

ECS 3022: Social Entrepreneurship and Economic Development

Syllabus, Fall 2018

Instructor: Dr. Samuel R. Staley
Office: 150B Bellamy Building
E-mail: sstaley@fsu.edu
Class Times: M/W 12:30-1:45 pm
Location: Bellamy 033
Office Hours: T/R, 1:30 pm to 3:00 pm & by appointment

Project and classroom support:

Delaney Lomenick, dlomenick@business.fsu.edu | 954 - 639 - 6288 | Office Hours: By appointment.

Required Readings

- 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
- 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
- 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

Suggested Supplemental Readings

- *A Guide to Actionable Measurement* (found on Canvas)
- *Creating a Business Plan*, Harvard Business Press, 2007, ISBN 978-1-42-211885-6
- Corbett, Steve, and Brian Fikkert, *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor...and Yourself*, 2014, ISBN 978-0-80240-998-0
- 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
- Easterly, William, *The White Man's Burden*, Penguin, 2006, ISBN 978-0-14-303882-5
- MacMillan, Lanc C & James D. Thompson, *The Social Entrepreneur's Playbook*, 2nd Edition, Wharton Digital Press, 2013, ISBN 978-1-61-363030-3
- Yunus, Muhammad (with Karl Weber), *Building Social Business*, Public Affairs, 2011, ISBN 978-1-58648-956-4

Overview

More than one quarter of African-American men have a felony conviction that hinders their employment in the mainstream labor market. Sixty-three percent of Rwandans live in “extreme poverty” as defined by the World Bank. The Great Pacific Garbage Patch covers 600,000 square

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miles of the Pacific Ocean. Forty-five percent of homeless veterans suffer from mental illness. The number of social problems seems endless. How can entrepreneurship solve these problems while creating wealth and sustainable social change?

Welcome to the revolution. Over the past two decades, social entrepreneurship has transformed the way with think about social welfare programming and challenged the very core of how business operates. Over the next 15 weeks, we will introduce you to the concept of social entrepreneurship, and we will work to develop sustainable social change through the private market. We will see how profits and an intentional approach to business development can empower the disenfranchised and provide a pathway toward solving some of society's most pressing problems.

This course may be one of the most difficult classes you have ever taken. In part, this is because we are going to taking you outside your comfort zone, dig deep into your experiences as well as those of your peers, and build something you have never had the opportunity to build before. If you are open to what this class can provide, you will see economics in a new light, develop new tools for life and the professional world, and understand your own place in the economy, business, and society.

We will explore case studies of real world applications of social entrepreneurship to understand how these enterprises work and understand the challenges of designing, implementing and evaluating their impact. The readings will help provide context that can be used to sharpen your own understanding of social entrepreneurship and its applications.

The journey will not be easy, but it may be transformative. We are here to help you make that happen.

Course Objectives

This course uses an immersive approach to understanding social entrepreneurship and social enterprise. The final project will be a social enterprise business plan addressing a social problem of your choosing. All materials and activities in this course are designed to help you achieve this objective, and mirror the processes used in the practical and real world.

By the end of this seminar, you will be able to:

- Identify and understand the root cause of a “social problem”;
- Develop and apply the tools of business enterprise to solving a social problem;
- Critically evaluate and analyze proposed solutions to social problems using the lens and practical tools of entrepreneurship and business enterprise development;
- Understand the core components of conceiving, starting up and sustainability operating a business;

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- Assess weaknesses and creatively identify practical solutions to challenges facing social enterprises;
- Explain and evaluate in oral and written form the advantages and disadvantages of a social enterprise in the context of meeting social needs and promoting economic development;
- Design and develop a practical and sustainable social enterprise funded by a market-based revenue stream.

Assignments and Expectations

Achieving the objectives of this course cannot be accomplished through passive learning. Your commitment to the course, including daily classroom attendance, is critical to your success. While we will not take attendance for grading purposes, our experience with more than 180 students taking this seminar since its inception is that active participation, including classroom participation, is a critical factor to your success. Your immersive commitment to the course is necessary because you generate the content for the course and your projects through the on-going activities involved in conceiving, designing, testing, and finalizing your social enterprise and the business plan.

You are not alone! We will provide active support and guidance in the classroom and individually. This engagement includes an expectation that you will actively seek our counsel outside the classroom as well as actively participate in the classroom in structured and intentionally designed discussions, activities, and assignments designed to help you move forward toward the penultimate objective of completing a comprehensive business plan for a social enterprise. (We will discuss the ultimate objective in your exit interview at the end of the semester.) These tasks and exercises create a cumulative base of knowledge that will allow you to be successful.

A calendar of due dates for these assignments will be available under the Files tab on Canvas. For now, we have provided a summary of the types of activities and assignments you will engage in over the semester to help move you toward the final project:

- **Boardroom-style discussions:** This is a highly interactive class that minimizes lectures. Students are expected to engage in discussion and are encouraged to bring their own experiences into the classroom. You will be evaluated based on the quality of your contributions to the classroom discussion, not just attendance. Knowledge of the readings and materials is a foundational 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 of the assigned formal readings before the reading is discussed in class.

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- **Supporting Assignments:** Students will complete various assignments designed to sharpen their analytical skills, identify strengths and weaknesses in their social enterprise concept as well as their peers, deepen their own knowledge of social problems and potential solutions, and practice constructively interacting in a team environment.
- **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. You must 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:** You will be expected to complete a full business plan for your social enterprise. The creation of a comprehensive business plan is the baseline for your final grade since your business plan should reflect your research into the social problem, the goals and objectives for the business, a comprehensive budget, a marketing strategy, complete product or service description, etc. The business plan should demonstrate both the feasibility of the enterprise as well as its ability to address a social problem.
- **Pitch Presentation:** Each student will present their social enterprise business plan to the entire class as part of a business plan “pitch” consisting of a 2-minute formal presentation, 5 minute Q&A, 3 minute follow up comments by the instructors.

Course Policies

If at any point you believe you are falling behind or unable to grasp key concepts, you should reach out to us as soon as possible. We are available to coach you through the process, although this support should **not** be considered a substitute for classroom participation. As a practical matter, the classroom is where the “magic” happens. This is by design.

Grading guidelines, point scale & interpretations of progress

Grading is conventional in terms of points but unconventional (by university standards) in terms of interpretation. This is an applied senior seminar, and expectations reflect professional level performance. The grade for this course is **cumulative**. This means the assignments and content is designed to build on knowledge, skills, and competencies developed in earlier stages. The final assignment--a practical and feasible business plan for a social enterprise cannot be accomplished without going through each of these steps and stages of development.

Note that this course is taught as a **senior seminar**. The point scale and grade interpretation reflect this level of commitment and expectation:

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94+	A	Professional level & quality
90-93	A-	Content is professional quality but needs refining
87-89	B+	Not professional level but content is sound & high quality
84-86	B	Below professional level but core content is solid
80-83	B-	Below professional quality and requires significant improvement
77-79	C+	Well below professional quality
74-76	C	Fails to demonstrate acceptable levels of content quality
70-73	C-	Well below acceptability in terms of content and quality
69 <	D, F	Unacceptable for this course

The **final grade** will be a cumulative calculation based on the following groups of assignments:

Classroom exercises & course engagement	25%
Social enterprise problem & concept	10%
Discussion boards	10%
Pitch presentation	20%
Final business plan	35%

You should work on your business plan throughout the semester. This is not a project that can be completed in the final weeks. Many students feel lost during much of the semester. This is to be expected and anticipated. The stages of social enterprise understanding and development mimic the processes used in the professional world albeit in a much more compressed time frame. As in the real world, the plan will progress through several stages of conceptualization, revision, and completion. Your final business plan will be graded based on the cumulative knowledge and insight gained over the course of the semester. If you follow our guidelines, diligent about the work and assignments, and actively seek counsel from your peers and us, you will be fine in this course.

Style requirements

The final business plan should be presented in a professional style: typed, single spaced, with 12-point type in a conventional professional font (e.g., Times New Roman, Arial, Calibri, etc.) and formatted with 1-inch margins. Plans should have a title page that includes the author, enterprise name/log, course number, and date. The headers and footers should explicitly identify the author by last name, have a short title for your business, and include the date and page number. All references should be sourced using the author/date reference system (e.g., (Staley

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2008, p. 12)) with complete sources in a separate reference section listed by last name of the author. Alternatively, plans can use footnotes as long as the sources and references are complete. Consult the *Chicago Manual of Style* if you have questions (examples available on wikipedia or use www.citethisforme.com ([Links to an external site.](#))[Links to an external site.](#)).

All assignments should be submitted electronically through Canvas and uploaded to the relevant assignment.

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

Attendance policies

Obviously, attendance and participation in the classroom is critical to your success in this course. Nevertheless, we realize life happens, and we will work with you to accommodate absences due to illness, deaths in the family, other unexpected and life changing events, or unavoidable civic and professional conflicts. 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.

Sexual harassment, bullying, and intimidation

A civil classroom grounded in the respect for the dignity of every individual, regardless of their background, identity, or experience, is critical to the success of this class in the professional world. Sexual harassment, bullying, and intimidation will not be tolerated in or outside the classroom. FSU has invested significant new resources in its capacity to investigate and provide support to students who have experienced sexual harassment, sexual assault, and other forms of intimidation. If you have experienced harassment of any kind, reach out to me or Delaney at anytime in person, by email, or by cell phone. We will put you in touch with the appropriate support services.

You are also encouraged to visit and become knowledgeable of the university Know More program and website: <http://knowmore.fsu.edu/get-help-now/>.

For now, primary contacts are:

- FSU Victim Advocate Program (24/7, including holidays), 850.644.7161
- FSU Police Department, 850.644.1234
- University Counseling Center (24/7 availability), 850.644.8255
- Refuge House (off campus resource), 850.381.2111

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- File an on-line Sexual Misconduct/Stalking Report Form, https://cm.maxient.com/reportingform.php?FloridaStateUniv&layout_id=1
- FSU Office of Student Rights and Responsibilities (including access to student and Greek life conduct codes), <https://dos.fsu.edu/srr>

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 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
<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.