PADM 695 Social Entrepreneurship
OLD DOMINION UNIVERSITY

COURSE SYLLABUS

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Course Overview
This course focuses on social innovations and the use of social entrepreneurship to create social impact and bring about societal change. This may involve applying market-approaches to solving social/public problems, adopting new approaches to deliver social goods and services, or leveraging grassroots resources to create change from the ground up. Social entrepreneurship is becoming a force for change in today's economic, political and social landscape. "It combines the passion of a social mission, with an image of business-like discipline, innovation, and determination commonly associated with, for instance, the high-tech pioneers of Silicon Valley."[1] It may include grassroots organizations, innovative/enterprising nonprofits, social purpose or socially-responsible business ventures, and hybrid organizations that mix nonprofit and for-profit elements. Regardless of organizational boundaries, social entrepreneurs look for the most effective methods for serving their social missions.

This course is divided into two parts. The first part of the class involves an introduction and overview of social entrepreneurship. The second part focuses on key elements of the process of social entrepreneurship and social innovation, including mission development; needs, opportunities, and solutions assessment; stakeholder analysis; acquiring and managing resources; and business planning. These topics are designed to help students with their service learning projects. The last class session is dedicated to student presentations of their service learning projects.

Course Outcomes
The overarching course objective is to engage students in thought, conversation and skill development related to social entrepreneurship. The course will challenge students to think creatively about potential solutions to public/social issues and challenges. This course will help students act as effective leaders of social change through the creation of new social enterprises and through work in existing for-profit, non-profit, and/or government institutions.

Learning outcomes for this course revolve around several skills, including:
- Project management
- Resource acquisition and management
- Mission development
- Needs, opportunities and solutions assessment
- Stakeholder analysis

- o Sustainability and continuity planning
- o Group problem solving and teamwork
- o Written and oral communication

Course Structure
This course is designed as a hybrid class that mixes in-class sessions with on-line modules. Class will meet formally on select on:

This class also involves an extensive service learning component, which allows for the learning to be personalized to individual student needs.

Emphasis on Writing
Writing in this course plays two important roles:
- As a tool for self-reflection and learning about yourself as you consider opportunities in social entrepreneurship; and
- As a tool for explanation and expression of your ideas and thoughts to a diverse audience.
You will be required to produce several writing products in this course. This includes formal writing (reflection essays and case study analysis) and informal writing (blogs, wikis, etc.). This writing will both reflect your critical thinking regarding the concept of and skills related to social entrepreneurship. The writing will also chronicle your learning process throughout this course. Particularly given the on-line nature of this course, your writing will be the primary medium through which you communicate with the instructor and your fellow classmates.

Texts
There is one required text that is available at the ODU bookstore.
- Bornstein, D. & Davis, S. 2010. *Social Entrepreneurship: What Everyone Needs to Know.* Oxford: Oxford University Press.
Additional reading will be available via BlackBoard.

Grading
The grading scheme is as follows:

Group service learning project	40%
Group service learning project presentation	10%
Case studies	20%
Book review	10%
Participation	20%

Grading Criteria
The final grade will be based on the following percentage scale:

930-1,000 = **A**	900-929 = **A-**		
880-899 = **B+**	830-879 = **B**	800-829 = **B-**	
780-799 = **C+**	730-779 = **C**	700-729 = **C-**	
680-699 = **D+**	630-679 = **D**	600-629 = **D-**	<600 = **F**

Note: A grade of "I" indicates assigned work yet to be completed in a given course or absence from the final examination. It is assigned only upon instructor approval of a student request. The "I" grade can be given only in exceptional circumstances beyond the student's control, such as illness. In these cases, the student is responsible for notifying the faculty member. The "I" grade becomes an "F" if not removed by the last day of classes of the following term (excluding the exam period) according to the following schedule: "I" grades from the fall semester become "F", if not removed by the last day of classes of the spring semester; "I" grades from the spring and summer sessions become "F" if not removed by the last day of classes of the fall semester. An "I" grade may not be changed to a "W" under any circumstances.

There are no extra-credit assignments in this course. Course assignments are to be submitted to BlackBoard by 11:00 pm on the designated due dates; **late assignments will not be accepted**. Important: All written assignments must be submitted via BlackBoard in Word format (no PDF documents will be accepted).

*****IMPORTANT DATES*****	
All Section 1 activities and assignments due	
Project outline, plan and timeline due	
All Section 2 activities and assignments due	
Project status update due	
All Section 3 activities and assignments due	
Presentation of service learning projects	
Service learning project write-up due	

Group Service Learning Project
By the second class, students will organize into 3-4 person teams, each focused on a specific service learning project for an area community or non-profit organization. Service learning projects will be presented to students during an 'idea pitch' session where the different organizations present their ideas/projects. Students then identify their top 3 choices and will be assigned to the service learning project according to these choices.

Oral Presentations
Each group will be required to present their service learning projects to an audience of ODU faculty and staff, representatives of the service learning organizations, and fellow students. The presentation is worth 10% of the final grade.

Group Evaluations

Because the group service learning project is a large portion of the course (and the final grade), students will be required to evaluate the contributions and performance of their group members. There will be one evaluation at mid-semester, and another evaluation at the conclusion of the service learning project. 30% of the service learning group project grade will be weighted according to each student's evaluation by his/her group members.

Case Studies

Three case studies will be assigned, of which you must complete and submit **two** case study analyses. These case study analyses are worth 10% each. Your case study analysis must address the following:

a) Problem. What was the social problem? What were the parameters of the problem – causes, consequences, symptoms, extent/severity, etc.?
b) Main actor(s). Was there a social entrepreneur? Who was the social entrepreneur? What was his/her/their unique roles?
c) Challenges. What roadblocks were in place that challenged addressing the problem? How were they handled?
d) Problem resolution. How was the problem resolved or addressed? Who were the actors, organizations, networks, and the sectors? Was a social enterprise used as a vehicle for the solution? Describe the type of organization/enterprise involved.
e) What were the negative aspects of the chosen resolution?
f) What important lessons did you learn about social entrepreneurship from reading this case? This is your opportunity to go beyond the scope of the case, to not just be descriptive but to summarize what readers should take away from the case. What made the organization, solution, or entrepreneur unique?

The case study analysis should be between 1,000 and 1,500 words (typed, double-spaced, 12-point font, 1" margins). Make sure to submit your assignment as a Word document.

Book Review

You must write one book review. You will select one of the following books and write a short book review. Your review should focus on what you believe are key ideas or lessons of the book. You should not summarize the book. Instead, reflect on what you have read and what you learned from the book. Did you learn something about yourself? Did it help you identify skills you need to develop in the future? Did it force you to re-think something you thought you knew?

− Dorsey, C.L. & Galinsky, L. 2006. *Be Bold: Create a Career with Impact*. Echoing Green. ISBN: 0979011604
− Nelson, A. 2012. *Vital Voices: The Power of Women Leading Change Around the World.* Jossey-Bass. ISBN: 1118184777
− Yunus, M. 2008. *Creating a World Without Poverty: Social Business and the Future of Capitalism.* Public Affairs. ISBN: 1586484931

− Schwartz, B. 2012. *Rippling: How Social Entrepreneurs Spread Innovation Throughout the World.* Jossey-Bass. ISBN: 1118138597

Your book review should be between 1,000 and 1,500 words (typed, double-spaced, 12-point font, 1" margins). Make sure to submit your assignment as a Word document.

Class Participation
20% of your course grade will be based on class participation. You will be graded based on your contributions to the class Blog, Discussion Board, and Wiki activities. Selected class activities (Blogs, Discussion Board questions, or Wikis) will be graded to arrive at your class participation points. There are two important elements to participation: quality and quantity of participation. While a little quality can go a long way, quantity cannot be a substitute for quality. Class discussions must be civil and reflect a spirit of open-minded inquiry and respect for the opinions of others.
The class participation activities are listed under the respective modules in BlackBoard.

Blogs
Blog activities require short responses to specific questions. All blog activities require that you write and post a blog entry (<500 words) that addresses questions listed in the activity instructions. Note that in addition to your own blog entry, you must also read and carefully comment on 2 blog entries posted by your colleagues.

Discussion Boards
Several Discussion Board questions are assigned throughout the course. You must participate in all discussion board questions. Note that you must also comment on at least one colleague's response to the Discussion Board question. Your participation in the Discussion Boards will be graded according to the rubric below.

The following items must be checked to receive credit:
  ☐ Response made to instructor's original posting
  ☐ Response to another student's posting (must respond to at least one other student's post)
  ☐ Response made by the due date
  ☐ Responses are tolerant of the views of others and the student has refrained from using inflammatory, derogatory, and insulting comments
Once all discussion board criteria are met, responses will be graded on the quality of the student's postings:
  ☐ Outstanding Discussion (10 points)
  ☐ Good Discussion (8 points)
  ☐ Fair Discussion (6 point)
  ☐ Poor Discussion (3 points)

Outstanding Discussion, 10 Points: You have provided an outstanding discussion by combining your ideas with the information from your reading. In responding to the instructor, your

response addressed the question and you presented your ideas very clearly, thoroughly and concisely. When appropriate, you supported your comments with information from your readings. When you responded to the postings of others, you appear to have read all of the posting about this discussion and have considered the views of your classmates. In most instances, your postings helped clarify the discussion and may have drawn upon the ideas of several other students to provide a synthesis of ideas or to add another dimension to the discussion. You appreciate diverse views and any criticism you provide is constructive. Your postings go beyond the minimum required for the assignment, not solely in number, but in the content as well. Your writing is well organized and contains few grammatical or spelling errors. *IT DOES NOT READ LIKE A FIRST DRAFT.*

Good Discussion, 8 Points: While your work could not be considered outstanding, you did exactly what the assignment asks and provided good explanations and supporting examples from your readings. In some cases you went beyond offering "facts" and included your opinions and reflections on the topic. In your responses to the postings of other students, you were generally confident yet willing to take a chance by offering your ideas and opinions for the group to consider. Your writing was organized and had few grammatical or spelling errors. *IT GENERALLY DOES NOT READ LIKE A FIRST DRAFT.*

Fair Discussion, 6 Point: Although you contributed to the discussion, you seemed reluctant to share your views or did not contribute more than minimal or very general comments. While it was appropriate to bring information from the text and other readings into your posting, you did not do so and presented solely your own ideas without supporting them. At other times, you presented only facts from your reading without adding your interpretation or indicating their relevance to the discussion. You may have seemed unsure and afraid to make a comment. Your writing was generally organized but had a number of grammatical or spelling errors and *READS LIKE A FIRST DRAFT*. Note: Outstanding or Good Discussion postings that have numerous grammatical or spelling errors will automatically receive a grade of FAIR for the discussion.

Poor/unacceptable Discussion, 3 Points: One or more of the following apply to the postings on this question: Postings are too general, do not address the question, or contain inaccuracies. You fail to support your opinions with data or examples when appropriate. Your explanations are unclear or inadequate with major flaws in reasoning or explanations. Your writing is very disorganized and/or awkward sentence structure makes it difficult to read. You have poor grammar and spelling.

Academic Honesty
Violations of the academic honesty code will be dealt with in the strictest terms. Students are advised to become familiar with the university's academic honesty code, as well as the Statement on Plagiarism for the College of Business and Public Administration. It is the student's responsibility to ensure that both the letter and intent of this code are met in all circumstances. Ignorance of this code, or of proper rules of citation, provides no defense. My policy concerning enforcement of this code is inflexible; no exceptions will be made.

COURSE SCHEDULE

Formal Class Sessions:
Introduction and Overview
Idea Pitch and Group Formation
Project Update and Topic Review
Project Update and Topic Review
Wrap-up and Capstone Discussion
Service Learning Project Presentations

On-line Course Modules:
SECTION 1:
Module 1   Introduction and Overview
Module 2   Passion, Change, Impact, and Creating Value as a Social Entrepreneur
Module 3   Encouraging Social Innovation

SECTION 2
Module 3   Identifying Issues and Challenges
Module 4   Developing the Vision and Mission
Module 5   Needs, Opportunities, and Solutions Assessment
Module 6   Stakeholders Analysis and Involvement
Module 7   Acquiring and Managing Resources
Module 8   Business Planning

SECTION 3
Module 9   Conclusion and Wrap-Up

DISCLAIMER
Every attempt is made to provide a syllabus that is complete and accurate. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester.