You are invited to join and/or a minor in Entrepreneurship. 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.”

Today’s social entrepreneurs find themselves at a critical juncture. 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 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.

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?

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.

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. 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 other “bookkeeping” issues should be addressed to our TAs.

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).

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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>FINAL Grade</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Assignments (students must submit #1 + #8 and 2 of their choice from among #2-7)</td>
<td>40</td>
<td>A</td>
<td>188 and above</td>
</tr>
<tr>
<td>If Discussions (students must submit #1 + #8 and 2 of their choice from among #2-7)</td>
<td>40</td>
<td>A-</td>
<td>160-187</td>
</tr>
<tr>
<td>If Quizzes (students must submit #1 + #8 and 2 of their choice from among #2-7)</td>
<td>40</td>
<td>B+</td>
<td>176-179</td>
</tr>
<tr>
<td>Profile of a Social Entrepreneur</td>
<td>20</td>
<td>B</td>
<td>168-175</td>
</tr>
<tr>
<td>Experiential Learning Consulting Projects</td>
<td>20</td>
<td>B-</td>
<td>165-167</td>
</tr>
<tr>
<td>TOTAL POSSIBLE POINTS</td>
<td>200</td>
<td>C</td>
<td>140-155</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-</td>
<td>140-147</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D+</td>
<td>136-139</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>128-135</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D-</td>
<td>120-127</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>119 and below</td>
</tr>
</tbody>
</table>

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
- 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. All work must be submitted in Canvas, we're unable to accept work submitted by email or any other method. Note that "better late 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, December 1st at 9pm EST (as grading takes time). Items due following that date are expected to be submitted 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction &amp; Course Overview</td>
<td>USE Ch. 1</td>
</tr>
<tr>
<td>Oct. 23 - 29</td>
<td>What is Social Entrepreneurship? Who are Social Entrepreneurs?</td>
<td>USE Ch. 2</td>
</tr>
<tr>
<td></td>
<td>Learn &amp; Practice the key skills, mindsets, and competencies of successful Social Entrepreneurs</td>
<td>Bornstien &amp; Davis: p. ix-25, p. 13-47</td>
</tr>
<tr>
<td>Week 2</td>
<td>Foundations of Social Entrepreneurship: Innovation &amp; Sustainability</td>
<td>USE Ch. 3</td>
</tr>
<tr>
<td>Oct. 30 - Nov. 5</td>
<td>Issue: Corporate Media &amp; Consumerism</td>
<td>USE Ch. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>USE Ch. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elkington &amp; Hartigan: Chapter 5 (p. 137-156)</td>
</tr>
</tbody>
</table>
We want to connect with you because we care about you & your success, we ask that you please review the following notes & tips to help us all keep in touch:

1. We have a class email list based on your Gatorlink email address (see: http://helpdesk.ufl.edu/self-help/gatorlink-e-mail-setup) Please check your Gatorlink email often or you will miss-out on important news. Please do not message us via the Messenger in Canvas or leave “comments” on your submissions in Canvas as we will not see them.

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. When emailing, please 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)
   - in the signature of your email be sure to include your first and last name, your email address, and your UFID number
   - example of a proper subject line: question from Albert Alligator in ENT3503
   - 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 quickly 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, 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, I check VM once or twice a week. Again, we ask that you please NOT contact us using the Messages or Comments tools in Canvas as we often are not notified that your 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 empathy and kindness.

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 this 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

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."


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.

© Please do not use course materials without permission.