



ENTR2206 (Sections 01 & 02): Global Social Enterprise
Professor Dennis R. Shaughnessy; Fall 2015
<http://www.northeastern.edu/sei/>
Syllabus v1.0 (8.31.15; subject to final edits)

Overcoming poverty is not a task of charity, it is an act of justice. Nelson Mandela

Every man is guilty of all the good he didn't do. Voltaire

Welcome to our introductory course in global social enterprise. I'm grateful for your decision to enroll in the course, and invest your time and tuition dollars in our social enterprise program.

1. Why this course?

My guiding principle in creating this course from scratch several years ago is that real success and happiness is defined not only by what you do for yourself, but also by what you do for others. While many people spend much of their lives searching for happiness, I think happiness is only found through living a meaningful life based on work that you love and that serves others. Social enterprise in its broadest sense presents for many a new and exciting path toward that meaningful life that many of us seek.

Social entrepreneurship at its best combines these two beliefs to create a new way to look at solving social problems and meeting people's needs, and more importantly a new path to providing sustainable solutions to those problems. What we teach in this course and how we teach it is intended to define and illustrate this new form of inclusive capitalism that we believe *is the future*. We believe in the power of regulated markets, reasonable profit and balanced economic growth to improve the lives of others. But we also believe that compassion, unselfishness and a commitment to fairness and equality is also essential to making the world a better place for everyone.

This **Syllabus** will now provide you with general information about the course, SEI and our social enterprise program. The companion document to this Syllabus is called the **Class Schedule**, which varies by Section, and will be posted in Blackboard during the first week of classes.

2. Here's the basic information

Registration Information (both sections)

ENTR2206-01, CRN10003: Mondays and Thursdays, 11:45am – 1:25pm; 50 Dodge Hall
Teaching Assistant: Anahi Santoyo Delgado

ENTR2206-02, CRN13154; Mondays and Wednesdays, 2:50-4:30pm; 330 Dodge Hall
Teaching Assistant: Gail Batutis

Contact Information

Dennis R. Shaughnessy
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The Social Enterprise Institute (SEI)

<http://www.northeastern.edu/sei/>

219 Hayden Hall

Office Hours

My office hours will fall on Monday, Wednesday and Thursday mornings (specific times to be set after the start of classes and posted on Blackboard). You can always drop-in Monday through Thursday, and take your chances.

Your teaching assistant (Gail or Eesha) will also hold office hours, and their days and times will be posted on Blackboard after the start of classes.

SEI Travel Programs for 2016

| | |
|---------------|-----------------------------------|
| Spring Break: | Kingston, Jamaica |
| Summer 1: | Dominican Republic/Haiti India |
| Summer 2: | South Africa (Cape Town) |

The NU Social Enterprise Institute

I'm the founder and academic director of NU's Social Enterprise Institute (SEI). The SEI is the university's initiative to educate undergraduate students in the growing field of social entrepreneurship, both in the classroom and in the field. Our field work is both local and international, as presented elsewhere in this Syllabus and on our website:

<http://www.northeastern.edu/sei/>

This year, we intend to work with an organization called "BuildOn", which engages students in both disadvantaged urban high schools and college students to build schools in very poor communities in the developing world. The founder, Jim Ziolkowski, wrote a compelling book called "*Walk in Their Shoes: Can One Person Change the World?*" If you are interested in working with SEI to create a student chapter of BuildOn and work toward building a school, please let us know.

SEI is in many ways a unique institution in undergraduate entrepreneurship education, and I hope that you will find the opportunity to work with us outside of the classroom.

3. Next, a summary of our course requirements

This section contains just summaries of our class requirements. Please see later pages for the complete descriptions of each.

Class Attendance: Class attendance in class is required. If you are someone who doesn't regularly attend and participate in class, this course may not be for you. If you are someone who uses a laptop or cell phone during class for non-academic purposes, this is definitely not the class for you. Ours is an "old school" classroom in which students are required to attend without distractions, listen, take notes and participate.

Assignments: There are four categories of assignments: (1) book/lecture quizzes; (2) case write-ups; (3) a partnered paper; and (4) a structured group project. In other words, the course requires you to read and write extensively, including reading entire books. There is no mid-term or final exam.

Required Books: There are four assigned books (taken together, about the length of a single textbook): (1) *Infinite Vision*, (2) *Leaving Microsoft to Change the World*; (2) *Banker to the Poor*; and (4) *Behind the Beautiful Forevers*. As you can see, the course requires you to read extensively, though the books are relatively short and each can be read in a dedicated weekend. Full book titles and links are included in the reading section of the Syllabus. There are also selected articles and web readings required for class, that we have collected into an "Online Reading Guide".

Grading: Your grade is based on your our assignment categories (with varying percentage contributions as provided later in the Syllabus), as well as your class engagement and contribution.

4. How the course is structured

This course, formerly titled "Social Entrepreneurship", and is now in its ninth year at NU. We have had a lengthy waiting list for admission in prior years, and we have a short waiting list for this semester. If you decide the class is not a good fit for you, please let us know that you are withdrawing as early as possible, so that we can admit students on our waiting list.

This class is a discussion driven class, rather than a traditional lecture course. I frequently use the "Socratic method" of teaching, in which I ask you questions and you respond based on your reading and preparation. We then debate the ideas that arise from your responses, and try to reach one or more answers or "conclusions" that are informed by critical thinking and identified core concepts. Accordingly, it's important for you to understand that I do not lecture to any specific chapter, nor do I post slides that summarize the "lessons" for each session.

Please note that we have an experienced student teaching assistant for the class, to manage administrative matters (attendance, announcements, group logistics, etc.) and to administer quizzes. The TA for your class is an upper-class student who has excelled in our classes and programs, and deserves your full consideration and respect. All teaching, student advising, and final grading is done solely by me as your professor.

I am accessible by email, in addition to office hours and visits by appointment. Please be sure to check Blackboard, the SEI website and other instructions contained in the Syllabus or other course materials before emailing me with questions related to course requirements.

5. Together, investing \$10,000 in a social impact venture or project

This academic year, both sections will work collaboratively on a social impact investing project in which \$10,000 dollars (or more) will be invested in an emerging social enterprise or social impact project identified by students as having great promise to make a meaningful difference in the world.

This project creates a unique opportunity to apply classroom concepts to real world problems and proposed solutions to those problems. The initial or seed funding for this investment (as you will learn, this is not intended as a charitable gift) comes from private donors who support the work of SEI.

This investing program will ask you to focus on small projects that are initiated by students like you (indeed, perhaps you), other students from SEI or other social enterprise programs, and SEI partners around the world. We will engage the SEI Student Association as a partner as well, and our Teaching Assistants and SEI Project Managers will be actively involved as well.

We will be providing more information on this program early in the semester.

6. If you'd like to major or Minor in Social Enterprise

There are no prerequisites for this class. It is open to both business and non-business majors. We encourage non-business students to enroll, as we believe you can acquire some “hard skills” from this course that may help you in whatever path you choose after graduation.

If you are a business student, this class is required in order to complete the Social Entrepreneurship Track within the Innovation & Entrepreneurship Concentration (or, major). The course can also fit as an elective within the general Innovation & Entrepreneurship Concentration for business students who do not choose a track within the concentration.

If you are a non-business student, this course is required for the Interdisciplinary Minor in Global Social Entrepreneurship. Also, business students may pursue the Interdisciplinary Minor in lieu of or in addition to the Social Entrepreneurship Concentration/Track.

The details for these programs of study in social entrepreneurship are posted on SEI's website.

7. And if you'd like to travel to a developing country to apply what you've learned

Completing a summer field study program with us is usually required for the Social Entrepreneurship Concentration/Track for business students, and is strongly encouraged for the Interdisciplinary Minor for non-business and business students (a few approved Dialogue programs that contain social entrepreneurship content can be substituted for our field study programs for the Minor).

Our "flagship" field program is to Cape Town, South Africa in Summer 2 each year. This program began in 2008 and involves working hands-on with low income or disadvantaged entrepreneurs in the slums or "townships" to help them start, build or finance micro-enterprises. Students apply what they learn from this and our other social entrepreneurship classes to real world problems and opportunities, working hands-on with poor people, families and communities in the developing world. We partner with a local university and social enterprise in each case, and SEI invests capital directly into the projects that students work on during the program. This year, we also plan to work with villagers on eco-tourism development within the world famous game reserve known as Kruger National Park.

As part of a new course in International Entrepreneurship scheduled for Summer 1 2016, students can travel with us to the Dominican Republic to work with poor displaced Haitian women and their families on micro-enterprise development and microfinance (and financial inclusion and impact investing programs). This program is derived from our popular DR Dialogue program that we ran from 2009-2014.

A program to India led by Professor Sara Minard is schedule for Summer 1 2016, and is focused on sustainable development, social entrepreneurship and women's empowerment. This program is in its second year as part of NU's Dialogue Program.

We have been fortunate to have considerable student interest in our summer field study programs. We typically have more applicants than openings for our programs. For students who successfully complete this course and perform at or above expectations, you will receive priority for admission to our summer field study programs and will likely be admitted; however, we can't guaranty in advance admission to any of our summer programs.

8. Maybe you'd like to work (co-op) or volunteer with a social enterprise

In addition to our classes on campus and our field study programs, SEI also works with local and international social enterprises to create co-op and internship opportunities for especially engaged students. We also are engaged in local "urban engagement" volunteer opportunities, such as Citizen Schools, where our students work with middle school students from Boston's public middle schools, to better understand what it means to be an entrepreneur. We also hire students who have excelled in this course as teaching assistants and research assistants.

Our staff at SEI can help you identify co-op and volunteer opportunities, and provide applications for student research assistant positions.

9. Why not consider joining our Student Association?

I have returned as the Faculty Advisor to the SEI Student Association this year. We hope that you will consider joining this student-led group.

The program for the upcoming year includes student development and management of new projects and ventures directed at poverty alleviation in very poor communities both here in the US and around the world. These projects will give you hands-on experience with social enterprise development while allowing you the opportunity to actually change the lives of poor and marginalized people around the world, especially women and children.

10. Learning from leaders in the field (SEI Speaker Series)

We will have three or four guest speakers this semester for our 2015-16 SEI Speaker Series. Our guests will be leaders in the social enterprise field, and they will share their thoughts about their work and the social enterprise field. Details will be posted on Blackboard, and on our SEI website.

As an enrolled member of this class, your attendance at two of the speaker events specifically designated for ENTR2206 *is required*, unless otherwise excused in advance. We will not hold a class or perhaps two towards the end of the semester to reward your attendance at these two 90 minute sessions on dates to be released early in the semester. Attendance rates must exceed 80% at the required speaker events in order to make this class adjustment.

11. What exactly is social entrepreneurship?

Social entrepreneurship is an emerging field of study that is gaining increasing attention in universities around the world. NU is not the first to teach social entrepreneurship to undergraduates, *but we are a recognized leader in how we teach it.*

Social entrepreneurs combine the knowledge and skills used in traditional business, with a passionate commitment to having a meaningful and sustainable *social* impact. Rather than the relentless and selfish pursuit of personal enrichment through profit, social entrepreneurs apply their passion and skill to enrich the lives of people who are poor, sick or disenfranchised. The best social entrepreneurs find creative ways to help the disadvantaged help themselves, by building innovative and sustainable new “social” enterprises that can be scaled to achieve significant social change. At NU, we are especially interested in what are known as “social businesses”, a sub-set of social entrepreneurship in which profit is used to further social impact.

During this class, we will study dozens of these social enterprises from around the world, in order to help you understand the field and to begin to define social entrepreneurship in your own way. We encourage you to take what you learn in this class *into the field*, and join us in our field study programs that allow you to learn directly from social entrepreneurs while touching the lives of the poor, the sick and the disadvantaged.

12. We teach social entrepreneurship differently

This course, along with our other courses and programs, are based on a specific approach to teaching undergraduates. Here are the five principles that we follow.

1. Our approach to learning is *interdisciplinary, global and practical*.
2. We are fully committed to student success through active *engagement and service*.
3. We see *theory as a means to an end*--with the end being having a positive, meaningful and sustainable impact on disadvantaged people and communities.
4. We see the problems associated with poverty, especially in the developing world, as *opportunities for innovative solutions* to be developed by the best minds.
5. We *expect a great deal* from our students, both in and outside of class, because the people we study and serve deserve it.

Ours is a discussion-driven class, for which attendance is required. Being on time and paying attention (which includes note taking) is also a requirement. In addition to actively engaging in class discussion, you will also write short analytical papers or “cases”, work with a partner on a longer paper, and work within a group of students on a practical field project including an in-class analytical presentation. It is essential to your success in class that you do all of the required reading, on time, and share your ideas in class on a regular basis.

13. Our goals and objectives for your learning

The goal of the class is to expose you to the field of social entrepreneurship, with a particular emphasis on understanding how social entrepreneurs effect change in poor communities in the developing world. Your exposure will come through extensive reading, active class participation, the preparation of analytical and research papers, and the design of a practical field project.

In addition to the goal described above, there are three objectives (objectives being the necessary steps to achieving a goal). The first objective is for you to learn about the leading social entrepreneurs and their enterprises by studying them up close and with a critical eye. The second objective is for you to learn to apply a very specific framework developed for this class to evaluate the performance of these enterprises. And the final objective is for you to experience the

challenges of social entrepreneurship by designing (but not implementing) your own social enterprise or recommending changes to an existing social enterprise to improve its performance.

14. Your work during the semester

The class requirements come in four categories, all of which require reading and writing. The fifth requirement is in-class engagement and contribution. Assignment due dates are referenced in the **Class Schedule**, which will be updated from time to time during the semester. The Cases, Research Paper and Group Project should be handed in with a hard copy and a “Turnitin” submission electronically through Blackboard. The quizzes are usually hard copy only. Remember, there are no mid-term or final exams.

A. Quizzes

You will take three in-class quizzes, and one final take home quiz. The first three quizzes cover the assigned book for that segment of the term. The fourth quiz is a cumulative quiz on class learning only. These quizzes incorporate the class material (lecture, discussion and online reading) that coincides with the assigned reading, as a method of integrating reading and lecture/discussion. The quizzes will be taken in-class. Students who are successful on these quizzes are typically diligent readers and good class note takers, as the quizzes are closed book with the option of limited personal notes.

B. Cases

You will write three “cases” for this class. The cases that you will write will be selected from our SEI Case Study Series, copies of which will be posted on Blackboard. A case write-up is typically a five double spaced page thesis-driven analytical paper that demonstrates your knowledge of the social enterprise and the related concepts. We will enforce a page limit, in order to insure that you are writing in a focused, concise and professional manner. You will be shown how to structure and write a case, during the first or second class session. You will also be required to apply the evaluation framework that you will learn in class, in writing your cases. Finally, you are required to incorporate the assigned reading into your case write-ups, to evidence completion of the reading.

C. Partnered Paper

You are required to work with one other student as your partner, to write an analytical paper. This paper will be based on your reading of the assigned book “Behind the Beautiful Forevers”, and require that you analyze the Mumbai slum environment presented in the book and evaluate the potential for social enterprise and social innovation to improve the lives of people living in these extreme poverty conditions. The paper should be about *10-12 double spaced pages*, and should be appropriately sourced and referenced and reflect additional concentrated reading in support of your paper’s thesis. You are required to attach as an exhibit to your paper a “statement of work”, indicating how the work on the paper was allocated and completed between

each of you. This statement of work should be agreed upon by each of you, and signed to acknowledge that agreement.

D. Group Project

You are required to work in a group with three other students to develop a practical project that is built upon the concepts and learning from our class. You will be given a structured plan format to use to develop your project plan (6-8 pages), and you will also be required to prepare and present a 8-10 PPT slide presentation summarizing your work.

For this group project, you will share the project grade with each member of the group, unless special circumstances arise—meaning, grade enhancement for leaders who do more than their fair share of the work, and grade reduction for those who do not actively contribute to the group’s work. This information should be provided by way of an attachment to your project plan in the form of a signed “statement of work”, as described above.

E. Class Engagement

You’re expected to prepare for each class session (and Speaker Series event) by completed the assigned reading for that class session, as well as researching the social enterprises or social entrepreneurs identified for analysis for that session. The best way to do that research is to examine the websites of these enterprises, and to read articles and commentaries on these enterprises that you find by way of web (Google) key word search. You also need to be prepared to answer any assigned discussion questions for that session.

Once working groups of students (typically, four students per group) are formed, you should sit with your group in class to enhance in-class research and exercises. Please bring a name card to class, and do not move your seat, unless approved, as attendance is taken by seating. As for class absences, your absence may be excused if you are sick, or have an emergency. In order to have your absence excused, you need to advise me and/or the class teaching assistant by email prior to the class of the reason or your absence accompanied by a very brief explanation. You will be permitted *two unexcused absences*, but you will be accountable for the material you miss during any absence (however, you cannot receive an A grade for class engagement (see Grades and Grading, below) if you have any unexcused absences). If for some reason you have a second unexcused absence, then you must attend all three Speaker events to make up for that additional absence. Further absences will reduce your grade.

You should arrive to class on time each week. If you are more than just a few minutes late without explanation for two or more classes, your late arrivals will be treated as a class absence.

15. Why so much reading and writing?

Our intention is not only to teach you new ideas and concepts, but also to help you develop and/or refine your “critical thinking” skills, as expressed in writing and discourse. The best employers today are looking for students with advanced critical thinking capacity (meaning, the

ability to reason and argue) as well as strong written and spoken communication skills, and so we will use our assignments and class sessions to help you in these important development areas.

16. And of course your grades

First, as for assignment grading, the grading allocation of each of the four assignment categories plus class engagement is as follows:

1. Quizzes: 10% each, for a total of 40%, for your work
2. Cases: 10% each, for a total of 30%, for your work
3. Paper: 10%, for your share of the partnered work
4. Project: 10%, for your share of the group work
5. Class: 10% for your engagement and contribution to class

All grades in the class are done on a letter grade basis, rather than on a 100 point scale.

Second, as for grading philosophy, there is no prescribed grading curve. You have multiple grade points during the term, affording you a generous opportunity to demonstrate what you have learned. Your final grade for the course, which by the nature of the course and its assignments requires a degree of professor discretion, will reflect your actual work and your contribution to collective learning in class.

Third, as for grading expectations, if you meet just the minimum expectations for our class (assignments and class engagement), then you will likely receive a B grade for the course. If, however, you exceed expectations in one or more of the course requirements, then you will likely receive a B+ or A- grade, depending on course on the frequency and extent that you exceed expectations. You will need to excel in all aspects of performance on a consistent basis in order to earn an A grade for the course. The most commonly earned grades for assignments fall in the B to A- range, and for the course tend to fall in the B+ to A- range. If you receive an assignment grade of C or below, you have likely failed to understand the assignment or completed it in accordance with the instructions, timeline or the required reading. On the bright side, many hard working and committed students can and do receive A grades.

As for grading for class engagement, you need to be an exceptional contributor to class learning in order to receive a full A grade. Many students who meet attendance requirements and contribute regularly to class receive grades in the B+ to A- range. A C grade is typical for students who do not meet attendance requirements and/or fail to engage in class through active listening and periodic contribution.

17. The case studies you will read and write

As previously explained, there are three assigned cases for the class. You of course need to read these cases in connection with the written assignments described earlier, and then apply the analytical framework we will learn about in class. The SEI Case Series will be available from Blackboard, or our SEI website, at no cost. Each case is just two or three pages, and presents a social enterprise in a way that allows for students to further examine the entrepreneur and enterprise using our analytical tools.

18. The book you will read cover-to-cover

There are four assigned books for the class. These books are not stocked in the NU Bookstore, so you need to buy the books online (Amazon being the cheapest and fastest), where they are less expensive and many used copies are available.

These books are each relatively short and easy to read, and together amount to a reading commitment that is perhaps equal to a single dense college textbook. The overall cost of books is less than \$75. The order of the books below is the order that you will read them for class, so please purchase the first book, *Infinite Vision*, as soon as possible.

1. *Infinite Vision: How Aravind Became the World's Greatest Business Case for Compassion*, by Pavithra Mehta & Suchitra Shenoy (2011)
2. *Leaving Microsoft to Change the World: An Entrepreneur's Odyssey to Educate the World's Children*, by John Wood (2006)
3. *Banker to the Poor: Micro-Lending and the Battle Against World Poverty*, by Muhammad Yunus (1999)
4. *Behind the Beautiful Forevers: Life, Death and Hope in a Mumbai Undercity*, by Katherine Boo (2012)

I can't emphasize enough how important it is for you to commit to reading all of our assigned reading for the class, as it is always evident in student performance across-the-board whether he or she completed the reading in a thoughtful and timely fashion.

19. Blackboard and other SE Resources

To help you prepare for class, and complete your assignments, there will be additional resources posted in the Course Materials section of Blackboard. These postings will be made over the first two weeks of class and include:

1. An Online Reading Guide
2. A Guide to Writing Cases

3. How to Write a Research Paper
4. A Project Guide
5. A Summary of a Social Enterprise Evaluation Framework and other teaching tools
6. SEI Case Series
7. Exemplary assignments (samples)

20. Being honest

This class and everything you do in it, is governed by the **NU Academic Integrity Policy** (see link below).

<http://www.northeastern.edu/osccr/academic-integrity-policy/>

We also have a Class Honor Policy that governs student conduct in our class. It is posted in Blackboard, and you should read it and be sure that you are in agreement before you commit to remaining enrolled in the class. It not only covers topics like cheating, but also use of computers and cellphones in class, attendance, and engagement.

21. And finally, improving our course through student input

The university has created an online course evaluation tool called TRACE. Participation in TRACE is essential to improving the next and all subsequent offerings of the class, and you are strongly encouraged to complete the TRACE evaluation when it is delivered to you by email late in the semester. Failure to achieve a high participation in TRACE can result in delayed posting of final grades.

I hope this course is just the first step in your exploration of the field of social enterprise and social entrepreneurship.

