



Northeastern University

ENTR 2206: GLOBAL SOCIAL ENTERPRISE **Course Syllabus – Fall 2015**

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- Class Information:** Tuesday, 11:45am – 1:25pm, Thursday, 2:50-4:30pm, Dodge 330
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What has not been often said, because it did not need to be said until fairly recent times, is that the responsible consumer must also be in some way a producer. Out of his/her own resources and skills, s/he must be equal to some of his/her own needs. The household that prepares its own meals in its own kitchen with some intelligent regard for nutritional value, and thus depends on the grocer only for selected raw materials, exercises an influence on the food industry that reaches from the store all the way back to the seedsman.

- Wendell Berry

I just happen to think that in life we need to be a little like the farmer who puts back into the soil what he takes out.

- Paul Newman

I. COURSE INTRODUCTION

Welcome to ENTR2206 Global Social Enterprise. This is a four-credit undergraduate course that offers an interdisciplinary look at the role of the rapidly growing field of social entrepreneurship in tackling global poverty and sustainable development.

I'm grateful that you chose to enroll in the course, as I know that you have many other choices. Active participation in this course is an act of personal commitment to critical thinking and conscious living that is rooted in the belief that through our coordinated actions, we can build a better, safer and sustainable world. We will learn, design and experiment with ideas and tools that will enhance your ability to identify sustainable

solutions to social problems, and explore strategies to help you live according to your personal values, whether in business, in your work serving others, or in your own community.

Please note that this Syllabus should be read alongside the Class Schedule (Part II), which will be updated regularly on Black Board (BB). The Class Schedule provides you with the planned activities for every class session including discussion topics, questions, reading assignments, expected deliverables and guest speakers. Given the emerging nature of this field, I will be making periodic changes to the Class Schedule throughout the semester. Any assignment or activity changes to the Class Schedule will be posted on BB and sent to the class in advance.

ENTR2206 Global Social Enterprise is a foundational course for the Minor in Global Social Entrepreneurship. As such, it begins with an understanding of the history of social entrepreneurship and social enterprise, where individuals and communities around the world come together to solve problems using innovative strategies to create new businesses, social organizations, products and services for public benefit.

Social entrepreneurs and social enterprises, by virtue of being problem-solvers, challenge the status quo by identifying social problems, mobilizing resources, building networks and unleashing market forces to create value for social good. Despite enormous risk, they put everything on the line to achieve their mission, whether it's restoring hope, justice, peace, ecological balance or prosperity for those excluded or marginalized. From homelessness to political conflict, from obesity to illiteracy, social entrepreneurs around the world tackle the tough problems that traditional businesses often ignore and governments lack the flexibility to experiment. Lasting solutions, however, are hard to come by, and knowing what works for a particular population requires the ingenuity, tenacity, resilience, and empathy that come from a social entrepreneurial spirit.

So what is the world's biggest problem today that social entrepreneurs can tackle? Climate change, political corruption and terrorism – all come to mind as pressing global challenges. What about how we produce and provide access to nutritional food: who in the world is malnourished and how can they be, when there is so much of it? It turns out that food waste, diseases like diabetes and obesity, and decreasing farmland are not only increasing around the world, they are also increasingly interrelated. According to the National Institutes of Health, 1 in 7 American families rely on food pantries and more than 38 million families were unable at times to buy the nutritional food they needed. Research shows that 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. In the U.S., more than 2 in 3 adults are considered to be overweight or obese. This affects predominately low-income populations but not exclusively. According to the WHO, worldwide obesity has nearly doubled since 1980. Many people in low-income countries are also 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. Around the world from India 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.

What are the [causes](#) of this systemic, global problem, and how can social entrepreneurs and social enterprises offer solutions? Researchers, policy makers, philanthropists and the press have all recently advanced the notion that a “green” economy producing both socio-economic and environmental benefits is not only necessary but achievable; in this course we will focus on what your role as a social change maker could be in bringing about this vision. To do this, we will begin our study of global social enterprise with the topic of sustainable food systems, and the people, ideas and businesses that are leading the way.

In this course you will gain an in-depth understanding of the opportunities and challenges of engaging in social entrepreneurship through the lens of hunger and malnutrition while integrating concepts of sustainable development and design thinking into the problem frame. As a class, we will gain in-depth knowledge of the food crises, and how social enterprises, working with communities and government, can creatively use business to focus on sustainable farming, fair trade, and organic and natural product development. To do so, we will engage with the literature, case studies, host a variety of guest speakers, undertake site visits, and conduct active debates and team-based design competitions. The classes will be **highly interactive** and your active participation and presence is required.

As a consumer of food, this class should challenge and inspire you through provocative readings, hands-on fieldwork, rigorous writing and teamwork, to reflect on the social, economic, political, and environmental interconnections in our daily food habits. To respond to this challenge, you will conduct in-depth research on concrete actions that your community and others can take to improve the connection between land, farmers and food, between how we eat and what we eat. By applying various research and design thinking methods, you will be able to identify social enterprises that are effectively creating public value in the marketplace of food, and be able to draw links between a social entrepreneur’s individual mission, and how s/he expanded consumer choices in our food systems and communities.

The course aims to provide students with a conceptual and critical understanding of some of the key tools and approaches employed by organizations 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. I employ the case method and [human-centered design thinking](#) to emphasize practical, creative and analytical thinking whereby students are the examiners and creators of new approaches and strategies, not just users of them.

II. LEARNING OBJECTIVES

Upon completing this course students should be able to:

1. Understand and articulate why reforming food systems is necessary and achievable, and identify and evaluate a diverse set of social enterprises working on global food systems,

2. Demonstrate a working knowledge of theories, concepts, models and challenges in the field of social entrepreneurship and social enterprise with a focus on low-income countries and communities
3. Understand and articulate the importance of the principles of social entrepreneurship and social enterprise in creating a social economy, drawing on a wide range of resources and contacts within the social enterprise space,
4. Challenge concepts of what business, community, finance and public leadership can look like in the 21st century.

III. 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, 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 you will use a great many other resources to assist your learning, including primary research with potential customers and partners.

Co-op Moments: Previous work experience is an important element in our collective knowledge base as a class and I invite students to let me know when there is a “co-op moment” and I will gladly provide time for you to share your stories and insights with us.

Field Challenges: Throughout the course we will have several required “field challenges” focused on food and nutrition that will require time commitments outside of class. The goal of these deliverables is to: 1) give you some real world experience and connections in the social enterprise and food systems arena, and 2) provide a series of smaller exercises with real-time feedback to help teams move towards the completion of their final course deliverable. While the social innovation you research is largely self-directed, to do well in this course your team commitment must be a priority. Please refer to the companion **Course Schedule** for dates and times. If you have a time conflict with any of our class activities, *you must notify me in advance or you will be marked absent.*

IV. COURSE EXPECTATIONS

- 1) **Preparation** – All success is built on a foundation of hard work; I will cold call on students and if you are unprepared, this will impact your participation grade. I evaluate your preparation by the quality of your questions more than your answers. Every individual assignment you hand in will give you the opportunity to pledge that the work you are turning in is yours and yours alone. I am committed to your personal development and to your adherence to the highest level of ethics and academic rigor.

- 2) **Planning** - Research has demonstrated that the act of planning is key for entrepreneurial success, as it is for your success in this class. Do not procrastinate or you will not do well.
- 3) **Creativity** – Entrepreneurship requires the ability to see what others do not, and social entrepreneurship requires the ability to see untapped skills in others and use these to the benefit the whole. To succeed, you must engage your creative side, and remain open to challenging your current assumptions and beliefs about yourself and society. This includes freezing negative assumptions and adopting a “yes-and” approach to discussing ideas.
- 4) **Respect** – Your conduct in class should include being respectful to your fellow students, your instructor and guest speakers, considerate of divergent opinions and fully committed to the productive completion of each of our class sessions. This includes your contribution to building strong teams and working in collaboration. Listening when someone else is talking is the most obvious sign of respect.
- 5) **Problem Solving** – You are expected to critically analyze, synthesize and evaluate ideas and communicate your views clearly and convincingly. When there are things you do not understand or agree with in class discussion, you should always share these openly with the class so that others may benefit from your questions.

V. REQUIRED COURSE MATERIALS

Required Books

Bet the Farm: How food stopped being food, Frederick Kaufman, 2012, John Wiley & Sons

Social Entrepreneurship: What everyone needs to know, David Bornstein and Susan Davis, 2010, Oxford University Press

The Third Plate: Field notes on the future of food, Dan Barber, 2014, Penguin Press

Recommended Subscriptions

Weekend Briefing (Free): <http://profitandpurpose.us7.list-manage.com/track/click?u=071ab92fe1710592df2964715&id=5e40ff4c8c&e=35cbec9a1b>

Stanford Social Innovation Review (Highly recommended; One year digital \$39.95)

Next billion E-Newsletter: <http://nextbillion.net/>

Impact Alpha newsletter: <http://impactalpha.com/>

*All course materials are listed in the below schedule and available on our course website. All cases and case materials, or direct links to these materials, will also be on Blackboard.

VI. COURSE DELIVERABLES AND GRADING

Letter grades will be assigned for cumulative points according to the following formula. The baseline—meets expectations—means that students have demonstrated overall proficiency in the learning outcomes of your course and will earn a B level grade. 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 failure to submit your work on time, or to follow instructions, or to simply fail to make the minimal effort to produce a college-level work product. Grades will be cumulative average split between individual efforts and group efforts.

95–100% A Exemplary performance 90–94% A- Consistently above expectations 87–89% B+ Above expectations, very good 84–86% B Meets expectations, good overall performance 80–83% B- Meets expectations most of the time 77–79% C+ Mostly meets expectations although below some of time	74–76% C Below expectations but passing 70–73% C- Below expectations and needs improvement 67–69% D+ Consistently below, but enough to get credit 64–66% D Under performing 60–63% D- Should consider repeating the course < 60% F No credit for the course
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Course Evaluation

Grades are based on the following five assignment categories:

1. (Individual) Class Participation and Engagement (20%)
2. (Individual) Book Essay (25%)
3. (Individual) Reading Quizzes (20%)
4. (Group) Multi-media Presentation on Social Innovation Challenge (group) (35%)

1. Class Participation, Engagement and Peer-to-Peer Learning (20%)

Quality class participation is reflected in your insight and contribution to the class discussions and group activities. 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 you spending as much time on crafted interesting questions as you are on knowing the “right” answer?
- Do your discussion points 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?

In addition, **self and peer reviews** are an important part of final your participation grade. I will ask you to conduct a **self-assessment** at the beginning of the semester. This is a max. 500 word (12pt, TNR) written reflection submitted by each student on 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.

For group assignments students will be evaluated by each teammate based on a ranking of 1-5 (5 being the best score) 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?

2. Book Essay (25%)

You will select one (1) book from the below list to read in its entirety. Alternative books may be analyzed only with instructor approval. To propose a book, the full citation must be sent to the instructor before the second week of class for review.

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

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 start reading this immediately and use it to reflect on other readings throughout the semester. Your assignment is to write a critical essay of the book in **7-pages, double-spaced, using proper citations (11pt, TNR)**. You should identify: 1) the social entrepreneurial ideas outlined in the book, 2) failures in the market and in the government that are explained by the author, and 3) any business/industry you see that could benefit from the lessons in this book. **Essays are due in class on Tuesday, December 1st.**

3. Reading Quizzes (20%)

You will have two (2) reading quizzes throughout the semester (see Class Schedule for dates of all assignments). These will simply confirm your thorough reading of the assigned book chapters, cases or articles, by way of a 20-30 minute short answer, take-home quiz, which you will submit in hard copy in class, and sign.

If you have built castles in the air your work need not be lost. That is where they should be. Now put the foundations under them.

HENRY DAVID THOREAU

4. Final Team Project: Call To Action (35%)

Your final team project is a *Call To Action*, which is an **evidence-based, multi-media 3-minute challenge targeting a stakeholder group, or the larger public, and using social enterprise as a way to promote sustainable food systems**. Your final product will be based on a series of four smaller “challenges” throughout the course. Therefore, it should be the cumulative effort of all the challenges and include your research methods and design thinking tools, including any policy recommendations or financial opportunities to fund the social innovation. The Call To Action should provide a set of concrete action steps **composed of key messages** that your team has developed to raise public awareness about food systems, and bring

attention to a specific social innovation that, when scaled, can achieve social impact in food systems and sustainable development. Your final product will be presented in front of a panel of judges. You will produce a written report to accompany the Call To Action, which should be no longer than 5 pages, double-spaced. Additional guidelines will be provided.

a. **CHALLENGE 1: Organizational and situation analysis**

Prepare an organizational analysis of a social enterprise working on the food systems crisis in a specific part of the world. Your analysis should include a survey of the economic and political situation in this community, the political economy of the country and the social enterprise's history in terms of engagement with stakeholders. You should evaluate the social impact the social enterprise is having on tackling the problem, how it could be improved and what you would do to improve it.

Grading: Grading will be based on the combined ranking of: 1) student votes for the most informative analysis, and 2) instructor ranking on the best use of research methods and social entrepreneurial principles. 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: Stakeholder and Ecosystem Analysis**

Prepare an ecosystem analysis (per Bloom and Dees) for the Challenge you have defined that seeks to create a significant number of partnerships with individuals and organizations that are necessary to achieve the intended social impact. You will have 10 minutes to describe your analysis, what you learned and how it changed your perspective in crafting an implementation strategy.

Grading: Points will be awarded based on the number of linkages defined as well as the best presentation. 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

c. **CHALLENGE 3: "How Might We" Problem Framing & Logic Model**

The "How Might We" problem frame and logic model is the scaffolding upon which you will develop your Challenge. Teams will decide which question(s) out of their problem tree is most pertinent for meeting the challenge of sustainably and ethically changing the food system. From the identified problem, prepare a logic model that takes into account the assumptions and risks of your target community and market, and articulate 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.

d. **CHALLENGE 4: Visual Narrative with Social Impact Metrics**

The Visual Narrative should explain the Call To Action's expected social impact. This is done through visual images, quantitative data (e.g., statistics) and qualitative data (e.g., interviews). Details to follow.

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

VII. CLASS POLICIES AND PROCEDURES

Absences. Students missing more than three (3) absences will lose a half letter grade (from B to B-) on their final grade. Students who think they may need to miss a class must inform the instructor **in advance**, and submit the necessary documents and make-up material within 2 weeks of the class in order not to forfeit the participation grade. Exceptions can only be made in extenuating circumstances.

Each lecture starts promptly and will start with a discussion based on the required readings and current events. If you are absent or unprepared, it will inhibit our class discussions from moving forward. Students who are late at the start of class may be asked to wait outside until a break.

Late Assignments and Extra Credit. No late assignments will be accepted and there is no extra credit for this course.

Disabilities. If you qualify for accommodations because of a disability, please provide me with a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities.

Religious Observances. Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let me know at the beginning of the semester that you will miss class because of religious observance so that appropriate accommodations can be made.

Discrimination and Harassment. Northeastern University's policy on Discrimination and Harassment, and Sexual Harassment apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Institutional Diversity and Inclusion: <http://www.northeastern.edu/oidi/compliance/sexual-harassment/>

Classroom Behavior. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor

your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at

http://www.northeastern.edu/osccr/pdfs/Code%20of%20Conduct/2014-15%20UG%20Handbook_Code%20of%20Conduct%20only.pdf

E-mail. You should use email primarily as a tool to set up one-on-one meetings with me should my office hours conflict with your schedule. Use the subject line “Meeting request.” I strongly encourage you to ask questions about the syllabus and assignments during class time. For more in-depth discussions (such as guidance on assignments) please plan to meet in person or call my office during office hours. Our conversations should take place in person or over the phone rather than via email, thus allowing us to get to know each other better and fostering a more collegial learning atmosphere.

Use of Electronic Devices. In order to foster a respectful classroom learning/teaching environment, there will be limited use of electronics during class time. This includes cell phones, computers, tablets, PDA’s, MP3 players, etc. Electronic devices can be both incredibly helpful in accomplishing our work, saving us time (and paper), for note-taking, and quickly connecting us with others, but they can also be a major distraction that can keep us from being fully present. You may return phone calls/emails during breaks. During my lectures and at various times during class, I may need to ask you to close your computers so that you may focus your full attention on the discussion or experiential exercises. I request that you respect the integrity of the learning community by only using your laptop to take notes, or to briefly look up something that is being discussed. Use of electronic devices is strictly forbidden during guest lectures, even to take notes. If any student ignores this policy, their participation grade will be reduced.

Standardization of File Names and Font Size

This section describes a few small things you can do to make your instructor profoundly happy. For readability please make sure to use a **minimum of 11pt font, double-spaced**. Mac users must convert all files. You are also required to **name your files** in a standardized way. Please use the following format (and yes, Mac users, you are required to use file extensions):

[Topic] – [Assignment] – [Team Members (alphabetical by last name)].ppt or docx.

Challenge 1 – PPT1 – S. Minard, J. Jones, A. Bhadouria.ppt

NU Academic Integrity Policy

This class and everything you do in it is governed by the NU Academic Integrity Policy, which can be found at the following link: <http://www.northeastern.edu/osccr/academic-integrity-policy/>

I take NU’s Academic Integrity Policy very seriously. In order to maintain a vigorous learning community in the classroom, it is critical that we, as a class, do not tolerate academic fraud (cheating, plagiarism, lying). As a matter of personal and professional

respect for each other, and ourselves, we should expect the highest standards of conduct from our peers and ourselves. Violating these standards takes away the value and meaning of the educational environment for all of us, and in the event that such a violation occurs, the individual(s) responsible will be subject to University sanctions that may include failure from the course, suspension, or expulsion. Please see me if you are uncertain about what represents an honor code violation.

Course Evaluation and TRACE

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.

VIII. CONNECTION TO OUR SOCIAL ENTREPRENEURSHIP PROGRAM

We hope that upon completion of this course, you will be interested in our programs in social entrepreneurship offered by the Social Enterprise Institute (SEI).

Field Study Programs (Dialogue of Civilization Courses): Our field study programs include summer Dialogue courses in India (Summer 1), Central America (Summer 2 starting 2016), and South Africa (Summer 2). These programs are comprised of two courses, for a total of 8 academic credits.

Community Engagement Programs: We also have programs in Boston, including a Citizen Schools program, Room-to-Read, and many other volunteer opportunities. These programs are not for academic credit, and volunteers are accepted on a first come, first serve basis.

Academic Curriculum: We offer related courses in social entrepreneurship (ENTR2206, ENTR4506), and microfinance (ENTR2219). The courses can lead to a concentration track in Social Entrepreneurship for business majors, and an interdisciplinary minor in Global Social Entrepreneurship for non-business majors.

SEI Speaker Series: As a class, we will attend **one** of our **three SEI Speaker Series** events during the semester. Once the schedule of these events is set, we will discuss as a class and commit the event to our schedules. We will spend time in class developing some questions for the guest speaker.

SEI-SA: The SEI Student Association is an excellent way to get actively involved with the social enterprises activities on campus and off. To learn more, please email the current SEI-SA Executive Board President, Franziska Deininger.

IX. ASSIGNMENT DUE DATES AND CLASS SCHEDULE**Important Due Dates***Self-Assessment Due 9/15***Book Essay Due 12/1/15****Reading Quizzes Due 10/13 and 11/17****Peer Reviews on 10/20 and 11/24****Challenge 1 – Organizational Analysis - Due Oct. 15****Challenge 2 – Stakeholder Analysis - Due Oct. 22****Challenge 3 – ‘How Might We’ Problem Frame – Due Nov. 10****Challenge 4 – Visual Narrative – Due Nov. 19****Final Call to Action & Presentation – Due Dec. 3****COURSE SCHEDULE (Subject to revision; Check BB for updates)**

Date	Topic	Assignment
Class 1 9/10	Class Introduction	<p>Read the class syllabus and overview</p> <p>Be prepared to briefly introduce yourself and explain your interest in the class</p> <p>Choose one of the books to read throughout the semester by next class</p> <p>Submit your self-reflection essay by email or hard copy by next class</p>
Class 2 9/15	Social Enterprise as New Models for Sustainable Development <i>Self-Assessment Due!</i>	<p>Review website: www.localfoodlab.com</p> <p>Watch “What’s on your plate?” (11 min) https://www.youtube.com/watch?v=AQIG710-mdw&feature=youtu.be</p> <p>OR</p> <p>Peter Lehner TED talk: http://youtu.be/UwOHpWTRsbE (14 minutes)</p> <p>Read Introduction in Nicholls, A. (2006). <i>Social Entrepreneurship: New Models for Sustainable Social Change</i>. Oxford: Oxford University Press. Introduction, pp. 1-23</p> <p>Read Gregory Dees (2001) “The meaning of Social Entrepreneurship” http://community-wealth.org/sites/clone.community-wealth.org/files/downloads/paper-dees.pdf</p>

Class 3 9/17	What is Social Entrepreneurship and Social Enterprise?	Read Gregory Dees, "Social Entrepreneurship is About Innovation and Impact, Not Income," Social Edge, September 2003
	Watch: Who Cares?	
	Guest Speaker: Gordon Bloom, Professor at Harvard iLab	Read David Bornstein and Susan Davis. 2010. Social Entrepreneurship: What Everyone Needs to Know. Oxford University Press, Chapter 1, pp. 1-41
Class 4 9/22	Early beginnings: Microfinance as a social movement	Read and Watch: http://ssir.org/articles/entry/an_idea_that_spreads_intercontinental_ballistic_microfinance
	Case: Grameen Bank	
	What problem was Muhammad Yunus trying to solve? What assumptions was he making about people and how did this turn the banking sector upside down? In what way is development different from social entrepreneurship?	Read Muhammad Yunus (2007) Chapters 2-3, pp. 21-75;
		Read William Drayton, Everyone a Changemaker: Social Entrepreneurship's Ultimate Goal: https://www.ashoka.org/files/innovations8.5x11FINAL_0.pdf
		Visit https://zip.kiva.org/
Class 5 9/24	What is Food? Reflections on what we love to eat, what we produce, and how it gets used	Complete read through of slideshow "How did this broccoli get on my plate?" http://www.frameworksinstitute.org/workshops/broccoli/
	Team Formation	
	TED Talk by Carolyn Steele: http://www.ted.com/talks/carolyn_steele_how_food_shapes_our_cities#t-27192 (15 min)	Read Chapter 1-2, pp. 7-36 in Bet the Farm by Frederick Kaufman
	Teams: Open draw Sitopia	
		Read Introduction, pp. 1-22 in The Third Plate by Barber
		Read "Food Doesn't Grow in Silicon Valleys" http://ssir.org/articles/entry/food_doesnt_grow_in_silicon_valleys
Class 6 9/29	Defining SE: Employment v. Entrepreneurship v. Venture Creation	Read Janelle Kerlin "Social Enterprise in the United States and Europe: Understanding and Learning From the Differences", <i>Voluntas</i> (2006) 17:247-263
	What are some distinctions	

	<p>between the European thinking on this concept from US scholars? What's the link between entrepreneurship and employment?</p> <p>Organization and Situation Analysis</p>	<p>Read Ridley-Duff, R. and Bull, M. (2011). <i>Understanding Social Enterprise: Theory and Practice</i>. London: SAGE. Chapter 1 and 3, pp. 11-37, 56-80</p> <p>Skim Johanna Mair and Oliver Schoen, "Social Entrepreneurship Business Models: An Exploratory Study," University of Navarra, October 2005</p>
<p>Class 7 10/1</p>	<p>Corporatism and the challenge of defining and distinguishing social entrepreneurship and social enterprise</p> <p>Case: Wal-Mart</p>	<p>Prepare "The greening of Wal-Mart" in SSIR http://www.ssireview.org/articles/entry/the_greening_of_wal_mart</p> <p>Read Kickul, J. and Lyons, T. (2012). <i>Understanding Social Entrepreneurship</i>. New York; Routledge. Chapter 2 and 3, pp. 11-71</p> <p>Read "Misery loves companies" http://www.bus.umich.edu/FacultyResearch/Research/research-8-04/misery_061504.htm</p> <p>(Optional) Listen/Read http://www.npr.org/blogs/thesalt/2014/11/04/361411440/why-farmers-arent-cheering-this-years-monster-harvest</p> <p>(Skim) SANTOS, FILIPE M. 2009. "A Positive Theory of Social Entrepreneurship," INSEAD Working Paper, pp. 1-55</p>
<p>Class 8 10/6</p>	<p>Individuals, Networks, Communities and Participation</p> <p>Where do social enterprises and social entrepreneurs lie in the ecosystem of business and society? What determines the degree of stakeholder engagement? What is inherently political about social entrepreneurship? To what extent do communities rely on social entrepreneurs</p>	<p>Read Bloom, Dees "Cultivate your ecosystem" SSIR, Winter 2008 http://www.ssireview.org/articles/entry/cultivate_your_ecosystem</p> <p>Paul Light, "Social Entrepreneurship Revisited", SSIR Summer 2009 http://www.ssireview.org/articles/entry/social_entrepreneurship_revisited;</p> <p>Read "YES, WE HAVE NO BANANAS: A Critique of the "Food Miles" Perspective" (Desrochers & Hizmu, 2008)</p>

	and vice versa?	Read Chapters 1-4, pp. 67 in <i>The Third Plate</i> by Barber
	Stakeholder and Ecosystem Analysis, I	Reading Quiz Take-Home Due In-Class 10/13
Class 9 10/8	Systems View of Food waste and spoilage	Read Rockefeller Foundation Report on Food Waste http://www.rockefellerfoundation.org/uploads/files/ec8322ed-b2b3-4f1c-9684-b4a759950d7f-external.pdf
	Film: A Place at the Table	
	Stakeholder and Ecosystem Analysis, II	Read David Bornstein. (2007). <i>How to change the world</i> . Oxford: OUP, Chapters 17-18, pp. 214-246;
	Reading Quiz Take-Home Due In-Class 10/13	Read Warren Berger (2014). <i>A More Beautiful Question</i> . New York: Bloomsbury. Chapter 1 and 2, pp. 11-370
Class 10 10/13	Learning from failure: Organization and situation analyses	Prepare http://www.senscot.net/docs/an_enterprising_failure.pdf
	Case: Aspire	Read Warren Berger (2014) <i>A More Beautiful Question</i> , New York: Bloomsbury. Chapter 4, pp. 135-174
	Review Challenges 1 and 2	
Class 11 10/15	The Cooperative Model and Fair Trade: Lifecycle Assessments	Read "Cooperatives in the US" University of Wisconsin Center on Cooperatives
	Presentation by teams	Read "Vital Steps: A Cooperative Feasibility Study Guide" USDA, Dec 2010: http://community-wealth.org/sites/clone.community-wealth.org/files/downloads/tool-usda-coop-feasibility.pdf ;
	Challenge 1 Due!	Review Community Wealth website: http://community-wealth.org/strategies/panel/coops/models.html
		Review Chapter 4 in UNEP Lifecycle Assessment Guideline
		Skim Chapter 4 in "Business and the Sustainability Challenge" by Nemetz, pp. 65-86

<p>Class 12 10/20</p>	<p>Food Systems Value Chain: Market Analysis</p>	<p>Read http://www.ifpri.org/sites/default/files/publications/2020anhconfpaper04.pdf</p>
	<p>Case: One Acre Fund</p>	<p>Read “One Acre at a Time” by Corey Binns in SSIR Summer 2011</p>
	<p>Peer Reviews</p>	<p>Read “Measuring to Improve or Improving Measurement?” by Matthew Forti in SSIR May 2013</p>
		<p>Read http://www.ifpri.org/sites/default/files/publications/2020anhconfpaper04.pdf</p>
		<p>Review http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/definitions-of-food-security.aspx</p>
<p>Class 13 10/22</p>	<p>Knowing your customer: Observation, Synthesis & Empathy mapping</p> <p>Identify patterns and linkages in how markets and communities solve problems. Who is your target “customer” and client? What are their needs and desires? What are good ways to gather information on the behavioral preferences of your target customer?</p>	<p>Review IDEO’s Human-centered design toolkit – www.designkit.org</p> <p>Read Chipchase, J. (2013). <i>Hidden In Plain Sight: How to Create Extraordinary Products for Tomorrow’s Customers</i>. New York: Harper Collins. Chapters 2, 3 and 5 plus the appendix;</p> <p>Read Madsen and Cotter, “Quality Design for the Poor”, patterns.ideo.com, 2 pages;</p> <p>Read Dan Roam. (2009). <i>The Back of the Napkin</i>. New York: Portfolio/Penguin. Chapters 1-2, pp. 1-31;</p> <p>Read "How to Build the Product Your Users Actually Want", Massdrop article: http://firstround.com/article/How-To-Build-The-Product-Your-Users-Actually-Want</p>
	<p>Create an empathy map and define customer segments</p>	
	<p><i>Challenge 2 Due!</i></p>	

Class 14 10/27	Problem framing, theory of change and logic model	Review “The importance of cultural framing” by Howard-Grenville and Hoffman
	Design lab: Create a problem frame/tree and develop the initial value proposition	Dan Roam. (2009). <i>The Back of the Napkin</i> . New York: Portfolio/Penguin. Chapter 6, pp. 89-120 on SQUID
		Min Basadur, "The Key to Innovation is Problem Definition"; http://www.basadur.com/insightsresearch/OurThoughtsonCreativityandInnovation/TheKeytoInnovationisProblemDefinition/tabid/121/Default.aspx
Class 15 10/29	Financing Social Impact: Investing in Food Systems	Kickul, J. and Lyons, T. (2012). <i>Understanding Social Entrepreneurship</i> . New York; Routledge. Chapter 6 on funding social ventures,, pp. 143-175
	Guest Speaker: Lisa Sabesta, Founder and Managing Director, Fresh Source Capital	Read “Promoting Sustainable Food Systems Through Impact Investing” http://www.ifpri.org/sites/default/files/publications/2020anhconfpaper04.pdf
Class 16 11/3	Ideation	Read KELLEY, T. and KELLEY, D. (2013). <i>Creative Confidence</i> . New York: Crown Books. Chapter 3 “Spark: From Blank Page to Insight”;
		Read Dan Roam. (2009). <i>The Back of the Napkin</i> . New York: Portfolio/Penguin. Chapters 8-9, Pp. 139-153.
		Read Chapters 30-31, pp. 382-423 in <i>The Third Plate</i> by Barber
Class 17 11/5	Prototyping <i>[Professor Minard Traveling for Research]</i>	Read Tom Kelley. <i>The Art of Innovation</i> . Ch. 6, ""Prototyping is the Shorthand of innovation"
		Read KELLEY, T. and KELLEY, D. 2013. <i>Creative Confidence</i> . New York: Crown Books. Chapter 4, “Leap: From Planning to Action”
		Read Westaway, K. (2014). <i>Profit and Purpose</i> . Hoboken: Wiley & Sons. Chapter 3, ‘Build with Hustle’, pp. 51-70.

Class 18 11/10	Mission, Vision, Value Proposition	Review IDEO's Human-centered design toolkit – www.designkit.org
	Design lab: Define the core channels, key activities, and possible revenue streams for the Challenge	Download Social Lean Canvas and bring to class: http://socialleancanvas.com/the-canvas/
	Challenge 3 Due!	Read Kevin Starr "The eight word mission statement" SSIR Sept 2012: http://www.ssireview.org/blog/entry/the_eight_word_mission_statement;
		Read Nancy Lublin "How to write a mission statement that isn't dumb" Fast Company: http://www.fastcompany.com/1400930/how-write-mission-statement-isnt-dumb;
		Watch Simon Sinek "How great leaders inspire action" TED talk: http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action
Class 19 11/12	Defining and Measuring Impact	Kickul, J. and Lyons, T. (2012). <i>Understanding Social Entrepreneurship</i> . New York; Routledge. Chapter 7 on measuring social impact, pp. 176-200
	Reading Quiz Take-Home Due In-Class 11/17	Read GIIN "Collecting Impact Data Using Mobile Technology" http://www.thegiin.org/cgi-bin/iowa/resources/research/528.html;
		Read Clifford, et al., "Measuring Social Impact in Social Enterprise: The State of thought and practice in the UK" http://ec.europa.eu/internal_market/social_business/docs/expert-group/social_impact/presentation-e3m_en.pdf
		Read "Feeding relationships" by Charles McJilton in SSIR Winter 2015
		Check out http://www.whatsworking.com
Class 20 Tues 11/17	Visual thinking and storytelling	Download the Storyboard Canvas and bring to class

	Design lab: Create a conceptual business model and storyboard for the visual narrative	<p>Read Dan Roam. <i>The Back of the Napkin</i>. New York: Penguin, Chapter 15, pp. 231-250.</p> <p>Watch Nancy Duarte's Sparkline Overview (scroll down): http://www.duarte.com/book/resonate/;</p> <p>Watch: Hans Rosling's TED talk on how to use statistics for storytelling http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen</p> <p>Read KYLANDER, N. and STONE, C., "The role of brand in the nonprofit sector" SSIR Spring 2012, http://www.ssireview.org/articles/entry/the_role_of_brand_in_the_nonprofit_sector?goback=%2Egde_2730249_member_5831041097517785092#%21;</p>
Class 21 Thurs 11/19	Roundtable for Peer Feedback Challenge 4 Due!	Present and provide constructive suggestions for improvement of self and peer projects
Class 22 Tues 11/24	Scaling up, out and deep Case: Greyston Bakery Peer Reviews	<p>Read Leipziger, D. "Combatting Poverty to Make a Profit", Aspen Institute 2013;</p> <p>Read Susan Davis: http://enterprises.brac.net/media-news/183-scaling-up-without-losing-your-edge</p> <p>Read Chapters 12-Epilogue, pp. 205-256 in <i>Bet the Farm</i> by Frederick Kaufman</p>

THANKSGIVING BREAK

Class 23 Tues 12/1	Effective Leadership What are the 5 capabilities at the heart of centered leadership? What does it mean to live a life of purpose, and how does it link to servant leadership? What are the different strengths of a	<p>Read McKinsey Quarterly "How Centered Leaders Achieve Extraordinary Results" http://sevenplus.org/Recently_at_the_Forum_files/Leadershiprevisited.pdf;</p> <p>Read Greenleaf, Robert "Servant Leadership": http://www.youtube.com/watch?v=OHd7s2OzpVI;</p>
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manager and a leader?

Book Essay Due!

Read “The hidden pitfalls of inclusive innovation” by Narsalay in SSIR|Winter 2015

Read Warren Berger (2014) *A More Beautiful Question*, New York: Bloomsbury. Chapter 5, pp. 175-216

Final Class Thurs 12/3	Call To Action Competition Teams will present their final visual narrative challenge to a panel of judges.	Pot-luck dinner at Professor Minard’s house. Details to follow.
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