

ECS3022-02: Social Entrepreneurship and Economic Development  
Syllabus  
Spring 2018

Instructors: Dr. Samuel R. Staley and Dr. Mark McNees  
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Class Times: M/W 12:30-1:45 pm  
Location: Globe 2600  
Office Hours: Dr. Staley, TBA 150B Bellamy Building  
Dr. McNees, TBA, 12:30 pm to 2:30 pm, 117RBB

**Teaching assistants:**

- Val Rodriguez, Social Entrepreneurship Project Manager, DeVoe Moore Center, 150 Bellamy Building, Contact: [ver14b@my.fsu.edu](mailto:ver14b@my.fsu.edu) | 407 - 617 - 0389 | Office Hours: M/W 11am - 12:30pm or scheduled.
- Delaney Lomenick, Contact: [ddl14@my.fsu.edu](mailto:ddl14@my.fsu.edu) | 954 - 639 - 6288 | Office Hours: By appointment.

**Required Readings**

- *A Guide to Actionable Measurement* (Found on Canvas)
- Banerjee, Abhijit and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Public Affairs, 2012, ISBN 978-1-61039-093-4
- Social Enterprise Cases (Found on Canvas)
- Chip Heath, and Dan Heath, *Switch: How to Change Things When Change Is Hard*, Business and Organizational Learning, 2010, ISBN 978-0-38552-875-7

**Recommended Readings**

- Bornstein, David, *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, Updated Edition, Oxford University Press, 2007, ISBN 978-0-19-533476-0
- Dambisa Moyo, *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*, 2010, ISBN 978-0-37453-212-3
- Steve Corbett, and Brian Fikkert, *When Hurting Hurts: How to Alleviate Poverty Without Hurting the Poor...and Yourself*, 2014, ISBN 978-0-80240-998-0
- Yunus, Muhammad (with Karl Weber), *Building Social Business*, Public Affairs, 2011, ISBN 978-1-58648-956-4
- *Creating a Business Plan*, Harvard Business Press, 2007, ISBN 978-1-42-211885-6
- MacMillan, Ianc C & James D. Thompson, *The Social Entrepreneur's Playbook*, 2nd Edition, Wharton Digital Press, 2013, ISBN 978-1-61-363030-3
- Easterly, William, *The White Man's Burden*, Penguin, 2006, ISBN 978-0-14-303882-5

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### **Overview, Objectives & Format**

This seminar incorporates the practical realities of economic development program implementation into the classroom using the lens of entrepreneurship and economic development. The seminar emphasizes case studies of real world applications and the challenges of designing, implementing and evaluating economic development projects. The readings are used to provide a broader context for the discussion of specific cases and more general theories. An emphasis is placed on “lessons learned” and discussion of the constraints and potential for implementing effective economic development programs in low-income areas of the United States and world. An experiential component will be provided through site visits to social enterprises in the Tallahassee region and a capstone project requiring the development of a business plan for a new social enterprise designed to address a social problem such as poverty, unemployment, underemployment, public health, human trafficking, substance abuse, crime, etc.

At the end of this seminar, students will be able to:

- Identify, develop and research the viability of a social business;
- Critically analyze relevant academic and business literature on social entrepreneurship and apply “lessons learned” to new enterprise development;
- Develop the analytical tools necessary to create a complete business plan for a new social enterprise capable of being presented to potential funders and investors;
- Explain and evaluate the advantages and disadvantages of social enterprise development in the context of meeting social needs and promoting economic development.

### **Assignments**

Below is a description of assignments that students will complete throughout the course. A calendar of due dates for these assignments is available under the Files tab on Canvas.

- **Boardroom-Style Participation:** This is a highly interactive class that minimizes lectures. Students are expected to engage in classroom discussion and are encouraged to bring their own experiences into the classroom. Grades are based on the quality of the contributions to the classroom discussion, not just attendance. Knowledge of the readings and materials is an essential component of the course to ensure meaningful dialogue and discussion.
- **Discussion Boards:** Students will submit one discussion board post and two discussion board responses for each reading before the reading is discussed in class.
- **Supporting Assignments:** Students will complete various assignments designed to expose them to the field of social entrepreneurship, as well as to assist them in their understanding of their chosen social problem and their development of their business plan.

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- **In-Class Presentations:** Students will give formal and informal in-class presentations as they work through their business plans. Topics will include social problem research, lean canvas models, budgets, etc. It is imperative you come to class prepared to discuss your progress. Most of your work will be done outside of class and your in-class time should be used to reflect, analyze, and fine-tune your understanding of your project.
- **Business Plan:** Students will complete a full business plan for their social enterprise. This will include research on the social problem they are addressing, a comprehensive budget, a marketing strategy, a product or service description, etc. The business plan must demonstrate both the feasibility of the business as well as its ability to address a social problem.
- **Pitch Presentation:** Each student will present their business plan to the entire class as part of a business plan “pitch” - a 2 minute formal presentation, 6 minute Q&A, followed by 4 minutes allocated for instructor questions and comments.

## Course Policies

### Grading Policy & Scale

This course will use a standard grading scale to evaluate student performance: A (4.0), A- (3.75), B+ (3.25), B (3.0), B- (2.75), C+ (2.25), C (2.0), C- (1.75), D (1.0), and F (0.).

The following criteria are generally applied to determining grades for papers:

A = Superior performance. The paper or presentation has a clearly articulated and organized argument without fundamental or minor errors in analysis. The paper is well written and arguments are grounded in facts and/or evidence. Work is performed at a level suitable for a full-time professional position as a junior analyst or research assistant.

B = Above average. An organized, well-articulated paper or presentation with a clear thesis that thoughtfully and completely incorporates theory and evidence to make a consistent argument. No fundamental errors are evident.

C = Average. Papers and presentations are organized, reasonably well articulated, and use fundamentally sound arguments, but may include minor errors and lack adequate support.

D = Below Average. Papers below average typically suffer from fundamental flaws in argument, lack evidence to support the main points, fail to incorporate principal theories and evidence, and are poorly written.

The final grade will be comprised of the following components:

- 45% business plan
- 40% participation

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- 11% discussion board
- 4% supporting assignments

Students should work on their business plan throughout the semester. This is not a project that can be completed in the final weeks. Rather, the plan will go through several stages of conceptualization, revision and completion.

The final business plan should be presented in a professional style: typed with 12-point type in a conventional professional font and formatted with 1-inch margins. Plans should have a title page that includes the author, subject, class, and date. The headers and footers should explicitly identify the author by last name, have a short title for business, and include the date and page number. All references should be sourced using the author/date reference system (e.g., (Staley 2008, p. 12)) with complete sources in a separate reference section listed by last name of the author. Consult the *Chicago Manual of Style* if you have questions (examples available on wikipedia or use [www.citethisforme.com](http://www.citethisforme.com)). Late papers will be penalized 5% per day.

***All assignments should be submitted electronically through Canvas or emailed directly.  
All emails must CC all other instructors.***

Late assignments will be deducted 1/3 of a grade for each day they are late.

This class does not have a final exam. Instead, all students will participate in individual “exit interviews” with Dr. Staley and/or Dr. McNees. These interviews will be used to discuss the final business plan, student performance in the class, and ways to improve the course and content.

### **Attendance and Participation**

Attendance and participation in the classroom is critical to success in this course. Nevertheless,excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

### **Academic Honesty**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “ . . . be honest and truthful and . . . [to] strive for personal and institutional

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integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated.

**American Disabilities Act Statement**

Students with disabilities needing academic accommodations should: 1) Register with and provide documentation to the Student Disability Resource Center (SDRC); and 2) Bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disabilities Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)  
<http://www.disabilitycenter.fsu.edu/>

NOTE: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Updates to the course material, changes in expectations, and modifications to assignments, required readings, and other elements of this course will be communicated via Blackboard. Please consult this regularly.

## Memorandum of Understanding

Review the syllabus and initial by each statement to ensure that attendees agree and are aware of the seminar's expectations.

\_\_\_\_\_ *I understand that Participation is 40% of my grade.*

\_\_\_\_\_ *I understand that if I choose to work on a project I've developed in a different class it must be approved by the instructors.*

\_\_\_\_\_ *I understand that it is my responsibility to be proactive throughout the seminar in regards to questions or concerns that might arise.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*If you would like to drop this course please indicate by signing here: \_\_\_\_\_*

*and we will remove you from this class.*