SYLLABUS

Course Information
Course: Social Entrepreneurship: HSSJ 4198-80/SOC 2181-80
Credit hours: 3
Department: Sociology – Human Services & Social Justice
Semester: Fall 2019
Meeting day and time: Wednesdays, 6:10-8:40pm ET
Location: Funger Hall, 2201 G Street NW, Room 207

Instructor
Name: Erica Walls, PhD (formerly Broadus)
E-mail: ebroodus@gwu.edu
Office hours: Wednesdays, 2-4pm ET
Office location: Philips Hall, 801 22nd Street NW, Room 409-N

Course Description
Social entrepreneurship uses innovative strategies to generate income while benefiting society. This approach has become more prevalent as people seek solutions to complex social problems that governments do not fully address. One means of social entrepreneurship is the creation of social enterprises. These entities operate in a variety of areas that meet human needs, including: education, healthcare, poverty alleviation, gender equality, criminal justice reform, the environment, and dozens more. Importantly, the benefits of social entrepreneurship are multifaceted, as positive impacts extend to social entrepreneurs, beneficiaries, and society.

This course introduces students to the methods, impacts, and evaluation of social enterprises. Students will learn about social enterprises that operate as nonprofits, for-profits, and hybrid forms; assess ways to obtain and manage resources; analyze the practices and motivations of social entrepreneurs; and acquire the skills to design and evaluate social ventures.

Students will demonstrate their semester-long learning by designing social enterprises based on personal motivations (e.g., lived experiences), and critically evaluating the work of classmates. The project’s purposes are:
- To help students understand how problems that affect them or their communities (e.g., physical disabilities, child poverty, environmental issues) can be opportunities for social change
- To encourage students to formulate positive, constructive means of mitigating such issues
- To aid them in discovering innovative ways to benefit others who face similar challenges
Learning Outcomes
As a result of completing this course, students will be able to:

1. Analyze intersections between the private, public, and nonprofit sectors as they relate to social entrepreneurship
2. Understand how social enterprises are structured, financed, and staffed
3. Identify opportunities to build social enterprises that facilitate social change
4. Design a sustainable social enterprise
5. Evaluate the success of social ventures

Required Texts
- The Real Problem Solvers: Social Entrepreneurs in America, by Ruth Shapiro (2013). This FREE e-book is available to all GWU students via the library’s website: https://findit.library.gwu.edu/item/17450191.

Recommended Text

Additional Resources
Throughout the semester, the instructor will add resources to Blackboard (under “Additional Resources”) about social enterprises, social entrepreneurs, nonprofit management, and corporate-social partnerships/endeavors. Contents will include academic journals, research articles and studies, magazines, videos, organizations and associations, and more to help you learn about the growth, opportunities, and challenges of this dynamic field. If you know of other valuable resources to share with the class, please let me know!

Prerequisites
This course is open to undergraduate students from all academic disciplines and levels. No previous courses or skills are needed. The only requirement is a desire to learn and affect social change to improve human life.
Expectations

- Students are expected to attend class each week, arrive on time, and actively engage with the instructor and classmates. The course builds on itself; learning each step in designing and evaluating a social enterprise is essential to successfully completing the final project and passing the course.
- You should complete the required reading before each class. This will help to facilitate in-depth discussions and to answer any lingering questions during class time.
- Readings outside of the required textbooks are posted on Blackboard under “Additional Readings.”
- The instructor will post grades for activities and case studies to Blackboard promptly, generally within two days. Grades for projects and evaluations will be posted within one week.
- Students and the instructor are not expected to agree on every issue, but should remain respectful and open to others’ thoughts and ideas.

Course Policies

- Completed assignments must be posted to Blackboard by the deadline.
- Please submit all assignments as Word files so I may provide comments via Blackboard.
- Late work will not be accepted without prior approval from the instructor. Please plan accordingly.
- Students should notify the instructor via email if they will be absent from class, or if they must arrive late or leave early. Upon the third absence, students’ grades will be deducted by a half-letter grade for each absence.
- Cell phone use is not permitted during class. Laptops and tablets are fine, but only to take notes.

Schedule of Classes, Readings, and Deadlines

Week 1 – Wed, Aug 28 – Social entrepreneurship and social justice

- Required reading:
- Class format:
  - Introductions
  - Class discussion and guest speakers
  - Students will select Case Study assignments
Week 2 – Wed, Sept 4 – The multi-dimensional nature of social entrepreneurship
  • Required reading:
    o Skim the 2015 Social Entrepreneurship Monitor (on Blackboard)
  • Recommended reading:

Week 3 – Wed, Sept 11 – Identities and motivations of social entrepreneurs
  • Required reading:
  • Recommended reading:

Week 4 – Wed, Sept 18 – External environment
  • Required reading:
  • Discuss projects: mid-semester and final. Students will select team members.

Week 5 – Wed, Sept 25 – Opportunities versus ideas, and the Social entrepreneurial process
  • Required reading:
  • Recommended reading:
Week 6 – Wed, Oct 2 – Partnerships, alliances, and collaborations

- Required reading:

- Recommended reading:

- Mid-semester review

Week 7 – Wed, Oct 9

- Due: Mid-semester projects.
  - Paper to Blackboard by 12:00pm ET.
  - In-class presentations.

Week 8 – Wed, Oct 16 – Sustainability and feasibility

- Required reading:

- Due: Final project proposals to Blackboard by 12:00pm ET.
  - Final projects will be discussed during class time.

Week 9 – Wed, Oct 23 – Planning and Funding

- Required reading:
  - Young, Searing and Brewer (2016). The Social Venture Zoo. Chapter 8: Feeding the animals (on Blackboard).

- Recommended reading:
Week 10 – Wed, Oct 30 – Marketing
- Required reading:
- * Lesson on writing a mission statement and creating a logic model

Week 11 – Wed, Nov 6 – Finances, Organizational management, and Effectiveness
- Required reading:
- * Quiz over marketing, funding, and organizational leadership

Week 12 – Wed, Nov 13 – Scaling and Measuring social impact
- Required reading:
- * Recommended reading:
- * Discuss the final project evaluations and peer reviews
- End-of-semester review

Week 13 – Wed, Nov 20
- * 2 social venture plan presentations
  - Class will evaluate the presentations – EVERYONE’S ATTENDANCE REQUIRED

Week 14 – Wed, Nov 27 – No Class – Thanksgiving Holiday
Week 15 – Wed, Dec 4
  • * 4 social venture plan presentations
    o Class will evaluate the presentations – EVERYONE’S ATTENDANCE REQUIRED

Week 16 – Wed, Dec 11 – Make-up day (if necessary)

Finals week – Wed, Dec 18 – Final group papers due (upload to Blackboard); Fri, Dec 20 – Peer reviews due (upload to Blackboard)

Assignments and Grades
  1. Activities and discussions
      • In-class activities will include brief writing responses to the reading, role playing, sharing instances of social entrepreneurship from popular media, and group discussions.
      • 100 points possible (10% of grade)
  2. Case studies
      • Each student will select one case study from the assigned chapters in Beugre (2017).
      • You will answer the questions at the end of the case, turn in a paper, and present to the class on your assigned week.
      • 100 points possible (10% of grade)
      • For details, please refer to the attached “Case Studies description.”
  3. Mid-semester project
      • Students will work in pairs to select one social entrepreneur/enterprise from Shapiro (2013) or Kristof & WuDunn (2014).
      • You will answer a series of questions based on learnings from weeks 1-6, turn in a paper, and present to the class.
      • 150 points possible (15% of grade)
      • For details, please refer to the attached “Mid-semester project description.”
  4. Final group project
      • Students will work in teams of ~4 to design a social enterprise.
      • You will turn in a group paper and present your project design to the class as though you are seeking funding.
      • Grades will be based on individual AND group contributions.
      • 500 points possible (50% of grade)
        • Project proposal – 50 points
        • Final presentation – 150 points
        • Final paper – 200 points
        • Peer review – 100 points
• For details, please refer to the attached “Final group project description.”

5. Evaluation of classmates’ social enterprise designs
• Students will evaluate classmates’ social enterprise designs.
• Evaluations are due following each group presentation (in class).
• 150 points possible (15% of grade)
• For details, please refer to the attached “Group project evaluations description.”

Final course grades will be based on the following percentages:

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<thead>
<tr>
<th>94-100</th>
<th>A</th>
<th>87-89</th>
<th>B+</th>
<th>80-83</th>
<th>B-</th>
<th>74-76</th>
<th>C</th>
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<tbody>
<tr>
<td>90-93</td>
<td>A-</td>
<td>84-86</td>
<td>B</td>
<td>77-79</td>
<td>C+</td>
<td>70-73</td>
<td>C-</td>
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Average minimum amount of out-of-class or independent learning expected per week:
In a 15-week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of-class work for every 50 minutes of direct instruction, for a minimum total of 2.5 hours a week. A 3-credit course should include 2.5 hours of direct instruction and a minimum of 5 hours of independent learning or 7.5 hours per week. More information about GW’s credit hour policy can be found at: provost.gwu.edu/policies-forms (webpage); or provost.gwu.edu/files/downloads/Resources/Assignment-Credit-Hours-7-2016.pdf (form)

University Policies
Adverse Weather/Class Cancellation
In the advent of inclement weather or any other emergency, our class will follow the decision of the University. Call the University hotline at 202.994.5050 or check the university website for alerts. In the event of class cancellation, I will email you about rescheduling, assignments, etc.

University Policy on Religious Holidays
In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: students.gwu.edu/accommodations-religious-holidays.

Academic Integrity Code
Academic dishonesty is defined as cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For details and complete code, see: studentconduct.gwu.edu/code-academic-integrity

Safety and security
In the case of an emergency, if at all possible, the class should shelter in place. If the building
that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

Support for Students Outside the Classroom

Disability Support Services (DSS)
Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information see: disabilitysupport.gwu.edu/

Mental Health Services 202-994-5300
The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information see: counselingcenter.gwu.edu/

The Writing Center
The GW Writing Center is an open, welcoming, professional environment within which members of the GW community can receive dedicated attention to their writing and research projects. Located in Gelman Library Learning Commons, Entrance Floor, Suite 221 and Eckles Library (on Mount Vernon). The Writing Center (202-994-3765) is a free service for GW students who seek help with their writing. Appointments are scheduled on the hour and walk in basis daily, M-F, and Sunday evenings. http://www.gwu.edu/~gwriter/index.html

English for Academic Purposes (EAP) Program
GW students who are non-native English speakers can get additional help through appointments through EAP's Writing Support Program. The EAP is housed in the Language Center, Phillips Hall 210B. https://languagecenter.columbian.gwu.edu/language-tutoring
Case Studies description

100 points possible; 10% of grade

Requirements:

- Each student will select one case study from Beugre (2017), and write and present responses to the discussion questions at the end of the case study. Please note that each chapter contains 2 case studies. Be sure to complete #1 or #2, as assigned.
- Written assignment:
  1. 4-5 pages, typed, double-spaced
  2. Due by 12:00pm ET on the date selected, via Blackboard
  3. Microsoft Word files only, please
- Presentation:
  1. In class, 7 to 10 minutes
  2. PowerPoint is not required, but can be used if you wish. Other creative presentation tools are also fine to use.

Grades will be based on:

- Introducing the case study: brief summary of the social enterprise, social entrepreneur(s), and social issue(s) addressed.
- Answering the discussion questions.
- Conducting and including additional, relevant research about the social venture and social entrepreneur(s).
- Ending with a conclusion (e.g., what you learned).
- Citing all sources. Paper should contain proper grammar, punctuation, and spelling.
Mid-semester project description

150 points possible; 15% of grade

Requirements:

- Students will work in pairs to analyze, write about, and present on a social entrepreneur and their enterprise, based on what you have learned in classes 1-6.

- Your task:
  1. Skim all chapters in the required texts:
  2. Select one chapter from either book, which details a social entrepreneur and their social enterprise. You should also conduct additional research to supplement the book’s information.
  3. Critically analyze the social entrepreneur and their social enterprise by answering these questions:
     - **Profile**
       - What is the name of the social entrepreneur and enterprise?
       - What social problem does the enterprise address?
       - What is the enterprise’s mission and how does it relate to social justice?
       - Who does the enterprise serve, and where (e.g., country, city, community)?
     - **Nature of the social enterprise**
       - Is the entity more philanthropic, commercial, or hybrid?
       - What is its legal sector (for-profit or nonprofit)? Do you think its legal sector is appropriate? Why or why not? If not, what would you recommend? Why?
     - **Mindset and motivation of the social entrepreneur**
       - What is their motivation for creating the entity?
       - Describe their mindset. What characteristics and competencies do they portray?
     - **Environment**
       - Describe the enterprise’s external environment. Is it favorable to entrepreneurship? Why or why not?
     - **Opportunities and ideas**
       - Do you think the social entrepreneur’s solution is a “good idea”? Why or why not? What would you do differently? Why?
     - **Partnerships**
• Does the social entrepreneur/enterprise partner with other organizations? If so, who? Who would you recommend? Why?
• Write a paper, 5-7 pages double-spaced, that addresses each of these questions (above).
• One person (in each pair) upload paper to Blackboard by Wednesday, Oct 9 at 12pm ET.
• Prepare and present a summary to the class on Wed, Oct 9.

Grades will be based on:

• Paper – 100 points possible:
  o The depth of analysis and information given to the paper’s required elements (see above).
  o Evidence that the reading or outside sources were used as a guide (e.g., use of theories, examples, citations, etc.).
  o Writing style counts. Use complete sentences and proper paragraph structure, and give attention to grammar, spelling, and punctuation.
  o Submit the paper on time. Microsoft Word files only, please.
• Oral presentation – 50 points possible:
  o Briefly describing each required element of the paper (see above).
  o Use of PowerPoint slides or other presentation software.
  o Equal speaking time among group members.
  o Responsiveness to Q&A from classmates and instructor.
  o Presentation should be ~10 minutes.
Social Venture Plan*

(formerly: Final group project description)

500 points possible; 50% of grade

Walls Foundation for the Advancement of Social Entrepreneurship

The Walls Foundation for the Advancement of Social Entrepreneurship (WFASE) seeks to fund innovative new ventures that combat pressing social issues. Projects that impact large or small communities, in the U.S. or abroad, are all welcome. Using the skills you have learned in your Social Entrepreneurship class, and your unique life experiences, your work can benefit the lives of many!

Applicants (your project team) must submit a proposal, and receive comments, before moving forward. Later, you will present your plan to the WFASE board of directors (your classmates), and ultimately submit a social venture plan (final paper) to the foundation’s executive director (Professor Walls).

Overview and requirements:

- The project is in four parts:
  1. Proposal – **due Wednesday, Oct 23, 12:00pm ET to Blackboard**. Please include:
     - Your social enterprise’s name and the names of your team members.
     - The social problem you will address and the opportunity you will pursue. Be sure to quantify the problem/need/demand.
     - The enterprise’s mission/purpose and how/why it relates to social justice.
     - Who the enterprise will serve (customers, beneficiaries), and where (e.g., country, city, community).
     - Legal structure (for-profit, nonprofit, or hybrid type).
     - Personal motivation for creating the social enterprise.
     - **IMPORTANT**: The proposal should be in the form of a 2-3 page letter, addressed to Erica Walls (Executive Director of WFASE), typed, double-spaced.
  2. Team presentation – **due Wednesday, Dec 4 (in class)**
     - Each team will give an oral presentation, pitching their social enterprise to the WFASE board of directors (the rest of the class).
     - Presentation to include the same elements as the final social venture plan, listed below. Powerpoint or other presentation software is required.
     - Presentations should be 15 minutes, followed by 10 minutes of Q&A.
3. Final social venture plan (final paper) – **due Wednesday, Dec 18, 5:00pm ET to Blackboard**
   - Each team will submit one combined paper.
   - The paper should be ~12 pages, typed, double-spaced.
   - Be sure to cite all sources.
   - Required elements:
     1. The enterprise’s name and location (e.g., country, city, community).
     2. Enterprise’s mission/purpose and how it relates to social justice.
     3. The social problem you will address and how you plan to resolve it.  
        Include a logic model.
     4. Who the enterprise will serve.
     5. Personal motivation for creating the entity.
     6. Legal structure (for-profit, nonprofit, or hybrid type).
     7. How you will market, staff, and fund your social venture.
     8. Analysis of the external environment.
     9. Partners you will work with and their roles.
    10. How social impact will be measured.

4. Peer review – **due Friday, Dec 20, 5:00pm ET via Google Form**
   - Teams are expected to collaborate on this project, and to work through challenges.
   - You will receive a link to assess your teammates’ level of participation.

**Grades will be based on:**

- **Proposal** – 50 points possible (5% of grade):
  - Full description and explanation of each element (see above).
  - Writing style counts. Use complete sentences and proper paragraph structure, and give attention to grammar, spelling, and punctuation.
  - Submitting the proposal on time.
- **Social venture plan (final paper)** – 200 points possible (20% of grade):
  - The depth of analysis and information given to the paper’s required elements (see above).
  - Evidence that the course reading or outside sources were used as a guide (e.g., use of theories, examples, citations, etc.).
  - Writing style counts. Use complete sentences and proper paragraph structure, and give attention to grammar, spelling, and punctuation.
  - Submitting the social venture plan on time.
- **Oral presentation** – 150 points possible (15% of grade):
  - Briefly describing each required element of the social venture plan (see above).
  - Use of PowerPoint slides or other presentation software.
  - Equal speaking time among team members.
- Responsiveness to Q&A from classmates and instructor.
- Presentation should be 15 minutes; Q&A will be 10 minutes.

- Peer review – 100 points possible (10% of grade):
  - Working collaboratively with team members, helping all to remain on task and moving the project forward.
  - Submitting peer reviews on time (those who don’t submit peer reviews will lose 25 points).

- Extra credit – up to 10 points
  - Be creative! You can use job titles (e.g., president, CFO) for your team members, dress up (or wear matching t-shirts if you want), design a logo or other creative branding elements, or bring props related to your enterprise’s mission and plan.
  - Other creative ideas – beyond the project’s requirements – are welcome. Have fun with this!
Student-evaluations of others’ social venture plans*

(formerly: Group project evaluations description)

150 points possible; 15% of grade

Requirements:

- During your social venture plan presentation, the rest of the class will act as board members of the Walls Foundation. They will evaluate your social venture plan.
  - The goal is two-fold:
    - Student-evaluators (acting as board members) will demonstrate knowledge of a solid, sustainable social venture plan – per learnings during the course.
    - To offer classmates constructive feedback so they may improve their final papers before they are due.

Format:

- Following each presentation, the board of directors (students) will ask the presenting team questions for 10 minutes.
- Board members will have 10 (additional) minutes to evaluate each social venture plan based on a set of criteria (e.g., human resources, funding, social impact measurement).
- Students will submit evaluations to the Executive Director (Prof. Walls), who will copy and provide them to each team.
- Evaluations will be graded.

Grades will be based on:

- Providing thorough assessments, comments and suggestions based on your learning during the semester.
- Completing and returning each evaluation to the instructor within 10 minutes.
- 150 points possible (15% of grade)