

ENTR 2206-03 & 04: Global Social Enterprise



GLOBAL SOCIAL ENTERPRISE  
Fall 2016

<b>ENTR2206-03 (CNR17800)</b>	<b>ENTR2206-04 (CNR 14927)</b>
<i>DODGE 270</i> Monday 11:45am – 1:25pm Thursday 11:45am – 1:25pm	<i>DODGE 230</i> Tuesday 11:45am – 1:25pm Thursday 2:50pm – 4:30pm

**Instructor: Professor Sophie BACQ, PhD**

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**NU Social Enterprise Institute (SEI):** <http://www.northeastern.edu/sei>  
(please find more information on SEI at the end of this Syllabus)

**Teaching Assistant:** Tallie Hausser: [hausser.t@husky.neu.edu](mailto:hausser.t@husky.neu.edu)

**Office Hours:** Mondays 4:30–6:00 PM, or after our class.  
Please send me an email to [schedule an appointment](#).

**Contact:** email is the best method of communication.

**However!**

*Please make sure to check Blackboard (BB), the SEI website and other instructions contained in this Syllabus or other course materials before emailing me with questions related to course requirements.*

## Welcome to our introductory course in social entrepreneurship!

**Welcome** to our introductory course in social entrepreneurship! This **Syllabus** will provide you with general information about the course. The companion document to this Syllabus is called the **Class Schedule**, which will be posted on Blackboard during the first week of classes. It contains the dates and topics of each session.

### REQUIRED COURSE MATERIALS

- Textbook: Kickul, J., & Lyons, T. (2016, 2<sup>nd</sup> Edition). *Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World*. Routledge.

In addition to our textbook, stocked in the NU Bookstore, I chose two other assigned books for the class. These books take you on the journey of two of the most successful stories of social entrepreneurship, knowingly Dr V.'s *Aravind Eye Care System* and 2006 Nobel Peace Prize Laureates, Muhammad Yunus and the *Grameen Bank*. **Please purchase those two books as soon as possible.**

- *Infinite Vision: How Aravind Became the World's Greatest Business Case for Compassion*, by Pavithra Mehta & Suchitra Shenoy (2011)
- *Banker to the Poor: Micro-Lending and the Battle Against World Poverty*, by Muhammad Yunus (1999)

In addition, selected articles, cases and web readings posted on Blackboard complement the list of compulsory readings.

### COURSE OUTLINE AND PHILOSOPHY

Social Entrepreneurship is an emerging and rapidly changing field that examines the practice of starting and growing social mission-driven for-profit and nonprofit ventures—that is, organizations that strive to advance social change through innovative solutions. Social Entrepreneurship is more than a set of tools and techniques for starting and growing a social venture. It is a mindset, a way of looking at things that is opportunity focused and creative. It is about passion—doing what you love. It is about creating wealth in all its forms: economic value, social innovation and sustainability, and making a difference in the communities we serve.

While numerous different definitions of social entrepreneurship exist, there appears to be a consensus on two major elements:

1. social entrepreneurship involves the creativity, imagination and innovation often associated with entrepreneurship; and
2. the outcomes of social entrepreneurship are focused on addressing persistent social problems particularly to those who are marginalized or poor.

To quote one of the main leaders in the field, Bill Drayton, CEO, Chair, and Founder of *Ashoka: Innovators for the Public*:

*“The job of a social entrepreneur is to recognize when a part of society is not working and to solve the problem by changing the system, spreading solutions, and persuading entire societies to take new leaps. Social entrepreneurs are not content just to give a fish or to teach how to fish. They will not rest until they have revolutionized the fishing industry. Identifying and solving large-scale social problems requires social entrepreneurs because only entrepreneurs have the committed vision and inexhaustible determination to persist until they have transformed an entire system. The scholar comes to rest when he expresses an idea. The professional succeeds when she solves a client’s problem. The manager calls it quits when he has enabled his organization to succeed. Social entrepreneurs can only come to rest when their vision has become the new pattern all across society.”*

Taking this into consideration, our class and our time together will be focused on the ideas, process, steps, and strategies required for creating new social ventures. This course is designed to provide a socially relevant academic experience in order to help you gain in-depth insights into economic and social value creation across a number of sectors/areas including poverty alleviation, energy, health and sustainability. Through lectures, case studies, and classroom dialogue, you will have the opportunity to learn to think strategically and to act opportunistically with a socially-conscious business mindset.

Topics will include problem/opportunity assessment, acquiring the necessary resources to grow a social venture, and the trade-offs between social and financial returns on investment. You will also gain exposure to various social organizational models that are making tangible and potentially scalable progress in serving the world’s poorest populations. Finally, the social venture project (at the team level) will facilitate the sharing of knowledge, best practices, and learning of the process of designing a viable and scalable social venture. In sum, this course draws on a variety of disciplines, including management and finance, to develop frameworks and techniques that are needed to evaluate, design and successfully operate social ventures.

This class is discussion-driven for which attendance is required. I will alternate lectures on core concepts based on particular chapters of the textbook with critical thinking and debates based on your readings and preparation, case analyses and videos.

## THE COURSE OBJECTIVES INCLUDE:

- To provide you with a working **knowledge** of the concepts, opportunities and challenges of social entrepreneurship.
- To **demonstrate** the role of social entrepreneurship in creating innovative responses to critical social needs (e.g., hunger, poverty, inner city education, global warming, etc.).
- To **engage** in a collaborative learning process to develop a better understanding of the context and domain of social entrepreneurship.
- To help prepare you personally and professionally for **meaningful employment** by reflecting on the issues of social entrepreneurship.

## LEARNING OPPORTUNITIES

### Learn

Students will have the opportunity to learn, among others:

- The main “theories” and concepts in the field of social entrepreneurship.
- The added gain and strain of social entrepreneurship compared to commercial entrepreneurship.
- How social entrepreneurship is practiced in different parts of the world.
- About some of the leading social entrepreneurs and their enterprises by studying them up close and with a critical eye.

### Practice

Students will have the opportunity to develop the following skills, among others:

- Creativity in identifying opportunities for social entrepreneurship.
- Communicative skills through working with diverse groups of people.
- Practical experience with tools and methods to identify spaces for social action and innovation.

### Reflect

Students will have the opportunity to demonstrate, among others:

- Critical assessment of ideas and procedures related to the establishment of social ventures.
- Awareness of ethical dilemmas in the practice of social entrepreneurship.

## COURSE REQUIREMENTS AND ASSIGNMENTS

- There are four (4) class assignments, some of which are individual, others are to be completed in team. Assignments due dates and dates of presentations are referenced in the companion **Class Schedule**, which may be updated from time to time during the semester to serve the needs of the class.
- The fifth requirement relates to in-class engagement and contribution.
- Being on time and paying attention is also a requirement.
- 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.

In other words: the course requires you to **write extensively**, and **read entire books**, though the books are relatively short and each is easily read in a weekend. There is **no final exam**, so our semester ends with our last class session.

**A note for all written assignments:** You are required to hand in your written assignments by way of the “Turnitin” feature on Blackboard. NO LATE ASSIGNMENT WILL BE ACCEPTED (unless due to documented serious illness or family emergency).

### 1. Reading Quizzes

You will take reading quizzes which cover our assigned books. These quizzes will also incorporate the class material 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/closed notes.

### 2. Deploying a Plausible and Sustainable Solution to Address a Social Need

Working in teams of 4 students, you will develop ideas for a new social venture of your own design. Each of you will be given an opportunity to present her initial idea to the class at the beginning of the semester (see **Class Schedule** for “pitch” date). Teams will then be developed based on the presented ideas and concepts (those with the greatest support from classmates as well as an assessment of their feasibility).

In teams, you will develop a practical project in which you will work on deploying a new solution to address one of the conditions of poverty or marginalization (e.g., air quality, livelihoods, sanitation, homelessness, etc.). Your assignment, as a team, will be to investigate this problem and design a solution for a particular “market segment” of your choosing. There are three main requirements for this project:

(1) The *Theory of Change Presentation* will require you to think about and present to your peers *how your new social venture will achieve its impact* (around mid-term, see **Class Schedule** for the exact date). The exact elements to be covered during the oral presentation will be explained in more detail in class.

(2) A *Final Presentation* of your solution will be limited to 12 minutes plus 8 minutes Q&A.

(3) Your *Written Proposal* is not to exceed 15 double-spaced pages of text (excluding references and appendices). While guidelines will be discussed in class on how to develop and structure your proposal,

keep in mind that you are creating an opportunity/solving a current problem that will manifest in a fully developed plan of action. Therefore, you must work together on all aspects of your proposal as opposed to researching and writing individual sections of the proposal and then assembling them at the last moment.

**A note on teams:** For the team projects, you will share the grade with each member of the team 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 team’s work. This information will be provided through peer review at different points in the semester.

### 3. Two Individual Case Write-Ups

There will be a series of cases that we will analyze in class (see **Class Schedule** document for details).

- You are expected to read each case beforehand and be prepared to discuss it during class.
- You will need to *write-up two individual case analyses*.
- Each case write-up is not to exceed 4 double-spaced pages.
- Use an analytical tone to answer the questions so as to demonstrate your knowledge of the social venture and the related concepts. Bold formatting to highlight the key elements of your response is encouraged.
- You have to answer the questions one by one.
- You are required to incorporate the assigned reading into your case write-ups, to evidence completion of the reading.
- Individual case write-ups are **due at 8 PM on the day before that respective class discussion**.

Be willing to challenge what you have read and/or extend the authors thinking with your own new insights. When reading assigned material, ask:

- What are the major issues in this week’s discussion?
- What core claims and assumptions are being made in the article?
- How does it fit with other works we have read?
- Are the theory, methodologies and models presented appropriate?
- Are the links between the arguments and the evidence strong, appropriate?
- What criticisms of the readings are warranted?

### 4. Speaker Critique

We will have a number of guest speakers this semester. Our guests will be leaders in the social enterprise field, and they will share their thoughts about their work and the social enterprise field. Once confirmed, details will be included in the Class Schedule.

The purpose of this assignment is to get you to critically think about what it takes to successfully create and manage a social entrepreneurial venture. For this assignment, you are responsible for writing a **400-word (maximum)**—I will not read beyond) critique of a speaker of your choice. You should focus on describing your thoughts regarding the presentation, as opposed to simply reiterating the speaker’s presentation. This can include comparing the social entrepreneur’s presentation to material covered in the textbook/class, and/or critiquing the social entrepreneur’s presentation based on what you think is appropriate. You can

also ask the social entrepreneur a question and write up the entrepreneur's response and what you thought of his/her response. The assignment is **due the next class meeting**.

### **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.

You should incorporate the lessons and the learning from these books in your written work, and your class participation, in order to receive full credit for completing the assigned reading. 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.

### **5. Class Preparation and Participation**

***Class preparation and participation are required.*** If you are someone who does not regularly attend and participate in class, this course is perhaps not 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.

Quality classroom discussions and a positive learning environment will be facilitated through appropriate pre-class preparation. Your cooperation and willingness to prepare in advance and actively participate in every class (and Speaker Series event) will ensure that we create the best possible learning environment. The more you participate, the more fun and valuable the course will be for all of us.

Therefore, you are expected to be prepared to discuss the *readings* assigned for each class (see last column of the **Class Schedule** document), as well as researching the social ventures 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. Your learning and success in this course are heavily dependent upon your willingness to participate actively in class discussion. Your class participation will be assessed on the quality and consistency of your effort in each and every class. Your regular attendance is a necessary ***but not*** sufficient condition for participation. **Missing more than two classes without reason will result in a grade penalty.** Excessive lateness, or leaving early, will also have a negative effect on your contribution grade.

### **Class Make-up Opportunity**

You are allowed to make-up one missed class without penalty. The make-up involves the submission of a one-page write-up of the key issues of that day's topic for that missed class ***by the next class***. You are responsible for this make-up assignment. In other words, you will not be reminded. ***If it is not submitted by the next class, you will receive no credit for the missed class.***

## Co-op Moments

Your work experience on co-op is an important element in our collective knowledge base as a class. I invite you now to let me know when you have a “co-op moment” to add to the discussion and I will gladly provide you with this opportunity to share your stories and insights with the class.

## Evaluation Criteria

Since this course is also designed around team learning experiences and the team-based social venture project, your lack of participation deprives other students of benefiting from your insights. The evaluation of class participation will be based on your ability to raise and answer important issues, to contribute to ideas or insights, and to build upon the ideas of others. By actively participating in the class discussions and exercises, you can sharpen your insights and those of your classmates.

Once working teams of students (typically, four students per team) are formed, you **should sit with your team in class** to enhance in-class research and exercises. Please take your **name card** when you arrive in class, and do not move your seat, unless approved, as **attendance will be taken by seating**.

Participation will be evaluated using these criteria:

- When questions were presented to the class, how active (as opposed to inactive) was your participation?
- When you answered questions or commented on reading-related or discussion-related material in class, how accurately (as opposed to inaccurately) did you use concepts previously discussed?
- When you asked questions or commented on reading-related or discussion-related material in class, how creative (as opposed to redundant or repetitive) was your thinking?
- When you were asked to answer case questions to solve entrepreneurial problems, how specific, hence implementable (as opposed to vague, hence useless) were your suggested remedies to problems raised in class?
- When you criticized others' ideas (including the instructor's), how constructively (as opposed to destructively) did you state your criticism?

For instance:

- **“A”** range: I participate regularly, contributing to the discussion in nearly every class. I make major, substantive contributions, sometimes with a unique insight. I am ready to begin when class begins. I have no absences.
- **“B”** range: I have participated in discussion several times. Most of my contributions have been fairly brief responses to straightforward questions. I am generally ready to begin when class begins.
- **“C”** range: I speak infrequently, but I have spoken at least once. I do not raise my hand often, and when I have spoken, usually I have been called on by the professor. When called on, I may not have been well prepared. I often arrive late to class and/or have missed more than two classes.
- **Unsatisfactory**: Has problems with attendance, does not pay attention in class (i.e., read newspaper, listens to music often, surfs the web, texts) or distracts the class, and rarely speaks.

### **Laptops, Cell Phones, & Other Electronic Devices**

These **may not** be used in the classroom. Please turn off all electronic devices before class begins. Failure to adhere to this policy will jeopardize your class participation grade.

### **Honor Code and Academic Integrity**

This class and everything you do in it, is governed by the NU's Academic Integrity Policy:

<http://www.northeastern.edu/osccr/academicintegrity/index.html>

I take NU's Academic Integrity Policy very seriously and therefore expect that you will too. 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 (Teacher Rating And Course Evaluation). 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. If our schedule permits, we will allocate time for it in class during one of our last sessions. Failure to achieve a high participation in TRACE can result in delayed posting of final grades.

**GRADING**

Your grade will be based on your four assignments, as well as your in-class preparation and participation, with varying percentage contributions as provided here below:

Assignment/Requirement	%
1. Reading Quizzes (2x)	20%
2. Social Need Proposal	35%
3. Case Write-ups (2x)	20%
4. Speaker Critique	10%
5. Class Participation	15%
Total	100%

All assignments are to be turned in on time. Any late assignments will receive point deductions of a half letter grade per day.

The grading scale that will be used for this course is the standard university grading scale based on a total of 450 points as mapped out in the two tables below. No adjustments will be neither made nor extra credit opportunities considered.

Assignment/Requirement	%	Breakup	Points	
1. Reading Quizzes	20	Reading quiz 1 = 10%	90	45
		Reading quiz 2 = 10%		45
2. Social Need Proposal	35	Theory of Change presentation = 5%	157.5	22.5
		Final team presentation = 10%		45
		Written proposal = 20%		90
3. Case Write-ups	20	Case Write-up I = 10%	90	45
		Case Write-up II = 10%		45
4. Speaker Critique	10	Individual Speaker Critique = 10%	45	45
5. Class Participation	15	Preparation = 5%	67.5	22.5
		Participation = 10%		45
Total	100%		450	

The table here above implies that you have multiple opportunities to earn grade points during the semester. Take them as opportunities to demonstrate what you have learned.

Grade	%	Points	Grade	%	Points
<b>A</b>	93 – 100	419	<b>C</b>	73 – 76.99	329
<b>A-</b>	90 – 92.99	405	<b>C-</b>	70 – 72.99	315
<b>B+</b>	87 – 89.99	392	<b>D+</b>	67 – 69.99	302
<b>B</b>	83 – 86.99	374	<b>D</b>	63 – 66.99	284
<b>B-</b>	80 – 82.99	360	<b>D-</b>	60 – 62.99	270
<b>C+</b>	77 – 79.99	347	<b>F</b>	Below 60	Below 269

I take this opportunity to wish you all the best for a successful and enriching semester,

*Sophie Bacq*

<b>APPENDICES</b>
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**A. Additional Readings**

As you will see, the literature on social entrepreneurship is rich and keeps expanding. You are highly encouraged to read the following books as part of this course. Each book is written by or about a leading social entrepreneur and is relatively short and easy to read.

- Boo, K. (2012). *Behind the Beautiful Forevers: Life, Death and Hope in a Mumbai Undercity*. Large Print Press.
- Bornstein, D. (2007). *How to Change the World: Social Entrepreneurship and the Power of New Ideas*. Oxford – New York, NY: Oxford University Press.
- Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford – New York, NY: Oxford University Press.
- Martin, R., & Osberg, S. (2015). *Getting Beyond Better: How Social Entrepreneurship Works*. Harvard Business Review Press.
- Mehta, P., & Shenoy, S. (2011). *Infinite Vision: How Aravind Became the World's Greatest Business Case for Compassion*. San Francisco, CA: Berrett-Koehler Publishers.
- Novogratz, J. (2010). *The Blue Sweater: Bridging the Gap Between Rich and Poor in an Interconnected World*. Emmaus, PA: Rodale Press.
- Wood, J. (2008). *Leaving Microsoft to Change the World: An Entrepreneur's Quest to Educate the World's Children*. New York, NY: HarperCollins Publishers.
- Wood, J. (2013). *Creating Room to Read: A Story of Hope in the Battle for Global Literacy*. Viking Adult.
- Yunus, M. (2003). *Banker to the Poor: Micro-Lending and the Battle Against World Poverty*. New York, NY: Public Affairs.

Other recommendable textbooks:

- Nicholls, A. (2008). *Social Entrepreneurship: New Models of Sustainable Social Change*. Oxford – New York, NY: Oxford University Press.
- Wei-Skillern, J., Austin, J., Leonard, H., & Stevenson, H. (2007). *Entrepreneurship in the Social Sector*. Thousand Oaks, CA: Sage Publications.

**B. About the instructor:**

Sophie Bacq, PhD, is an Assistant Professor of Entrepreneurship and Innovation in the D'Amore-McKim School of Business. Professor Bacq received her PhD in Economic and Management Sciences from the Université catholique de Louvain in Belgium. Her research interests include social entrepreneurship, governance and management issues in hybrid organizations, and international new ventures. Her research has been published in leading academic journals such as Academy of Management Learning & Education, Entrepreneurship: Theory & Practice, California Management Review, Entrepreneurship & Regional Development, or Journal of Social Entrepreneurship. She is the author and editor of several books, as well as book chapters.

Professor Bacq's teaching experience covers entrepreneurship, corporate strategy, social entrepreneurship, microfinance, as well as field trip experience in India, among others. She has taught and presented research in Belgium, Canada, France, Hungary, Portugal, the Netherlands, the United Kingdom, and numerous institutions in the United States. At Northeastern University, Dr Bacq teaches social entrepreneurship and microfinance at the undergraduate and graduate levels, as part of NU Social Enterprise Institute.

Prior to joining Northeastern University, Professor Bacq was a Visiting Scholar at New York University Stern School of Business. She holds a Master's degree and a Bachelor's degree in Business Engineering from the Université catholique de Louvain and studied a semester at the National University of Singapore in 2005.

### C. About NU Social Enterprise Institute:

NU is a **recognized leader** in how we teach social entrepreneurship. NU Social Enterprise Institute (SEI), founded by Professor Dennis Shaughnessy, 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 fieldwork is both local (urban engagement programs in and around the city of Boston), and international (summer field study programs in India and, in the past, South Africa and the Dominican Republic/Haiti).

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

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

### Teaching Approach to Social Entrepreneurship

SEI's approach to teaching social entrepreneurship is based on 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.

### Concentration/Track and Interdisciplinary Minor in Social Entrepreneurship

There are no prerequisites for this class. It is open to both business and non-business majors.

If you are a *business student*, this class is required in order to complete the five-course 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 five-course 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.

## Summer Field Study Programs

Completing a summer field study program with us is 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).

Professor Sara Minard leads a program to **India**, scheduled for Summer 1, and focused on sustainable development, social entrepreneurship and women's empowerment. Professor Dennis Shaughnessy leads our **South Africa** program, usually taking place in Summer 2, and there we focus on microenterprise consulting and investing in the urban slums or "townships". 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.

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.

## SEI Supported Co-Op and Volunteer Activities

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.