

PRINCIPLES AND PRACTICES OF SOCIAL ENTREPRENEURSHIP

SPEA V559—Spring 2020

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Office Hours: Mon 10:00 a.m. – 1:00 p.m.

Wed: 8:30 a.m.–10:30 a.m.

and by appointment.

Please do not attempt to get questions answered after class. Please:

- **come by office hours,**
- **schedule an appointment outside office hours (48-business hours prior notice, please),**
or
- **use Canvas email**

Office Location: SPEA, 410 Q; Email: davabell.iu.edu **please use Canvas email for class matters**

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I. COURSE DESCRIPTION

“Social entrepreneurship” is a phrase widely used today in the nonprofit sector, business, and even government. But what exactly is it? How does it work? What is different about it? What does it really accomplish? And what challenges does it face?

This course will provide students with an **introduction** to principles and practices in social entrepreneurship. Social entrepreneurship is defined as the establishment and management of innovative social mission-driven ventures. While entrepreneurship for commercial gain (in for-profit organizations) has been studied extensively, the study of entrepreneurship for social gain is relatively recent. This course is designed to give current and future nonprofit, business and government managers and leaders an **overview** of a range of topics in this emerging field. This course will focus particularly on social entrepreneurship as found in and relating to the nonprofit and government sectors.

Social entrepreneurship is about more than economic development; it is also about human development. Entrepreneurship provides individuals the opportunity to guide their own destinies through work. For example, in developing nations social entrepreneurship is often seen as offering poor people the power to decide their own financial fate and to reap the associated dignity that comes with trying and success. Entrepreneurship is celebrated both for

its innovation in responding to needs, and as a valuable mechanism for its ability to advance national development agendas. Entrepreneurship is a cross-cutting field of study that has been used to explain several societal phenomena in various disciplines of social science. Development economists contend that entrepreneurship provides a comparative advantage at both micro and macro levels. Individual entrepreneurship is reflected by employable skills or business ventures. National entrepreneurship results are manifested in exportable products.

STUDENT LEARNING OUTCOMES

Through various learning activities, you will be able to:

1. Describe various views of social entrepreneurship and attributes of social entrepreneurs.
1. Describe social entrepreneurship methods and practices
2. Explain laws, standards, and guidelines applicable to social entrepreneurship
3. Be able to assess and critique an organization's strategies and assess related challenges, barriers and opportunities to realize its goal.
4. Compare and contrast entrepreneurship in different sectors

II. REQUIRED READING

REQUIRED TEXTS AND READINGS:

Bornstien, David and Susan Davis (2010), Social Entrepreneurship: What everyone needs to know. New York: Oxford University Press. **Often referred to as: B & D.**

Other readings will be named in Canvas and provided there or accessible via IU-CAT.

III. COURSE ACTIVITIES/LEARNING METHODS AND REQUIREMENTS

Attendance & Time Commitment

To learn the material in this course, students should plan to devote **6-8 hours EACH week to the course outside of class/online sessions**. Please be sure you reserve time needed for preparation and study. You are expected to attend class and attendance will be taken. Students who attend class and engage with activities tend to perform better and enjoy the course more. A level of professional dress and conduct consistent with a pre-professional degree program is expected.

Instructional Methods

Outputs/Outcomes	Evaluation
Weekly Reading Briefs	10
Semester paper (term project).	45
Exercises/cases/discussion groups	20
Exam (at mid-term point)	25
TOTAL	100%

Learning activities include lecture, Exercises/mini-cases, weekly reading annotated briefs, an empirical research project, and one exam.

Learning Methods: Activities that lead, encourage, and increase student performance levels of course outcomes. These include, but *are not limited to*, the following methods and tools:

- **Weekly Briefs**—intended for student edification (as opposed to a primary tool to measure learning), not designed to be an exhaustive reading summary. The purpose is to focus on the key points learned and the key questions that surfaced in your study of the assigned reading/material (normally not articles; however, you are not prohibited from including insights from these also). Include the highlights that caught your attention *as guided by the lecture-introduction to the reading/material*. **To obtain credit (i.e. “A”) the brief must be prepared as instructed and demonstrate a reasonable grasp of the material covering the areas introduced (i.e. PowerPoint/lecture notes for the chapter), and be deposited in Canvas by the specified time. It will not be returned unless it does not demonstrate a sufficient grasp of the material.** THE FILE NAME IS TO BE IN THE FOLLOWING FORMAT: (name)_Ch_(number), for example: DavidBell_Ch_1
 - 300-500 words (less than 1 page single spaced) for assigned chapter(s) of texts for the week. Normally, more than one reading is included in a WB; on occasion each reading will require its own WB (e.g., two chapters = 2 * 300 and two separate files).
 - **Include the page number of the text for substantive thoughts (no less frequently than the end of each paragraph).**

- ***Special focus should be on the sections of the specific assigned reading(s) introduced in the lecture/introduction.***
- If revisions are not made or not done so satisfactorily the assignment will receive "0."
- **Exercises/cases/online discussions-** for student edification **and** demonstrate learning. They are designed to inform learning through practicing/applying the concepts, theories, and tools of the course, as well as through the social interaction and exchange. For exercises a form representing the work product shall be completed and submitted. When the exercise is a group activity each participant will be responsible for submitting an assignment. Discussions, a device to demonstrate learning, involve an initial post and one or two response posts. Work is to demonstrate the requisite knowledge, skill, and/or ability as presented in course materials and activities (see Learning Outcomes). If revisions are not made or not done so satisfactorily the assignment will receive "0."
- **Exam**—One at the mid-point of the course. Everything assigned during the period is covered in the exam, regardless to being discussed in class specifically. The focus is on vocabulary, concepts, and application. Format is multiple-choice (approximately 40 questions). Doctoral students who are taking this class are required to submit a research-based term paper of 4,000-5,000 in lieu of this exam. It will require performing a comparative analysis of certain types of ventures, the actual organizations will be mutually agreed to.
- **Semester paper (term project).** The objective of this project is to extend your professional knowledge about a topic related to this course, that you consider of value and interest to you. This paper will be 4,000 – 5,500 words, plus tables and reference list. Also, a 15 minute oral PowerPoint presentation will be made to the class prior to the final paper submission.
 - Options will be detailed in Canvas:
 - A design for a social venture.
 - An analysis of an existing social venture. Requires the proposal sets forth the framework(s) used for conducting the analysis and why selected.
 - A comparison of social ventures dealing with similar problems in different sectors or in different countries.
 - An assessment of a particular type of challenge facing social entrepreneurship, such as scalability or evaluation, in the context of a particular venture or set of ventures.

- Since this is a course on social entrepreneurship, something else that is related to the topic. This options requires the following to be provided for approval
 - Outline containing each major section of the paper with its word length range
 - The specific course readings the frame the research. For example, the examination is going to examine the debate between the innovation and social enterprise views. Readings that explain the views and other material in the course that illustrate the differences are required.
 - What research or society expressions are documented that anybody cares about the proposed topic (this must be provided)?
- Scheduled Submission of Tasks-(e.g. project proposal, literature review, summary of data, etc.) count toward total grade for the report *in light of its value in advancing the paper*. Of the **total course grade** 1% is attributed to each Scheduled Submission Task and is included in the 45% for the project.
 - Due dates of all Scheduled Submission of Tasks will be provided in Canvas.
 - The Scheduled Submission of Tasks are primarily intended to move the project forward, rather than assessed for quality. That is, it is intended for the report writing process to proceed over time that allows for reflective, thoughtful, contemplation by the student before producing a final report.
 - Scheduled Submission of Tasks will also be used to see if there is improvement and refinement of analysis.

The Scheduled Submissions of Tasks and the Final Report are to be **deposited in Canvas by the specified time on the date due**. THE FILE NAME IS TO BE IN THE FOLLOWING FORMAT: (name)_FR_(date), for example DavidBell_FR_0927.

Grading scale. The following grading scale is used for assignments and final grades:

Above 97 = A+
93 – 97 = A
90 - 92% = A-
87 - 89% = B+
83 - 86% = B
80 - 82% = B-
77 - 79% = C+
73 - 76% = C
70 - 72% = C-
67 - 69% = D+
63 - 66% = D
60 - 62% = D-
Below 60% = Failing

Academic Integrity. Academic integrity is extremely important and as such academic dishonesty will not be tolerated. Students, who commit such acts, may experience an academic sanction for the course and be reported to the Dean of Students. Academic dishonesty can take different forms, and includes, but is not limited to: cheating, plagiarism and computer abuse. The academic policy can be located at:

<http://www.iu.edu/~code/code/responsibilities/academic/>

SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the SPEA Honor Code:

https://spea.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](https://turnitin.com) for the detection of plagiarism. All submitted papers will be included as source documents in the [Turnitin.com](https://turnitin.com) reference database solely for the purpose of detecting plagiarism of such papers. **Students have the option of submitting their papers without a reference to their name on the paper or file name for the purpose of anonymity of your paper** in the [Turnitin.com](https://turnitin.com) reference data base file. Your instructor can identify your paper through the Canvas submission. Submitted papers will be in **APA style with Times Roman Font 12 typing format, double spaced.**

Dropping the Course: Students who stop attending class without properly withdrawing from the class (by the Auto W date mandated by the registrar will receive a grade of F. It is important to withdraw from a course within specified timeframes (refer to the Office of the Registrar website at <http://registrar.indiana.edu/policies/index.shtml>). Withdrawal after the automatic withdrawal period requires approval by the instructor and relevant Program Director, and must be based on dire circumstances relating to extended illness or equivalent distress (IU Enrollment and Student Academic Information Bulletin). Requests to drop due to a failing grade will not be approved. You must be passing the course at the time of withdrawal. Contact your advisor or the appropriate Program Director if you want to petition for late withdrawal.

IV. OTHER IMPORATANT MATTERS FOR COURSE SUCCESS

Technology Resources. Get no-cost access to hundreds of software programs and applications through IUware and IUanyWare. All you need is your IU email address.

Use IUware to install software directly onto your hard drive. Use IUanyWare to stream 400+ apps on your desktop or through the mobile app with your IU login.

Visit iuware.iu.edu and iuanyware.iu.edu, or contact the UITS Support Center to learn more.

Writing Tutorial Services. Writing Tutorial Services helps students at any stage of the writing process, from brainstorming to outlining to revising. Graduate and undergraduate peer tutors work one-on-one with students on writing assignments from all types of classes, with an emphasis on introductory-level courses. <https://wts.indiana.edu/>

Smartphone app to support Canvas. Students in this class are invited to use **Boost, a free smartphone app** developed at IU that provides notifications and reminders about schoolwork in Canvas. It is designed to help students keep track of assignment deadlines, important announcements, and course events all in one easy-to-use app.

For more information, see <https://kb.iu.edu/d/atud> or <https://boost.iu.edu>.

Health and Well Being.

I care about the well-being of all students in my classes. If you need assistance, please ask me. I will help to the best of my ability. The University also has many resources available for students, such as:

- Counseling and Psychological Services: for information about services offered to students by CAPS, please visit <http://healthcenter.indiana.edu/counseling/index.shtml>
- Disability Services for Students: for information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors, please visit <https://studentaffairs.indiana.edu/disability-services-students>
- Food: Did you know that the Crimson Cupboard is available to all in the IU community? <http://crimsoncupboard.indiana.edu/home.php>
- As your instructor, one of my responsibilities is to create a positive learning environment for all students. **Title IX and IU's Sexual Misconduct Policy** prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)
- Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)
- IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit <http://stopsexualviolence.iu.edu/index.html> to learn more.

NOTE: Modifications are likely to be made to this syllabus throughout the semester. The modifications shall be provided in class and/or Canvas. Other readings, such as those needed for Exercise assignments, shall be provided in Canvas.

Week 1	<p>Introductions, Social Entrepreneurship Overview</p> <p>Swanson and Zhang, (2010) Social Entrepreneurship Zone (see Canvas)</p>
	What is Social Entrepreneurship? Who are Entrepreneurs? What are sector differences?
2	<p>B & D p. 1-20; Swanson, <i>Entrepreneurship and Innovation Toolkit</i> Ch. 1 (see Canvas).</p> <p>Matthew T. A. Nash, <i>Social Entrepreneurship and Social Innovation</i>, in Jossey-Bass Handbook of Nonprofit Management and Leadership, pages 295-308. (see IU-CAT)</p>
3	<p>B & D p. 20-30, 121-129; Scott T. Helm, <i>Social Enterprise and Nonprofit Ventures</i>, in Jossey-Bass Handbook of Nonprofit Management and Leadership, pages 338-342: Who Should Establish a Social Enterprise (see IU-CAT)</p>
4	<p>B & D p. 30-47; Social Enterprise Alliance, What's the Difference...? (see Canvas--Mechanisms)</p>
	Challenges of Causing Change. Creating Worth Opportunities. Evaluating Opportunities
5	<p>B & D p. 48-74; Scott T. Helm, <i>Social Enterprise and Nonprofit Ventures</i>, in Jossey-Bass Handbook of Nonprofit Management and Leadership, pages 344-365: Start at "Structure Options for Social Enterprises"</p>
6	<p>Examination Review</p> <p>Examination</p>
	International view, Assessment/Evaluation, Debates in the Field, Class Presentations
7	<p>Business Models and Financing (revisited)</p> <p>How can nonprofits get big, gain political influence, achieve greater financial sustainability and independence, all while centering social justice values and strategies?</p>
8 and 9	Examining Award Winning Cases
9	<p>Social Entrepreneurship in International Perspective</p> <p>Janneh, <i>African Social Enterprise</i> (See Canvas)</p> <p>Schwab-World Economic Forum, <i>Global Competitiveness Report 2019</i> (see Canvas)</p>
10	Spring Break
11	Assessment, Measuring Results
12	The Debate over Social Entrepreneurship
13	Class Presentations
14	Class Presentations (if needed) FINAL PAPER DUE: April 19
15 & 16	<p>Envisioning and Innovating Society: B & D p. 81-120</p> <p>Reflective Discussion</p>

