



**ENTR4506 - ADVANCED STUDIES IN SOCIAL ENTERPRISE:**  
*“SCALING SOCIAL IMPACT”*  
Spring 2015 Course Syllabus

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**Class**

**Information:** Tuesday, 3:25-5:05PM and Friday, 3:25-5:05PM, Snell Library 117

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*Understanding the causation of hunger...calls for an analysis of the entire economic mechanism.*

*- Amartya Sen*

**A. COURSE DESCRIPTION**

Social entrepreneurs and social enterprises have demonstrated through evidence how processes, services and products can be designed to generate economic wealth, and be beneficial to the environment and human well-being, creating social value, while accounting for negative outcomes. This action, of embedding blended values into hybrid business models, is the first principle of social enterprise: using business as a tool of economic democracy.

The question of how social initiatives can effectively scale their impact to reach individuals and communities that benefit from their innovations has received increasing attention over the past several years (Sezgi and Mair, 2010). Adjacent to this question is the debate around the notion of “impact” as it relates to scale: specifically, how to define, measure and report on social impact, and whether social enterprises, unlike profit-maximizing firms, can really have an impact without scaling up.

For this reason, there is perhaps no better subject than the interconnection between food production, consumption and health for studying the question of impact and scale of social enterprises.

Most low-income urban communities experience “food deserts” where meat, dairy and fresh vegetables are out of reach and, as a result, fast food has become a prominent feature of the diet of children in the United States and, increasingly, throughout the world. Malnutrition and obesity are not only increasing globally, they are also increasingly interrelated. Around the world from

India to Jordan to California to Cameroon, it is not uncommon to find under-nutrition and obesity existing side-by-side within the same country, the same community and the same household. According to the WHO, worldwide obesity has nearly doubled since 1980. In the U.S., more than 2 in 3 adults are considered to be overweight or obese. Statistics show that 1 in 7 American families rely on food pantries, and more than 38 million families were unable at times to buy the food they needed (NIH, 2011). This affects all races, sexes and ethnicities. Many low-income countries, like poor communities in the U.S., are facing this double-burden of disease. While they continue to deal with the problems of infectious disease and under-nutrition, they are experiencing a rapid upsurge in non-communicable disease risk factors such as obesity and overweight, particularly in urban settings. The need for innovative, scalable solutions is paramount.

What are the real **causes** of systems failure? Why can't proven-solutions and good policies, both public and private, scale up faster and work for more people? What can social entrepreneurs and social enterprises offer as alternatives?

In the introductory, pre-requisite course, Global Social Enterprise (2206), students learned how social entrepreneurs and social enterprises challenge the status quo by identifying social problems, mobilizing resources and building networks to unleash market forces for social good. Despite enormous risk, they put everything on the line to see that their initiative succeeds, using the ingenuity and tenacity that comes from an entrepreneurial spirit, and a deep conviction in social justice and sustainable development.

ENTR 4506 is a deeper exploration of social entrepreneurship and social enterprise looking specifically at **the barriers to scale** for social innovations that address these urgent issues. By applying a range of tools, approaches and methods from different disciplines, students will have an opportunity to critically examine different models and strategies used by diverse stakeholders within a specific regulatory and economic context, and then develop a social impact framework drawing on a range of social entrepreneurial principles to successfully measure the impact of this social innovation, and determine its potential for scale.

This course relies on existing literature, research and practice in social evaluation, international economic development, business sustainability, local participatory governance and institutional change. It builds on the literature in social entrepreneurship and social enterprise, systems and design thinking, and collective leadership to examine, from an interdisciplinary perspective, the complex barriers and untapped opportunities to test and scale much-needed social innovations in food and nutrition in the U.S., and in low-income countries.

The course seeks to help students develop a conceptual and critical understanding of some of the ideas, tools and approaches employed by development organizations and enterprises whose mission is to create social, economic and environmental impact, and to skill students in using these approaches and tools in a discerning, ethical and effective manner that recognizes their shortcomings and limitations, as well as opportunities for innovation. Employing the case method and design thinking to emphasize practical, creative and analytical thinking, students become the examiners and creators of new approaches and strategies, not just users of them.

## B. PARTICIPANTS AND FORMAT

The course is designed for upper-level undergraduate and graduate students who have some background in social entrepreneurship or market-based approaches to development. Students will work individually and in teams on strategic design, implementation and evaluation tools for scalable social innovations within the context of sustainable development. Classes will consist of a combination of lectures, group-led discussion, guest speakers, group activities, site visits and case studies. Readings and case studies will be assigned to student groups in advance of each session, and every week a group will be expected to present their material and lead an informal discussion on it. Because this is a nascent field and the body of literature is just emerging, the course readings will rely heavily on current events and publications, guest speakers and class participation. The course will culminate in the development of a social impact measurement framework for an existing development project, which will be chosen in teams with instructor approval.

### *VISIT TO THE APPALACHIAN MOUNTAINS*

The course includes a mandatory weeklong field visit to Tennessee during spring break to meet with social enterprises and social entrepreneurial communities in rural Appalachia and in urban settings. Part of the trip includes a two-day training in participatory design thinking for community development by one of the country's leading centers for civil rights and non-violence. This short, hands-on, intensive field visit into Appalachia will offer students an opportunity to apply their skills and knowledge in effective, sustainable systems design and implementation, as well as refine their final deliverable for the course. Students who have a qualified time constraint will be given an alternative assignment in lieu of participating in the field visit.

## C. COURSE DESCRIPTION AND APPROACH

The most effective way to understand social enterprise is to take a hands-on approach. In this course students are expected to interact with the community, be able to work effectively in teams, and be active participants in classroom discussions.

**Class Discussions:** Students will examine research, texts and cases regarding social enterprise and sustainable development concepts and engage in student-led analysis and discussion. Readings, including a variety of case studies and additional material, will be made available through the course website. It is, however, expected that students will use a great many other resources to assist with their learning, including primary research with potential customers and partners.

**Co-op Moments:** Student work experience is an important element in our collective knowledge base as a class and I invite them to let me know when they have a “co-op moment”, something to add to class discussion; I will gladly provide students with the opportunity to share their stories and insights on what they have learned with us.

**Challenges:** Throughout the course there will be several required “challenges” that will require significant time commitment outside of class. The goal of these deliverables is to: 1) give students some real world experience and connections in the social enterprise and food systems

space, and 2) move students towards the completion of their social impact framework. While the social innovation students research is largely self-directed, they cannot do well in the course without a large time commitment to engaging with the “real world” in which the class must deal with the many challenges linked to food systems, like environmental destruction, climate change, hunger, malnutrition, obesity and poverty. Please refer to the companion Course Schedule for dates and times. If any student has a conflict with another class or work commitment, please notify me in advance or the student will be marked absent.

## **D. LEARNING GOALS**

Upon completing this course you should be able to:

1. Demonstrate a working knowledge of theories, concepts and models in the field of social entrepreneurship and social enterprise with a focus on sustainable development and low-income communities;
2. Design and apply a range of tools and approaches used build and scale social innovations, notably 1) the craft of managing for social impact: metrics for monitoring, business ethics and corporate social responsibility, 2) the craft of aligning ventures/development goals and available resources (market and public), and 3) the art of participatory design in effectively scaling social entrepreneurship and social business for sustainable development;
3. Explain the drivers and real obstacles to sustainable food systems and be better prepared to make thoughtful choices about food;
4. Identify and evaluate a diverse set of social enterprises working on global food systems, drawing on a wide range of resources and contacts within the social enterprise space;
5. Challenge concepts of what business, finance and public leadership can look like in the 21st century and develop the knowledge and skills to participate in a meaningful public dialogue about food and food systems.

## **E. COURSE DELIVERABLES AND GRADING**

It is the prerogative of DMSB faculty members to determine individual student grades. I will strive to meet the D’Amore-McKim School of Business grading policy guidelines as follows:

A ≤ 25%

A/A- ≤ 60%

- with a mean aggregate GPA range of 3.3-3.6

Grades will be cumulative average split between individual efforts and group efforts. They are distributed as follows:

### **Individual Grading**

#### **1. Class Participation and Engagement in Learning (15%)**

*Quality* class participation is reflected in your insight and contribution to the class discussion of cases and concepts. Thoughtful and insightful participation is preferable to frequent contributions that merely restate presented facts, are not on topic, or make

unsubstantiated claims. You should be able to support your points with structured arguments and engage in robust debate, as debates and disagreements can be useful opportunities for learning. Here are some thoughts to guide your participation:

- Did you spend quality time on the class assignments?
- Are your points relevant to the discussion, or are they detracting from it?
- Does your point reflect preparation and careful consideration of the day's assignment?
- Are you stating a unique perspective, or simply rephrasing the comments of another participant?
- Are you clear in articulating your point?
- Does your style demonstrate empathy for other perspectives?

A strong participation grade should be a “given”. Poor grades on this dimension will be given to those who have unexcused absences, are often late to class, or rarely speak.

## **2. Social Enterprise “Classic” Analysis (25%)**

You will select one book from the below list to read in its entirety in conjunction with the assigned course readings. Alternative books may be analyzed with instructor approval.

BANERJEE, A. and DUFLO, E. (2011). *Poor economics: A radical rethinking of the way to fight global poverty*. New York: Public Affairs.

BERRY, W. (2009). *Bringing it to the table: On farming and food*. Berkeley: Counterpoint.

LANGER, E. (1989). *Mindfulness*. Cambridge: Da Capo Press.

LYTTON, T. (2013). *Kosher: Private regulation in the age of industrial food*. Cambridge: Harvard University Press.

MCKIBBEN, B. (2007). *Deep economy: The wealth of communities and the durable future*. New York: St. Martin's Griffin.

NESTLE, M. (2012). *Why Calories Count*. Los Angeles: University of California Press.

PATEL, R. (2012). *Stuffed and starved: The hidden battle for the world food system*. New York: Melville House.

POLLAN, M. (2007). *The Omnivore's Dilemma: A natural history of four meals*. New York: The Penguin Press

SCHLOSSER, E. (2001). *Fast Food Nation: The Dark Side of the All American Meal*. New York: Houghton Mifflin.

SINGER, P. and MASON, J. (2006) *The Ethics of What We Eat: Why Our Food Choices Matter*. Singer and Mason.

TAUBES, G. (2011). *Why We Get Fat: And What to Do About It*. New York: Random House.

You should reflect on this text throughout the semester and write a 5-7 page, single-spaced essay, using proper citations, on 1) what social entrepreneurial opportunity does this book point out for you personally, based on your means, 2) can you reconcile the perspective of this book with a social enterprise model blending social and economic value, and 3) what is one business/industry that you see could benefit from the lessons of this book? **Your essay is due on Friday 3/20/15.**

### **3. Self and Peer Evaluation (10%)**

I will ask you to prepare a self-assessment in the beginning of the semester. This is a personal assessment done by each student of 1) what they see as their leadership qualities for managing a social impact project or business, as well as 2) their vision and mission as a social entrepreneur or as a business leader who supports a social enterprise, and the 3) personal and professional challenges or obstacles they feel they need to overcome and finally, 4) what resources they would use to creatively address these obstacles.

In addition, in your group assignments, you will be evaluated by each of your teammates for your participation. Your grade will be based on a ranking of 1-5 (5 being the best score, 1 being the worst) on each of the following factors:

- a) Hard Work – Did this person pull their share of the load? Were they at meetings, prompt with their deliverables, and deliver high-caliber work?
- b) Leadership – Did they help make the important decisions? Did they contribute their own ideas and help mold the project?
- c) Collaboration – Was this person a “team player”? Did they ask for help when they needed it and offer help to others?

If everybody on your team gives everybody else a 5 on all categories, I will not be impressed.

## **Group Grades**

### **4. Impact Value Chain Survey (15%)**

This deliverable will include Power Point slides and an in-class presentation. The team should be prepared to lead one class session on the part of the food systems impact value chain you analyze. Higher grades are awarded for creativity, critical thinking about multi-stakeholders, specific linkages to social enterprise opportunities, and class engagement.

These sessions will act to introduce and familiarize the class with the agriculture sector and will be followed by cases and guest speakers. We will form groups in class (no less than 2, no more than 3 members) and you will be responsible for selecting the part of the sector to survey. The social enterprises will be granted to groups on a first-come, first-serve basis and must be approved by the instructor. Examples of specific parts of the value chain that students have looked at in the past include innovative farming

technology, micro-financing and business training, energy efficient processing and distribution, organic and natural foods, household transformation of food waste, and public nutritional awareness campaigns for schools and businesses.

Your report and presentation will be evaluated based on the insights provided by your research and on the quality of your writing and presentation.

## **5. Social Impact Measurement Framework (35%)**

Your Social Impact Measurement Framework grade is based on a series of five “Challenges” throughout the course. Most are directly related to the different analyses you are seeking to conduct, though some will be less closely tied, as their purpose is to teach particular social entrepreneurial concepts and skills. Challenges will be described in class, however the parameters of several challenges will only be revealed during the course. Each challenge is worth up to 25 points, with all combined worth up to 100 points.

Your framework can be designed for a nonprofit venture, an international development project or public program, or a commercial business that seeks to scale their initiative to achieve greater social impact. Students will identify their social innovation in consultation with the Professor. Additional guidelines will be provided in class and on the course website (BlackBoard).

### **a. CHALLENGE 1: Business Model Canvas or Ecosystem Analysis (10%)**

Prepare a business model canvas (per Osterwalder and Pigneur) and be prepared to post it on the wall of the classroom. If your social innovation is not a business, prepare an ecosystem analysis (per Bloom and Dees). In addition, prepare a five-minute pitch on the viability of your social innovation’s scalability, including the assumptions you will need to test.

**Grading:** Grading will be based on the combined ranking of: 1) student votes for the idea most likely to succeed and 2) instructor and guest ranking on the best use of the business model. Points are awarded as follows (for each ranking): Top team: 25 points. Second team: 20 points. Third team: 20 points. Fourth team: 17 points. Fifth team: 16 points. Sixth team: 15 points. Seventh team: 14 points. Eighth team: 13 points

### **b. CHALLENGE 2: “How Might We...” Problem Framing and Logic Model (10%)**

The “How Might We” problem frame and logic model is the scaffolding upon which you will develop your impact metric framework. Teams will decide which question(s) out of their problem tree is most pertinent for meeting the challenge of sustainably and ethically scaling up their social innovation. From this problem, prepare a logic model that takes into account the assumptions and risks of the scaling strategy, and articulates the expected impact along the value chain.

**Grading:** Points will be awarded based on the 1) clarity of the problem frame and the logic model, and 2) linkages made between the expected social impact, scaling strategy and the indicators chosen.

**c. CHALLENGE 3: Networking & Financial Resource Assessment (5%)**

Team members should seek to create a significant number of contacts with individuals and organizations that they believe are necessary to achieve scale of their proposed social innovation. Document each meeting and discussion. You will have 10 minutes to describe your networking strategy, what you learned and how it changed your scaling strategy.

**Grading:** Points will be awarded based on the number of contacts and meetings consummated as well as the best presentation. 2 points awarded for each documented follow up meeting (max of 20), 5, 4, 3 and 2 points awarded for the top 4 presentations on voting rankings.

**d. CHALLENGE 4: Social Innovation Pitch Competition (10%)**

The Social Impact Measurement Framework is the cumulative effort of the class and should include your different methods and analytical tools, and an investment model. All feedback received on other group assignments should be incorporated. Your analysis will be presented in a public forum and judged by a panel of entrepreneurs, investors, and academics. You will have 10 minutes to present the results of your work. The written report should be no longer than 5 pages, single-spaced. You should also include the appendices outlined in the “final deliverable” on BB.

**Grading:** Grading will be based on: 1) the judges’ ranking of the presentations (with the winner receiving an automatic 25 points) and 2) the instructor’s assessment of the written report.

## **A FINAL NOTE ON GRADING**

All assignment grades are letter grades, rather than on a 100 point scale. You will likely receive a B grade on an assignment, and for the course, if you simply meet the minimum expectations for the assignment and for the course overall. To the extent you exceed expectations in quality of your work, your grade will be a B+ or an A-, depending on the level and frequency of that performance. An A grade is reserved for those who exceed expectations consistently, or to a significant degree. A C grade or less is usually the result of submitting your work late, or failure to follow instructions, or to simply not make the effort to produce a college-level work product. If you have any concerns at all about your grade, please do not wait until halfway through the semester to come see me. I am available two days a week for four hours, and by appointment.

## **E. REQUIRED TEXTBOOK**

OSTROM, E. (1990). *Governing the Commons: The evolution of institutions for collective action*. Cambridge: Cambridge University Press.

**We will also be drawing on chapters and articles from the following books and on-line journals made available on BlackBoard:**

STANFORD SOCIAL INNOVATION REVIEW: [www.ssir.org](http://www.ssir.org) (Subscription recommended)

BERRY, W. (1993). *Sex, economy, freedom and community*. New York and San Francisco: Pantheon Books.

BLOOM, P. AND SKLOOT, E. (2010). *Scaling Social Impact*. New York: Palgrave MacMillan.

BROWN, T. (2013). *Change by design*. New York: Harper Collins.

CHIPCHASE, J. (2013). *Hidden in plain sight: How to create extraordinary products for tomorrow's customers*. New York: Harper Collins.

DEES, G., EMERSON, J., ECONOMY, P., (2002). *Strategic tools for social entrepreneurs: Enhancing the performance of your nonprofit*. New York: John Wiley & Sons.

HIKEY, S. and MOHAN, G. (2004). *Participation: from tyranny to transformation?: Exploring new approaches to participation in development*. New York: Zed Books Ltd.

KELLEY, T. & KELLEY, D. (2013). *Creative Confidence*. New York: Crown Books.

MEHTA, P. & SHENOY, S. (2011). *Infinite Vision: How Aravind became the world's greatest business case for compassion*. San Francisco: Berrett-Koehler Publishers, Inc.

OSTERWALDER, A., & PIGNEUR, Y. (2010). *Business Model Generation*. New York: John Wiley & Sons, Inc. Available online: <http://www.businessmodelgeneration.com/>

POLAK, P. and WARWICK, M. (2013). *The Business Solution to Poverty: Designing Products and Services for Three Billion New Customers*. San Francisco: Berrett-Koehler.

SEN, A. (1999). *Development as Freedom*, New York: Anchor Books.

SHILLER, R.J. (2012). *Finance and the good society*. Princeton and Oxford: Princeton University Press.

## F. COURSE OUTLINE – TENTATIVE

### Course Calendar Overview (Subject to revision as necessary on BB)

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Class 1 1/13	Class Introduction	<p>Read the class syllabus and overview</p> <p>Choose one of the books to read throughout the semester, integrating it's ideas into your final deliverables</p> <p>Watch “What’s on your plate?” (11 min) <a href="https://www.youtube.com/watch?v=AQIG710-mdw&amp;feature=youtu.be">https://www.youtube.com/watch?v=AQIG710-mdw&amp;feature=youtu.be</a></p> <p>Be prepared to briefly introduce yourself and explain your interest in the class</p>
Class 2 1/16	Food: A Collective Action Problem within the context of Social Enterprise and Social Entrepreneurship	<p>Read Chapter 1 “Reflections on the Commons” in Ostrom (1999), pp. 1-28</p> <p>Read: Scarcity-mind or Eco-mind <a href="http://smallplanet.org/sites/smallplanet.org/files/Solutions_Lappe_Scarcity-mind%20&amp;%20Eco-mind%202013%20v4-i2.pdf">http://smallplanet.org/sites/smallplanet.org/files/Solutions_Lappe_Scarcity-mind%20&amp;%20Eco-mind%202013%20v4-i2.pdf</a></p> <p>Listen “What America can teach the World About Obesity” <a href="http://www.businessweek.com/articles/2014-03-10/what-america-can-teach-the-world-about-defeating-obesity">http://www.businessweek.com/articles/2014-03-10/what-america-can-teach-the-world-about-defeating-obesity</a></p>

Class 3 1/20	Resolving the Collective Action Problem: Social Enterprise as New Models for Sustainable Development?	<p>Read Chapters 1 and 2 in <i>Scaling Up</i> by Bloom and Skloot, pp. 11-44</p> <p>Read: The Limits of Non-profit Impact (Ebrahim and Rangan, 2010)  <a href="http://www.hbs.edu/faculty/Publication%20Files/10-099.pdf">http://www.hbs.edu/faculty/Publication%20Files/10-099.pdf</a></p> <p>Listen (3min 9sec): Market Basket Case  <a href="http://www.npr.org/2014/08/28/344036644/market-basket-workers-win-return-of-supermarkets-former-president">http://www.npr.org/2014/08/28/344036644/market-basket-workers-win-return-of-supermarkets-former-president</a></p>
Class 4 1/23	<p>Scaling up: A complex question</p> <p><b>Self-Assessment Due!</b> (See syllabus)</p> <p><b>Group Formation</b></p>	<p>Read Chapters 2 and 3 in <i>Poor Economics</i>, pp. 19-70</p> <p>Read “Misery loves companies”  <a href="http://www.bus.umich.edu/FacultyResearch/Research/research-8-04/misery_061504.htm">http://www.bus.umich.edu/FacultyResearch/Research/research-8-04/misery_061504.htm</a></p> <p>Watch  <a href="http://www.thersa.org/events/rsaanimemate/animate/rsa-animate-crisis-of-capitalism">http://www.thersa.org/events/rsaanimemate/animate/rsa-animate-crisis-of-capitalism</a></p>
Class 5 1/27	Entrepreneurial Thinking meets Design Thinking	<p>View/Read “What Makes Entrepreneurs Entrepreneurial (w. Notes by Vinod Khosla)”  <a href="http://www.khoslaventures.com/fire-side-chat-with-google-co-founders-larry-page-and-sergey-brin">http://www.khoslaventures.com/fire-side-chat-with-google-co-founders-larry-page-and-sergey-brin</a></p> <p>Read Introduction, Chapters 1-2 in <i>Creative Confidence</i> by Kelley and Kelley  <a href="http://www.creativeconfidence.com/chapters">http://www.creativeconfidence.com/chapters</a></p> <p>Read: “How Great Entrepreneurs Think”:  <a href="http://www.inc.com/magazine/2011/0201/how-great-entrepreneurs-think.html">http://www.inc.com/magazine/2011/0201/how-great-entrepreneurs-think.html</a></p>

Class 6 1/30	Food Systems Value Chain <b>Case:</b> One Acre Fund	<p>Read <a href="http://www.ifpri.org/sites/default/files/publications/2020anhconfpaper04.pdf">http://www.ifpri.org/sites/default/files/publications/2020anhconfpaper04.pdf</a></p> <p>Read “One Acre at a Time” by Corey Binns in SSIR Summer 2011</p> <p>Read “Measuring to Improve or Improving Measurement?” by Matthew Forti in SSIR May 2013</p> <p>Review <a href="http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/definitions-of-food-security.aspx">http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/definitions-of-food-security.aspx</a></p>
Class 7 2/3	Farmers-first? Stakeholder Roles and Responsibilities  <b>Film:</b> Fed Up (excerpts) <b>Case:</b> Wal-Mart	<p>Read “The greening of Wal-Mart” in SSIR <a href="http://www.ssireview.org/articles/entry/the_greening_of_wal_mart">http://www.ssireview.org/articles/entry/the_greening_of_wal_mart</a></p> <p>Listen/Read <a href="http://www.npr.org/blogs/thesalt/2014/11/04/361411440/why-farmers-arent-cheering-this-years-monster-harvest">http://www.npr.org/blogs/thesalt/2014/11/04/361411440/why-farmers-arent-cheering-this-years-monster-harvest</a></p>
Class 8 2/6	Your Means and Sustainability Frameworks  <b>Impact Value Chain Survey Due!</b> (See Syllabus and BB)	<p>Read Chapters 2 and 6 in Ostrom (1990) pp.29-56, 182-216</p> <p>Read pp. 6-10 “Business and the Sustainability Challenge” by Nemetz</p> <p>Review TSI Methodological Guideline for Impact Assessment</p>
Class 9 2/10	How can (social) entrepreneurs address the food/farming/health crisis?  <b>Case:</b> Gram Vikas	<p>Read Chapter 8 in <i>Scaling Up</i></p> <p>Checkout: <a href="http://www.smallplanetinstitute.org">www.smallplanetinstitute.org</a></p> <p>Prepare a poster describing a social innovation opportunity around agriculture, food and health you would like to explore this semester</p>

Class 10 2/13	Integrating “social impact” with socio-ecological impact frameworks	<p>Read “A General Framework for Analyzing Sustainability of Social-Ecological Systems” (Ostrom, 2009)</p> <p>Read Chapter 4 in UNEP Lifecycle Assessment Guideline</p> <p>Review IRIS metrics <a href="https://iris.thegiin.org/metrics">https://iris.thegiin.org/metrics</a></p> <p>Read Chapter 4 in “Business and the Sustainability Challenge” by Nemetz, pp. 65-86</p>
Class 11 2/17	Food waste and spoilage in developing countries	<p>Review Rockefeller Foundation Report on Food Waste <a href="http://www.rockefellerfoundation.org/uploads/files/ec8322ed-b2b3-4f1c-9684-b4a759950d7f-external.pdf">http://www.rockefellerfoundation.org/uploads/files/ec8322ed-b2b3-4f1c-9684-b4a759950d7f-external.pdf</a></p>
Class 12 2/20	<p>Comparative Perspectives</p> <p><b>Film:</b> A Place at the Table</p>	<p>Read Chapter 5 in Ostrom (1990) pp. 143-181</p>
Class 13 2/24	<p>Cultivating the ecosystem for sustainable food business: Organic and Local Foods</p> <p><b>Challenge 1 Due!</b></p>	<p>Read “YES, WE HAVE NO BANANAS: A Critique of the “Food Miles” Perspective” (Desrochers &amp; Hizmu, 2008)</p> <p>Prepare “Wild Oats: Sewing vs. Reaping” (HBS Press - KEL466-PDF-ENG)</p>
Class 14 2/27	<p><b>Teamwork – Prof. Minard Traveling for Research</b></p>	<p>Watch UVM Food Summit Videos <a href="http://learn.uvm.edu/foodsystemsblog/2012/08/14/videos-leading-the-necessaryrevolution-for-sustainable-food-systems-amplified/">http://learn.uvm.edu/foodsystemsblog/2012/08/14/videos-leading-the-necessaryrevolution-for-sustainable-food-systems-amplified/</a></p> <p>Read Chapters 25 &amp; 26 in “Business and the Sustainability Challenge” by Nemetz, pp. 433-491</p>

Class 15 3/3	Problem Frame and Logic Model	<p>Read Osterwalder and Pigneur Read “The strategic plan is dead” by O’Donovan in SSIR Jan 2013</p> <p>Review Logic Models on BB</p> <p>Read “What’s your endgame” by Gugelev and Stern in SSIR Winter 2015</p>
Class 16 3/6	<p>Stakeholder Engagement and Participatory Design</p> <p><b>Challenge 2 Due!</b></p>	<p>Read Chapters 1, 5 &amp; 10 in Participation and Tyranny, pp. 1- 20, 75-88, 159-170</p> <p>Review “The importance of cultural framing” by Howard-Grenville and Hoffman</p> <p>Read “The hidden pitfalls of inclusive innovation” by Narsalay in SSIR Winter 2015</p>
Class 17 3/10	TRIP TO TENNESSEE	Read trip materials on BB
Class 18 3/13	TRIP TO TENNESSEE	Read trip materials on BB
Class 19 3/17	Field visit de-briefing session	<p>Read Chapter 11 in <i>Scaling Up</i>, pp. 207-218</p> <p>Read “Remaking the Food system” by Don Shaffer in SSIR Sept. 2003</p> <p>Prepare to present your strategy for Challenge 3 for feedback</p>
Class 20 3/20	<p><b>Teamwork – Prof. Minard Traveling for Research</b></p> <p><b>SE “Classic” Analysis Due!</b></p>	
Class 21 3/24	Social capital as Asset and Barometer	<p>Read “Feeding relationships” by Charles McJilton in SSIR Winter 2015</p> <p>Check out <a href="http://www.whatsworking.com">http://www.whatsworking.com</a></p>

Class 22 3/27	<b>Field work – Prof. Minard Traveling for Research</b>	
Class 23 3/31	Marketing, Branding & Communications  <b>Challenge 3 Due!</b>	Read Chapters 9-10 in <i>Scaling Up</i> , pp. 169-204  Read “Framing Food as a Public Issue” <a href="http://www.frameworksinstitute.org/workshops/broccoli/">http://www.frameworksinstitute.org/workshops/broccoli/</a>
Class 24 4/3	Enabling environment for SE growth	Read “Promoting Sustainable Food Systems Through Impact Investing” <a href="http://www.ifpri.org/sites/default/files/publications/2020anhconfpaper04.pdf">http://www.ifpri.org/sites/default/files/publications/2020anhconfpaper04.pdf</a>  Read “The Rise of the Social Stock Market” <a href="http://www.ssireview.org/blog/entry/the_rise_of_social_stock_exchanges">http://www.ssireview.org/blog/entry/the_rise_of_social_stock_exchanges</a>
Class 25 4/7	Putting it all together: Policy, People, Environment & Social Impact	Read “Bridge Building for Social Transformation” by David Brown in SSIR Winter 2015
Class 26 4/10	Team Presentations of Frameworks	See materials on BB
Class 27 4/14	<b>Guest Speaker</b> – Creating Opportunity from Waste	Prepare questions for Ayo Onikute Check out: <a href="http://www.ecocycle.org/">Dechets a l'Or</a> <a href="http://www.ecocycle.org/">http://www.ecocycle.org/</a>
Class 28 4/17	<b>Challenge 4 – Sustainable Impact Pitch Presentations – 3:30 – 6PM!</b>	
Class 29 4/21	Class Wrap-up	Pot-luck dinner at Professor Minard’s house