment (SROI) and why SROI can be valuable to a social venture.</li> <li>▪ What alternative measurement tools can be employed? Do some research online of potential measurement tools for ventures? Business majors, compare social measurement tools with traditional commercial venture measurement tools (ROI, Revenues, Profits, etc.).</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Innovation Journal:</b> Journal on the UnLtd article</li> </ul>                                                                                                                                                                                                                                                       |
| <b>Week 14: Wingate Sustainable Campus</b><br>Students elected to pursue opportunities to work with the Wingate University Blue and Gold makes Green team to help develop, promote, and implement strategies to build a sustainable Wingate campus. The teams will prove their knowledge this week as well as plan for how they will implement these strategies in their final plans. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                   |
| <b>T</b><br><b>11/15</b>                                                                                                                                                                                                                                                                                                                                                              | <b>Education Reform and Reflection</b> <ul style="list-style-type: none"> <li>▪ In the documentary Waiting for Superman, the movie showcases young people who are waiting on Superman to save them. A child's destiny should <i>not</i> be determined by his or her zip code or the roll of a ball in one of the charter school lotteries. All students should have access to excellent schools, but more importantly, EVERY school should be excellent. We will discuss innovative social entrepreneurs who are changing American education including Wendy Koop and Teach for America, JB Schramm and College Summit, and the KIPP founders, Knowledge is Power Program.</li> </ul>                                                                                                  | <b>In-class:</b> Waiting on Superman movie<br><b>Canvas:</b> KIPP Case Study<br><b>Canvas:</b> Freidman New York Times article on KIPP<br><b>Review:</b> <a href="http://www.kipp.org">www.kipp.org</a><br><b>Review:</b> Take Action on <a href="http://www.waitingforsuperman.com/action/and">www.waitingforsuperman.com/action/and</a> take action on one area |
| <b>TH</b><br><b>11/17</b>                                                                                                                                                                                                                                                                                                                                                             | <b>Lyceum Presentation Final Planning</b> <ul style="list-style-type: none"> <li>▪ Bring deliverables for final class.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Post your website information on canvas to present in class.</li> <li>▪ Don't forget to look at examples from other courses.</li> </ul>                                                                                                                                                                      |

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| <b>Week 15: Ready to Prove your Knowledge?</b><br>Students will present a Lyceum event for students interested in learning about social entrepreneurship and how they can become the change they wish to see in the world. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                 |
| <b>T 11/22</b>                                                                                                                                                                                                             | <b>Final Social Change Plan</b><br>Bring your social change plan to class for peer reviews! Don't delay, you'll want feedback on your progress!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>▪ <b>Bring</b> – entire binder and printed out section of your project for peer review!</li></ul>                                                         |
| <b>TH 11/24</b>                                                                                                                                                                                                            | <b>Thanksgiving Recess, No Class</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                 |
| <b>Week 15: Ready to Prove your Knowledge?</b><br>Students will present a Lyceum event for students interested in learning about social entrepreneurship and how they can become the change they wish to see in the world. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                 |
| <b>T 11/29</b>                                                                                                                                                                                                             | <b>Lyceum Event</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>▪</li></ul>                                                                                                                                               |
| <b>TH 12/1</b>                                                                                                                                                                                                             | <b>Reflecting on the Experience</b> <ul style="list-style-type: none"><li>▪ Students and the professor will reflect on the experience</li><li>▪ Write a letter to yourself (single spaced!). What have you learned in the last three months about changemaking, social entrepreneurship and your role in changing the world? How has the course prepared you for your professional career? How have you affected the lives of others (or plan to affect the lives of others) through your project? How has your learning prepared you for the future? How has this course opened your eyes?</li><li>▪ On a personal note, how have you made a difference – in your life? In the lives of others and explain how? Do not stay on the surface level, write a detailed account of what you have accomplished (or plan to accomplish) – dig deeper. Finally, how are you preparing yourself to make a difference? What is your dream job/life? What do you need to do to achieve that dream? What do you have to learn and what do you have to do to make a difference? What habits do you need to develop? What habits do you need to change? What actions will you take and what will you start doing?</li></ul> | <ul style="list-style-type: none"><li>▪ <b>Due:</b> Final Social Change Plans</li><li>▪ <b>Due:</b> Team Peer Evaluations ;-)</li></ul>                                                         |
| <b>Week 16: Final Reflection and Celebration</b><br>Students will prove their knowledge and present their final Social Change Projects.                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                 |
| <b>TH 12/1</b>                                                                                                                                                                                                             | <b>Final Social Change Plan Presentation</b><br>Students will present their final social change plan to their peers, instructor and invited guests on how they plan to change the world through social entrepreneurial activities. Students are welcome to invite guests to the final presentations!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>▪ <b>Due:</b> Social Change Project Presentation</li><li>▪ <b>Final Exam Location:</b> Conference room in the Dean's office (business building)</li></ul> |

**Thank You:** *A special thank you to my friend Dr. Greg Dees from Duke University who graciously shared his syllabus ideas and review questions with me to integrate into our course.*

**Note:** The course session outline is a guideline on what we will be covered in each class session and the action responsibility for each class session. The schedule is subject to change as the professor deems necessary based on student comprehension or opportunities that present themselves.

## SOCIAL ENTREPRENEURSHIP: TOPIC PRESENTATIONS

(SELECT ONE TOPIC TO PRESENT ON)



### SECTOR/AREA OF INTEREST PRESENTATIONS

One of the things about this course is the shared learning of the emerging field of social entrepreneurship. Students are able to select a sector they are interested in learning more (education, poverty alleviation, agriculture) or a particular topic including appropriate technologies, environmental sustainability, developing a country-wide strategy for poverty alleviation, etc. Students should work in teams of two on an interactive presentations will last 20 minutes with an additional 5-10 minutes of thoughtful question and answer with peers. Team members are expected to review the recommended readings from the professor as well as additional readings the team finds appropriate. The team is expected to become the “experts” on their topic and be able to field questions by peers for 5-10 minutes of additional Q&A time. Engage your peers, create a learning environment that you would thrive on and while multimedia is a required element of the presentation, and feel free to use additional teaching strategies to engage your peers in a workshop type setting. Presentations should be emailed to the professor at least 24 hours before the class session in order for me to make adjustments to the class content. In addition, each team should properly site all sources in the presentation and prepare a 1-2 page action packed handout for peers to understand core concepts in the presentations. Students are encouraged to come up with their own support information regarding their particular sector area; these are readings and discussion questions to help you prepare for the presentation. Everyone on the team is expected to share equally in the workload and will be evaluated by their peers after the presentations.

#### APPROPRIATE TECHNOLOGIES

##### APPROPRIATE TECHNOLOGIES: ENGINEERING SOLUTIONS TO SERVE THE POOR AND FOOD SECURITY ISSUES

Appropriate Technologies is a relatively new term that looks at developing technological solutions while taking into consideration the environment that the organization is operating in (social, political, economic and culture aspects). The hope with appropriate technological solutions is that the product will use fewer resources, address the environmental issues in the area and considers the triple bottom line. Appropriate technologies are extremely important in less developed economies and take into consideration the labor needs in the area, lack of access to capital and infrastructure issues. Student will investigate agriculture based issues and solutions and food security issues in this session.

##### *Questions to Research and Consider When Reading:*

1. What makes long term systematic change difficult for social entrepreneurs in developing economies?
2. As families flock to the cities, why are the rural areas important to a countries development? What role can appropriate technologies play in social entrepreneurs? Explain how Martin Fisher and Nick Moon, founders of ApproTEC (now KickStart) has brought a simple technology to rural areas to produce more product yields? Why is this important to rural economies?
1. Social Entrepreneurial Organizations to investigate include: D.Light, [www.dlightdesign.com](http://www.dlightdesign.com); Click Diagnostics, [www.clickdiagnostics.com](http://www.clickdiagnostics.com); Embrace, [www.embraceglobal.org](http://www.embraceglobal.org); Driptech, [www.driptech.com](http://www.driptech.com)
2. Humanitarian Engineering is a new field that looks at the designing sustainable technological solutions that serves the needs of marginalized and underserved communities.

- **Readings:** Husk Power Systems Fast Company article and Bornstein’s New York Times Opinion piece
- **Video:** Fabio Rosa, Brazil: Rural Electrification
- **University:** Penn State Humanitarian **Engineering** and Social Entrepreneurship Program
- **Video:** Kickstart (formally Approtec)
- **Case:** Martin Fisher and Nick Moon and ApproTEC (now KickStart), Harvard Business School Case (N9-503-007- Boston, Mass: HBS Publishing
- **Watch:** Video on food security [http://www.ted.com/talks/ellen\\_gustafson\\_obesity\\_hunger\\_1\\_global\\_food\\_issue.html](http://www.ted.com/talks/ellen_gustafson_obesity_hunger_1_global_food_issue.html)
- **Watch:** How Ashoka social entrepreneurs are changing Africa [www.youtube.com/watch?v=2eLZAMv6kVU](http://www.youtube.com/watch?v=2eLZAMv6kVU)

**MARKET-BASED HEALTH CARE: OPPORTUNITIES AND CHALLENGES**

- Students are encouraged to come up with their own support information regarding healthcare solutions. Potential readings are provided to the right – make this your own presentation. This is just to get you grounded on the human right to healthcare, serving the bottom of the pyramid and providing insights into one particular healthcare issue. You can select any area of healthcare to focus on – maternal health, HIV/AIDS, disease, etc.

**Questions to Research and Consider When Reading:**

1. What lessons could you draw from the sector-blurring business models that John Paul presents for providing health-related products and services to the poor? If you were considering launching a health venture to serve the poor, what more would you want to know about these examples?
2. Moral issues are part of the territory of the social sector. If you believe (as Farmer seems to believe) that the poor have a “right” to quality health care (or to credit, clean water, education, etc.), how would that affect the design of your social ventures in these areas? What does it mean to have a “right” to certain goods and services? Is it appropriate to charge for things to which people have a “right”? Would you come to different conclusions about credit than health care, for instance? If so, what makes the difference? Is a social justice perspective antithetical to market-based solutions?
3. What is the business model behind the Olyset® Consortium and its operations at the time of the case? What accounts for its success to date? Where and how has this hybrid value chain been subsidized and by whom? Are the subsidies likely to be sustainable? Do they need to be sustained? What conditions have to be in place to replicate this kind of partnership?
4. According to one theory, *selling* treated bednets is better than giving them away because it creates a stronger incentive for people to use them correctly and to re-treat them when necessary. However, the Maxwell et. al. study challenges this theory, especially when applied to the rural poor and with a product that has much greater social value with high levels of adoption in a given community. What implications does the Maxwell finding have for A to Z and its sales strategies going forward? Does this finding limit the options for turning “Olyset®” from an aid driven freebie into an ongoing commercial product” (as Jennifer Vilaga puts it in the *Fast Company* article)? How could A to Z create a profitable business model that also achieves maximum public health benefits?
5. Could these findings be generalized to other critical goods and services for the poor, the kinds of things Acumen funds? What kinds of critical goods should be paid for, at least in part, by the end users, even the poor? What are the benefits of charging the poor for these goods? How do you decide who should pay and what price they should pay?

- **Readings:** John Paul, Private Sector Strategies for Providing Healthcare at the Base of the Pyramid, *A Development Through Enterprise Report*, World Resources Institute, November 2005, [www.visionspring.org/downloads/docs/Private\\_Sector\\_Strategies.pdf](http://www.visionspring.org/downloads/docs/Private_Sector_Strategies.pdf)
- **Readings:** Paul Farmer, *Pathologies of Power: Health, Human Rights, and the New War on the Poor*, pp. 152-164
- **Readings:** Reuben Kyama and Donald McNeil, Jr., Distribution of Nets Splits Malaria Fighters, *New York Times*, October 9, 2007, [www.nytimes.com/2007/10/09/health/09nets.html?ex=1349582400&en=11fdcc444e409a4e&ei=5088&partner=rssnyt&mc=rss](http://www.nytimes.com/2007/10/09/health/09nets.html?ex=1349582400&en=11fdcc444e409a4e&ei=5088&partner=rssnyt&mc=rss)
- **Readings:** Jennifer Vilaga, Net Profit, *Fast Company*, March 2005, [www.fastcompany.com/magazine/92/social-capital.html](http://www.fastcompany.com/magazine/92/social-capital.html)
- **CASE:** Boston Consulting Group, Building a Public-Private Partnership to Transfer the Technology of a Life-Saving Malaria Prevention Tool in Africa, *Global Health Initiative*, World Economic Forum, 2006, [www.weforum.org/pdf/Initiatives/GHI\\_Olyset.pdf](http://www.weforum.org/pdf/Initiatives/GHI_Olyset.pdf)
- **Watch:** Paul Farmer and Partners in Health [www.youtube.com/watch?v=xJpZnUjtorI](http://www.youtube.com/watch?v=xJpZnUjtorI)

**EXPLORING NEW MODELS FOR EDUCATION IN DEVELOPING COUNTRIES**

Students are encouraged to come up with their own support information regarding healthcare solutions. Potential readings are provided to the right – make this your own presentation. This is just to get you grounded on the human right to healthcare, serving the bottom of the pyramid and providing insights into one particular healthcare issue – malaria. You can select any area of healthcare to focus on – maternal health, HIV/AIDS, disease, etc.

**Questions to Research and Consider When Reading:**

1. Outside of schools run by religious orders, private providers tend to play a relatively small role in the provision of K-12 education, especially in developed countries. Why is that? What are the benefits of government provision, control, and funding? Why don't we just leave education provision to the market, religious organizations, or the social sector?
2. Developing country governments are strapped for cash. As a result, they struggle to provide adequate education for their children. Rural areas may be neglected, and public schools are often criticized for the quality of education they provide. Because the economic payoff of government-funded education is often long-term, it can act as a national-level poverty trap with persistent under-investment. According to Tooley's research and the Khan Foundation report, increasing numbers of students in developing countries, including the poor, are being educated in non-state schools. Is this a troubling trend? Or is it encouraging? What are the risks or potential costs of increasing private education provision? How can the risks and potential costs be mitigated? Do public-private partnerships more mitigate these risks? Is private provision a sustainable solution, a path to a new equilibrium?
3. James Tooley's research led Orient Global to offer him a \$100 million fund for investment in private education for the poor (see [www.livemint.com/2007/05/17002504/Education-fund-eyes-pvt-school.html](http://www.livemint.com/2007/05/17002504/Education-fund-eyes-pvt-school.html)). If you had \$100 million to invest in education in developing countries, what would you want to do with it? Tooley outlines some investment options in his paper. Do you find any of these compelling? Can you think of more appealing alternative uses beyond these to promote education for the poor?
4. What is your take on interventions such as One Laptop Per Child (OLPC)? As a funder interested in promoting education as a mechanism to reduce poverty, what would you want to know before investing in OLPC? How should the OLPC experiment so far be evaluated? What do you see as the challenges for OLPC going forward?

**In Class Thought Experiment:** Business model innovations that replace or better leverage government funding might make a huge difference. Time permitting, let's brainstorm alternative business model options for education in developing countries that ease the burden on government funding, keeping in mind, but going beyond examples from the readings. Tooley envisions, for instance, fee based schools that the poor can afford. What other kinds of models can you envision. Feel free to draw on other education examples you may know and business models from other sectors.

- **Readings:** United Nations Development Program, Human Development Report 2003, Ch. 5, [www.hdr.undp.org/en/media/hdr03\\_chapter\\_5.pdf](http://www.hdr.undp.org/en/media/hdr03_chapter_5.pdf)
- **Readings:** Aga Khan Foundation Team, Non-State Providers & Public-Private-Community Partnerships in Education," 2007 online at [unesdoc.unesco.org/images/0015/001555/155538e.pdf](http://unesdoc.unesco.org/images/0015/001555/155538e.pdf) (**Note:** This is a long document, but half of it is Annex material that you can skim, cut and paste the address into your browser.)
- **Readings:** James Tooley, Educating Amarech: Private Schools for the Poor and the New Frontier for Investors, *Economic Affairs*, June 2007
- **Social Entrepreneur:** The Talent is Out There: J.B. Schramm and College Summit
- **Watch:** Wendy Koop, Teach for America and Teach for All, [www.teachforamerica.org/](http://www.teachforamerica.org/)
- **Watch:** CIDA City Campus, [www.cida.co.za/](http://www.cida.co.za/)
- **Watch:** Afghan Institute of Learning [www.youtube.com/watch?v=Qp83\\_zAmQN0](http://www.youtube.com/watch?v=Qp83_zAmQN0)

**DEVELOPING A COUNTRY-LEVEL STRATEGY**

In order to address the long term social issues in a society, we have to look at the overall country that is seeking to address poverty. The hope with this session is looking at addressing issues of poverty from a country wide perspective and some challenges, obstacles and successes that some countries have had in addressing poverty. In addition, the team will look at potential system wide changes that need to be made to make long term impact.

**Questions to Research and Consider When Reading:**

1. After reviewing Smith's sixteen poverty traps, can you think of others that should be added to this list or any that should be dropped off? Given all these traps, what is a social entrepreneur to do? Is it enough to address single traps? Won't the other traps assure that people stay in poverty? Is it sensible to attempt to address them all? What do you see as the challenges of a multi-pronged approach? How could these help the Rwandan government?
2. Krishna identifies a shorter list of leading factors that help people move out of poverty or that drive them into poverty. Does this mean the other "traps" can or should be ignored? As a social entrepreneur, how would you use Krishna's finding? What do they tell you about priorities and about strategies that the government might propose in its "poverty reduction strategy paper" PRSP?
3. Is there a role for social entrepreneurs in Rwanda's transformation? If so, what is it and how should they relate to the government? To what extent should the government control or coordinate the activity of social entrepreneurs? Should outside social entrepreneurs be invited in? Should they just be home grown? How should they be funded?
4. In markets, the "invisible hand" achieves remarkable coordination of independent players. What mechanisms could serve this coordinating role in the field of development (or other parts of the social sector)? What do you think of Rwanda's (PRSP), for instance, as a coordinating mechanism? How else could the Rwandan government (or aid groups working in Rwanda) work to balance the benefits and costs of multiple efforts to tackle core problems?
5. Could the Millennium Development Goals (MDGs) be useful to the Rwandan government in mobilizing external resources and focusing efforts? Beyond Rwanda, what do you see as the value of the MDGs? To whom are they valuable and in what ways? Do you see any risks in promoting these broad objectives?

- **Canvas:** Stephen C. Smith, selection from *Ending Global Poverty: A Guide to What Works*, pp. 11-29
- **Canvas:** Anirudh Krishna, et. al., "Escaping Poverty and Becoming Poor in 20 Kenyan Villages," *Journal of Human Development*, July 2004, [http://siteresources.worldbank.org/INTPGI/Resources/Pro-Poor-Growth/krishna\\_Kenya\\_poverty.pdf](http://siteresources.worldbank.org/INTPGI/Resources/Pro-Poor-Growth/krishna_Kenya_poverty.pdf)
- **Case:** Rwanda: National Economic Transformation," Harvard Business School, Case #706491 (note: you will have to purchase the case)
- Look at the research on the Millennium Villages and Jeffrey Sachs work.

**ENVIRONMENTAL SUSTAINABLE SOLUTIONS**

The 7<sup>th</sup> Millennium Development Goal is Sustainability.

- Indicators of the success of the MDGS on the implementation of sustainable measures include the proportion of land area covered by forest, CO<sub>2</sub> Emissions, consumption of ozone-depleting substances, proportion of fish and stocks with safe biological limits, proportion of total water resources used, proportion of total water resources used, and proportion of terrestrial and marine areas protected and proportion of species threatened with extinction.
- Environmental degradation provides opportunities for social entrepreneurs to contribute to finding a solution or radical technology that will change the way we do business.
- Another major goal of the MDGs is to reduce by half, the proportion of people without sustainable access to safe drinking water and basic sanitation.
- Finally, achieving significant improvement in the lives of the least 100 million slum dwellers by 2020 by decreasing the proportion of people in urban areas living in slums.

***Questions to Research and Consider When Reading:***

- Former Vice President and Nobel Laureate, Al Gore's believes that the climate crisis is the "moral issue" of this generation. Do you agree with this statement? How would you challenge your peers who believe it is all made up?
- Investigate social enterprises that use sustainability principles to make an impact on the public good while being a sustainable solutions.

**Readings:**

- **Watch:** Al Gore Presenting at TED [www.ted.com/talks/lang/eng/al\\_gore\\_s\\_new\\_thinking\\_on\\_the\\_climate\\_crisis.html](http://www.ted.com/talks/lang/eng/al_gore_s_new_thinking_on_the_climate_crisis.html)
- **Review:** Upcycle Living, [upcycleliving.com](http://upcycleliving.com)
- **Review:** World Toilet Organization, [worldtoilet.org](http://worldtoilet.org)
- **Review:** DMT Mobile Toilets, [dmttoilet.com](http://dmttoilet.com)
- **Review:** Global Cycle Solution, [globalcyclesolutions.com](http://globalcyclesolutions.com)
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