

Introduction to Social Entrepreneurship

ENT3503, sections 2C78
Spring 2017, Module 4
UOnline in Canvas

(rev. December 20, 2016, please *always* view the most recent version of this syllabus at <http://www.kristinjoos.com/teaching/spring17/ent3503/> as the online version is always most up-to-date -- moreso than any PDF version. Please hold down "shift" and click to reload/refresh so you're sure to see the most updated version.)

Link to our course site in Canvas:

<https://ufl.instructure.com/courses/XXX/pages/start-here>

Instructor: [Kristin E. Joos, Ph. D.](#)

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Syllabus: <http://www.kristinjoos.com/teaching/spring17/ent3503>

GET STARTED with our course site in Canvas, here:

<https://ufl.instructure.com/courses/XXX/pages/start-here>

TAs: TBA: [ENT3503_TA@warrington.ufl.edu](#)

Questions regarding your assignments, discussions or other "bookkeeping" issues should be addressed to our TAs.

For more information about how to contact the TAs, see "[How to connect with us](#)" in Canvas

Social Entrepreneur in Residence: [Abhi Lokesh](#)

Need help with our course in Canvas?

<https://ufl.instructure.com/courses/200041/pages/canvas-student-guide>

Want more information & resources about Social Entrepreneurship?

See: <http://warrington.ufl.edu/centers/cei/engagement/socialimpact/>

Required Readings:

[Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World, 2nd edition](#)

by Jill Kickul & Thomas Lyons, ISBN: 978-1138903845, copyright 2016

[Social Entrepreneurship: What Everyone Needs to Know](#)

by David Bornstein & Susan Davis, ISBN: 978-0195396331, copyright 2010

[The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World](#)

by John Elkington & Pamela Hartigan, ISBN: 978-1422104064, copyright 2008

Other Readings are posted in e-Learning or will be made available in class.

Recommended, but not required:

[How to Change the World: Social Entrepreneurs and the Power of New Ideas](#), rev. edition by David Bornstein, ISBN: 978-0-19-533476-0, copyright 2006

[Work on Purpose](#) by Lara Galinsky, ISBN: 978-0615419466, copyright 2011.

[Half the Sky: Turning Oppression into Opportunity for Women Worldwide](#), by Nicholas Kristoff & Sheryl WuDunn, ISBN: 978-0307267146, copyright 2009.

[Out of Poverty: What Works When Traditional Approaches Fail](#) by Paul Polak, ISBN: 978-1605092768, copyright 2009.

Good Magazine - <http://www.good.is/>

Where to get your books: The books are available at the UF Bookstore at the Welcome Center. You may also order them online (shameless plug for [Better World Books](#), a [B-Corp](#) started by 3 student social entrepreneurs at Notre Dame).

Course Description

Social entrepreneurship involves using the skills and strategies of business to innovatively and sustainably solve social, environmental, and economic problems. The ventures created by social entrepreneurs can be non-profit, for-profit, or an innovative hybrid of the two. What distinguishes social entrepreneurs is their unrelenting dedication to achieving their "mission" (rather than measuring their success by their financial bottom-line). They are working to create positive social change, fostering economic & social equality and ensuring human rights, in their local communities and across the world. This involves a commitment to sustainability by decreasing their waste/environmental impact & enhancing the quality of life in their community – while providing an outstanding product or service to their customers.

Bill Drayton, the founder of Ashoka (the foundation for social entrepreneurship), coined the term "social entrepreneurship" in the mid-1990s. He famously said, "Social entrepreneurs are not content just to give a fish, or teach how to fish. They will not rest until they have revolutionized the fishing industry." According to Greg Dees, the director of Duke's Center for the Advancement of Social Entrepreneurship, social entrepreneurship involves: adopting a mission to create and sustain social value; recognizing and relentlessly pursuing new opportunities to serve that mission; engaging in a process of continuous innovation, adaptation, and learning; acting boldly without being limited by resources currently in hand; and exhibiting a heightened sense of accountability for the outcomes created.

Today's social entrepreneurs find themselves at a critical junction. In order to thrive in a corporate world, they must integrate traditional business management principles with their philanthropic goals to create more effective and innovative social organizations. We will take a look at the many different ways social organizations have evolved to balance the expectations and desires of their board of directors, employees, volunteers, providers of funding, and ultimately and most importantly, the customers.

The purpose of this course is to provide students with an introduction to the major opportunities and challenges facing social entrepreneurs and their ventures. Social entrepreneurship's rapid emergence over the past decade has coincided with the rise of information technology that has given individuals more power now than at any point in history. The social entrepreneurs' question is simple: How can we use that power to make a positive, lasting contribution to society?

In this class we will discuss major local and global social issues—like corporate media, environmental crisis, education, poverty, human rights, and healthcare. We will analyze current efforts to address and "solve" these "problems" and think critically and creatively to generate new ideas. We will talk about dynamic approaches including microfinance, philanthropy, venture philanthropy & impact investing, measuring social impact & social return on investment calculations, corporate social responsibility, B-Corps, and integrated bottom lines. We will take our ideas beyond the walls of the classroom and work in the community to create positive social change on a local level (through the Center for Leadership and Service). This class will involve interactive discussions about interesting readings, amazing films, and inspiring guest speakers. By the end of the term you will be familiar with numerous social issues and a plethora of possibilities to "be the change."

Ultimately, we hope to both empower and inspire you to, as Minor Myers Jr. said, "Go into the world and do well. But more importantly, go into the world and do good."

This course counts towards a major or minor in Sustainability Studies (<https://catalog.ufl.edu/ugrad/current/liberalarts/minors/sustainability-studies.aspx>) and/or a minor in Entrepreneurship (<https://catalog.ufl.edu/ugrad/current/business/minors/entrepreneurship.aspx>).

You are invited to join *Change the World: UF Student Social Entrepreneurs*, a student organization that was founded by former *Honors Intro to Social Entrepreneurship* students in Spring 2006 and reinvigorated this year. See <http://www.changetheworlduf.org> for more information.

Learning Objectives

The objectives of this class include, but are not limited to:

- To introduce students to the concepts, practices, opportunities, and challenges of social entrepreneurship.
- To provide frameworks and tools that will help students better understand social problems, both locally and globally, and to apply innovative solutions.
- To engage in an active learning process, involving interaction with other students, experts in the field of social entrepreneurship, as well as constituents from local nonprofit organizations, community agencies, and startup social ventures.
- To challenge students to apply their knowledge and skills, regardless of their field of study or specific career path to, "be the change they wish to see in the world."

Philosophy of Teaching & Learning

My philosophy of the teaching/learning experience is an interactive one. This is **your** class. I expect each of you to contribute to this experience through active discussion. I will *not* be feeding you facts that you will then regurgitate. Instead, ideas will be presented and we will all challenge ourselves to think critically about these ideas. The format of this class includes some lecture, a lot of discussion, guest speakers, video clips, writing assignments, and projects. I expect everyone to contribute to the teaching/learning experience these next few months, so if you see or hear something outside of class that you think is relevant to what we have been discussing, please bring it to class and share with your discussion groups or in your written work. You are strongly recommended to participate in campus & community events related to the issues we discuss in class; I challenge you to step outside of your comfort zone as you think critically and innovatively to sustainably solve social, environmental, and economic problems locally and around the world.

After 18 years of teaching at UF, I have come to believe that critical thinking is important, but it is not enough. Students must take ownership of their education. I now believe that the purpose of education should be:

1. to instill in students the belief that they matter (help them gain a sense of purpose and empower them to be changemakers)
2. to encourage students to think critically, creatively, and innovatively
3. to contextualize course content in a world-model that emphasizes our connectedness as well as the importance of empathy and understanding of diverse perspectives.

Class Requirements and Evaluation Criteria:

Assignment	Possible Points	FINAL Grade	Total Points
4 Assignments (students must submit #1 + #8 and 2 of their choice from among #2-7)	40	A	188 and above
4 Discussions (students must submit #1 + #8 and 2 of their choice from among #2-7)	20	A-	180-187
4 Quizzes (students must submit #1 + #8 and 2 of their choice from among #2-7)	40	B+	176-179
Profile of a Social Entrepreneur	30	B	168-175
Experiential Learning Consulting Projects	70	B-	160-167
		C+	156-159
TOTAL POSSIBLE POINTS	200	C	148-155
		C-	140-147
		D+	136-139
		D	128-135
		D-	120-127
		E	119 and below

Social entrepreneurship is a very large field with many complex and interrelated issues-- and this is a very short course. A shallow exploration of these topics will not have as much of an impact in your life. In order to allow you to dive deeper into topics that most interest you, the course is designed to give you options to guide your learning. It is not because the topics are not all very interesting and important (as I love ALL of them and think they're equally essential), but because you will need to devote time to completing assignments/quizzes/discussions in a professional and thorough manner. Each week there is one Assignment, one Quiz, and one Discussion topic.

The course requirements for completion are as follows:

Assignment/Quiz/Discussion #1	Completion of all materials is required
Assignment/Quiz/Discussion #2	Choose two weeks that most interest or challenge you and submit ALL of the required items (Assignments, Quizzes, Discussions) for those two Weeks Note that it is all or nothing, you choose two weeks to submit ALL of the materials for those weeks.
Assignment/Quiz/Discussion #3	
Assignment/Quiz/Discussion #4	
Assignment/Quiz/Discussion #5	
Assignment/Quiz/Discussion #6	
Assignment/Quiz/Discussion #7	
Assignment/Quiz/Discussion #8	Completion of all materials is required

See our course site in Canvas for more information about each of the following, including the deadlines:

Assignments
 Quizzes
 Discussions
 Profiles of Social Entrepreneurs
 Experiential Learning Consulting Projects

We are looking for detailed, thorough, thoughtful responses, including accurate information (when applicable) on all work submitted. Note that "late is better than never" is our policy. You're welcome to submit work late, but note that the later it is, the less points you will earn; late work will not receive full credit. The final deadline for the submission of late work is on Friday, April 14th at 9pm EDT. Items due following that date are expected to be on time. Contact us if you're in an extenuating situation and are in need of help.

We do our best to provide grades and feedback in a timely manner, usually within a week of when an assignment has been submitted, but often much sooner.

Format: All work for this class should be well organized, professional, and proofread-- using grammar and punctuation properly. Assignments should be single-spaced, in 10-12 point arial or times new roman font, with margins of 1" or less. Note that newer versions of Word default to 1.15 line spacing, please change that to 1.0.

Schedule of Topics

Course Schedule & Reading Assignments are tentative-- changes will be announced in Canvas. **Detailed reading assignments including specific sections in your texts to focus on, articles, web readings, videos, class exercises, and other helpful information will be listed below or mentioned in Canvas.**

Date	Topic	Readings
Week 1 Feb. 27 - March 5	<p>Introduction & Course Overview</p> <p>What is Social Entrepreneurship? Who are Social Entrepreneurs?</p> <p>Learn & Practice the key skills, mindsets, and competencies of successful Social Entrepreneurs</p>	<p>USE Ch. 1 USE Ch. 2</p> <p>Bornstien & Davis: p. xv-12, p. 13-47</p> <p>Elkington & Hartigan: Forward, Preface, and Introduction (p. ix – 25)</p>
UF Spring Break March 6 - 12		
Week 2 March 13 - 19	<p>Foundations of Social Entrepreneurship: Innovation & Sustainability</p> <p><i>Issue: Corporate Media & Consumerism</i></p>	<p>USE Ch. 3 USE Ch. 4 USE Ch. 5</p> <p>Elkington & Hartigan: Chapter 5 (p. 137-156)</p>
Week 3 March 20 - 26	<p>How are Social Ventures Structured?</p> <p>How do Social Entrepreneurs achieve their Goals? NGOs & Nonprofits</p> <p><i>Issue: Education</i></p>	<p>USE Ch. 6</p> <p>Bornstein & Davis: Part II (p. 48-60)</p> <p>Elkington & Hartigan: Chapter 1 (p. 29-54)</p>
Week 4 March 22 - April 2	<p>How do Social Entrepreneurs achieve their Goals? Corporate Social Responsibility</p> <p><i>Issue: Environment</i></p>	<p>USE Ch. 11 USE Ch. 10</p> <p>Elkington & Hartigan: Chapter 6 (p. 157-178)</p>
Week 5 April 3 - 9	<p>How do Social Entrepreneurs achieve their Goals? For-profits & Hybrids with Social/Environmental Missions</p> <p>How do Social Entrepreneurs achieve measure their impact? Social Return on Investment (SROI) & Measuring Social Impact/Social Impact Analysis</p> <p><i>Issue: Health & Healthcare</i></p>	<p>USE Ch. 8</p> <p>Bornstein & Davis: Part II (p. 61-74)</p> <p>Elkington & Hartigan: Chapter 2 (p. 55-82), Chapter 3 (p. 85-116) & Chapter 4 (p. 117-136)</p>
Week 6 April 10 - 16	<p>How do Social Entrepreneurs achieve their Goals? Microfinance</p> <p>How do Social Entrepreneurs achieve Financial Sustainability? Diverse income streams (donations, venture philanthropy, impact investing, foundations, grants)e</p> <p><i>Issue: Poverty</i></p>	<p>USE Ch. 7</p> <p>+ 2 online articles by Vandana Shiva</p>
Week 7 April 17 - 23	<p>How do Social Entrepreneurs Change the World? (Experiential Learning Consulting Projects due)</p>	<p>USE Ch. 9</p> <p>Elkington & Hartigan: Chapter 7 (p. 179-196)</p>
Week 8 April 24 - 28 (note that you're welcome to complete this week's work early)	<p>Scaling and the future of Social Entrepreneurship</p> <p>How to be the Change YOU wish to see in the world</p>	<p>USE Ch. 12 USE Ch. 13</p> <p>Bornstein & Davis: Part III (p. 75-128)</p> <p>Elkington & Hartigan: Conclusion (p. 197-212)</p>

We want to connect with you because we care about you & your success, please review the following notes & tips to help us all keep in touch:

*First and foremost, please be sure to follow [UF's Netiquette Guidelines](#) when communicating with each other and with the TAs & I; it's always a good idea to practice empathy and kindness.

1. We have a class email list based on your Gatorlink email address. Messages sent to you from our class site in Canvas will also go to your Gatorline email address. Please check your Gatorlink email often or you will miss-out on important news, or have it forwarded to an address that you do check regularly (see: <http://help.gatorlink.ufl.edu/email.html>).
2. The TAs and I are *happy* to help you. We really enjoy doing our best to be of help to you, when you need it. We try to be as informed as possible, but oftentimes you can find the answer to your questions on your own. Before emailing us, consider other resources. If your question is advising related, perhaps try www.registrar.ufl.edu or www.ufadvising.ufl.edu. If it's class related, perhaps you can find the answer on the syllabus or on the class website in Canvas. Please remember to email the TAs if your question pertains to the posting of grades (asking when they will be posted, if there appears to be a mistake, etc.). If our TAs are unable to answer your questions, they will promptly let me know and I'll happily reply.
3. While its best to message the TAs or myself using the "conversation" tool in Canvas, if you prefer to send an email, be sure to include the following information:
 - in the subject line: "question from [your name] in [your course number]" (as I'm teaching a number of courses)
 - example of a proper subject line: question from Albert Alligator in ENT3503
 - ...never leave the subject line blank (or the UF spamblocker might delete your message and I'll never know that you were trying to get a hold of me)
 - in the signature of your email be sure to include your first and last name, your email address, and your UFID number
 - avoid sending unduly large emails or attachments (>1MB)
 - do not send messages with the words "help" or "urgent" in the subject line. If you are truly in an emergency, you should be calling 911 and not emailing your instructor.
4. Remember that faculty members do not work 24/7 (actually we sometimes do, but we have numerous other obligations on campus in addition to teaching your class). It is unreasonable to expect a reply within a few minutes or hours. In general, I reply to emails multiple times each day and most often students remark at how promptly I respond to their inquiries (to the dismay of my colleagues, family, and friends who say I spend way too much time replying to students' messages each day, but I can't help it... I'm not a procrastinator and I hate to think that you're waiting on my response). You'll find that I usually reply within 24 hours, but please understand that is not always possible.
5. If you are in a difficult situation (extremely ill and needing to miss an exam, severely injured, engaged in a family emergency, etc.) and need to ask to be excused from something or need an extension, make sure to contact me as soon as possible by email. The "conversation" tool in Canvas is fastest IF you're contacting us during our scheduled office hours-- followed by email, and perhaps the least-quick way to reach me is by phone, though you're welcome to leave a message and I promise to call back as soon as I receive it. We ask that you please NOT contact us using the Messages or Comments tools in Canvas as we often are not notified until the following Friday and thus we miss those messages. Email is always the best way to initially contact us, and then we can follow up in a more personal manner (like phone or scheduling an online or in-person appointment) if needed.
6. In general, when sending messages to faculty or administrators at UF, be sure to use complete sentences and write as if you are typing a business letter-- NOT as if you are instant messaging/texting/chatting with friends. Avoid using abbreviations and improperly spelled words. You should always communicate with faculty with the utmost respect (as you may be asking them to write a letter of recommendation for you to get into graduate school or other endeavors). If an instructor or advisor does something for you (like writes you a letter of recommendation, takes care to go out of their way to help you or give you advice) be sure to write them a personal thank you letter (preferably a card rather than an email). When addressing faculty members, if you do not know the proper pronoun (Dr., Mr., Ms., Mrs.), use Dr. or Professor and if it is incorrect, the person will correct you.

Having said all of that-- I do hope to hear from you if you genuinely need to contact me... and moreover, I welcome you to contact me during office hours (in-person or online), that's what they are for. I am very eager to get to know each of you. I know that you are bright, motivated, and hard working people who will make a big impact on the world. I am honored to share this learning experience and to have a small part in your adventure!

If you have read this far, there is one more thing that you might find helpful to know... During the Fall 2012 semester I was honored to receive a scholarship to attend the *International Social Entrepreneurship Programme* at INSEAD Business School. One of the professors there was [Hal Gregersen](#), author of [The Innovator's DNA](#). He is working on a new book entitled *The Social Innovator's DNA*. At the very end of his lecture, in closing, he shared with us a finding from his newest research on social entrepreneurs-- explaining that its one of the few dimensions where entrepreneurs & social entrepreneurs tend to differ. Dr. Gregersen said, "The achilles heel of the social entrepreneur is that they... care too much." I felt as though he'd spoken directly to my own heart. I've been told countless times over the past two decades, "Kristin, your problem is that you care too much." I share this with you as perhaps knowing this, helps you to better understand where I'm coming from and why I teach the way I do-- trying to fit too much information into too little time, attending to both the big picture and the myriad of tiny details, and having high expectations. I really do care. A lot. Perhaps, at times, too much.

Important Notes:

- If you have questions, please ASK-- either during class, in my office, or email me (kristin.joos@warrington.ufl.edu)
- If you have any special needs or considerations, please let me know as soon as possible so I may make the necessary accommodations. If you are in need of official accommodations, please contact the Disabilities Resource Center at: <http://www.dso.ufl.edu/drc/>
- If you are experiencing an extenuating circumstance (personal/family emergency, health concern, or other serious problem) I strongly recommend you contact the [Dean of Students Student Support Office](#) they are there to help you.
- If you encounter an extenuating circumstance that deems it necessary for you to earn an "Incomplete (I)" grade, you must meet with me in person to discuss your situation and sign an Incomplete Contract.
- Please see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for more information on UF's Grading Policies.
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
- Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.
- Should you have issues with your experience in this course that cannot be resolved with the instructor, department, or program, please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.
- By enrolling in this course, you are indicating your consent to the following Honor Code:
We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:
"On my honor, I have neither given nor received unauthorized aid in doing this assignment."
 (from the Student Guide, <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>)
- Students who violate the Academic Honesty Guidelines will be penalized according to the procedures outlined in the guide above, which include failing the course. If you have any questions as to the integrity of your conduct, read the information in the link above. **"I didn't know," is not an excuse.**

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