CSUS 473

Social Entrepreneurship and Community Sustainability

Spring 2018
Tuesdays and Thursdays, 12:40–2:00 p.m.
001 Natural Resources Building

Instructor: Dr. Stephanie White
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Office Hours: Flexible. If you are traveling from across campus, try calling first to see if I'm available.
                   Otherwise feel free to contact me to schedule an appointment.

COURSE DESCRIPTION

Start-up and management of private sector and non-profit organizations that aim to address social and/or environmental problems. Identifying and overcoming the challenges associated with the sustainable operations of social enterprises.

INTRODUCTION

Social enterprises can be for-profit or not profit organizations. The difference between a social enterprise and a traditional business is that although profitability is vital to social enterprises, their aim is not to *maximize* profits. Instead, social enterprises exist to address some social or environmental problem. Although many traditional non-profit organizations also exist to address some social or environmental problem, social enterprises differ from these in that they aim to establish financial sustainability that does not depend upon donations and grants for continued operation. Rather, once established, their activities provide enough revenues to cover the costs of operations. An underlying principle of social enterprises is that good business practices (e.g., marketing, financial management, human resources management, systems management, strategic thinking, etc.) must be used to successfully operate the enterprise. Many people contend that social enterprises are a vital part of community sustainability.

The objective of this course is to introduce students to the basic concept of, and underlying principles of social enterprises and their role in helping communities to be more sustainable. In this course students will learn about specific social enterprises, how they aim to solve social and/or environmental problems and the challenges they face. This course will also serve as an introduction to some of the business practices crucial to the survival and sustainable operations of social enterprises. Students will also have the opportunity to develop a conceptual framework for a social enterprise through a mini-business plan assignment.

READINGS

There is no required textbook for this course. Readings will be assigned throughout the course of the semester and will either be posted on D2L or distributed in class. Students enrolled in this class are expected to complete all assigned readings by the assigned dates. Although class time will occasionally be spent covering subject matter from the readings, most class time will be used to introduce new concepts and engage in activities not directly relevant to the assigned readings. This does not mean that the readings are unimportant. This class is meant to be much more than just the readings, but the assigned readings are an important part of the course.

At the completion of this course, students should be able to:

1. Understand social entrepreneurship and how it differs from traditional entrepreneurship in the private and non-profit sectors;
2. Appreciate the importance of social entrepreneurs in addressing the social and environmental problems communities face;
3. Understand the role of social enterprises in community sustainability;
4. Appreciate the challenges that are faced by social entrepreneurs, and possible solutions for facing those challenges;
5. Identify different ways of funding social enterprises;
6. Develop budgets and basic understanding of resource allocation;
7. Develop strategies for creating sustainable revenue streams for social enterprises;
8. Understand the importance of understanding potential markets and identify ways of addressing the needs of those markets;
9. Understand and address the challenges of managing human resources in social enterprises, including volunteers;
10. Develop strategies for creative problem solving skills needed by social entrepreneurs.

The above course objectives support the Department of Community Sustainability undergraduate program competencies of critical thinking, systems thinking, economic literacy, and community. Successful completion of this course provides students with the background needed to frame complex problems and address them systemically in order to successfully complete additional courses in the major. Students can learn more about the Department of Community Sustainability undergraduate program competencies at http://www.csus.msu.edu/undergraduate/sustainability_core. In addition, this course supports Michigan State University's Undergraduate Learning Goals of analytical thinking, cultural understanding, and integrated reasoning. More information about MSU's Undergraduate Learning Goals is available at http://undergrad.msu.edu/msu-goals.

COURSE EXPECTATIONS

- To learn, challenge, be challenged, have fun, and build relationships
- To strike a balance of actively listening and verbally contributing
- To attend class and remain for its entirety, which includes refraining from loading backpacks until the class time is complete (see Attendance section in Course Policies).
- To complete all readings as assigned.
- To be on time. Students who are late show disrespect to their peers and instructor.
- To attend class mentally as well as physically. Students who use their cell phones, text, listen to iPods, work on assignments for other classes or in any other way engage in activities not part of the class, may be asked to leave and will not be given credit for being present for class.
- To complete assignments with honesty and integrity (see the *Academic Integrity* section in Course Policies)

Class attendance – Students are expected to attend class and to be on time. Absences will be noted. If you are sick, please stay at home and get better. Though there are no "excused" or "unexcused" absences, students are encouraged to notify the instructor beforehand for anticipated absences or email the instructor as soon as possible for unexpected absences. If you miss class it is your responsibility to obtain lecture notes and assignments from a fellow student.

Kids are welcome – If you're a parent and you run into childcare troubles, you are welcome to bring your child/children to class. A couple of guidelines: (1) should you need to bring your child to class more than twice, please just keep me in the loop about what to expect, (2) sit near the back so that if you or your child need to duck out, you can do so relatively easily, (3) if you think he/she/they will be restless or uninterested in what we're talking about, bring headphones and a screen for them.

Participation – Student participation includes quality of verbal responses, group interaction, comments and questions, as well as attentiveness in class and in all activities.

Drop/Add Dates – Online open add period ends on 1/12/2018 at 8pm. The last day to drop a class with a full refund is 2/2/2018. There is no refund after this date. The last day to drop a course with no grade is 2/28/2018 by 8pm. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Professionalism – One aim of this class is to develop the skills students need to be successful in a professional setting. Students are expected to show respect to the professor and to one another. This is demonstrated in numerous ways including being on time, giving full attention in class, engaging in discussion and problem-solving, working collaboratively in groups, and taking responsibility for learning the material. Assignments must be neat with no grammatical and spelling errors, and they must indicate a serious effort to do a good job. All students are encouraged to express their points of view and opinions in this class. Disagreement, whether it is with the professor, another student or guest speaker, is a natural part of the learning process and all present can benefit from an informed debate. However, all participants in this class are expected to be respectful of others' opinions and professional in such discussions. Being respectful, interested, attentive, and participatory will reflect well on your grade.

Laptops and Other E-devices – There's a trend to disallow laptops and other kinds of e-devices in the classroom due to their sugary-candy appeal to our brains, which ends up distracting students and striking blows to the professor's ego. At the same time, there are many teaching experts who discourage such restrictions based on the notion that people learn differently; for some, laptops are an absolute necessity. I've decided to allow them based on my desire to create an initial foundation of mutual trust and respect in our classroom community. I will also do my darndest to create a space that is engaging, but I'll need your help and attention to do that. I leave open my option to reassess this practice, if necessary.

Email – Electronic communication has become a critical tool in our society. For this reason, you will be required to check your **MSU-assigned email** on a daily basis. Throughout the semester, I will be corresponding with students via email and the information in these emails are considered official course communication for which students are responsible. If you regularly check a different email account than your "msu.edu" account, be sure to forward your MSU account to your other account. However, if you email me using such an account, beware that I may not receive it. MSU's SPAM identification software often tags emails from public accounts as SPAM and I never receive them. For

this reason, it is recommended that students check their MSU accounts on a daily basis and use this account for all communication with me.

Assignments – Because poor presentation can reduce the credibility of otherwise good content, all assignments must be typed / word-processed (unless otherwise specified) and presented in a professional manner. Grammar and spelling must be correct on all submitted assignments. Proof your work! If you feel you need assistance in this area, see the instructor or any of a number of university resources so that help can be provided and your grade will not be diminished. Assignments should be submitted via the dropbox on D2L.

Communication with Instructor – You are encouraged to ask questions in and/or outside of class. If you would like to communicate with the instructor anonymously, simply leave an unsigned note in my mailbox in the faculty mailroom (Natural Resources Building Rm. 151). Your suggestions and comments about the class structure, content, and rigor are welcome. You can leave a voice mail or e-mail message for me 24 hours a day. (Phone 884-8505, email whites25@msu.edu)

Accommodations – If you need accommodations in this class related to a disability or religious holidays, please make an appointment with me to discuss as soon as possible. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Academic Integrity – Article 2.III.B.2 of the Academic Freedom Report states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete

assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

If requested by the instructor, students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g. name or student number). The system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

Title IX

"Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu."

Unless identified as a confidential source, all university employees are obligated to promptly report incidents of sexual harassment, sexual violence, sexual misconduct, stalking, and relationship violence that:

- Are observed or learned about in their professional capacity
- Involve a member of the university community or
- Occurred at a university-sponsored event or on university property

Employees are only required to report relationship violence and sexual misconduct of which they become aware in their capacity as a university employee, not in a personal capacity.

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Reflection Papers
Due throughout the semester

Over the course of the semester, at least eight opportunities will be given for students to write a 1-2 page reflection paper (~500 words) related to the reading due on that day. Each paper will be worth 50 points and students must complete five of these. I will be especially impressed if you make an attempt to integrate your learning from other parts of the course. Because the point of this assignment is to ensure students complete the readings in time for class**, late papers will not be accepted.**

Social Enterprise Interviews and Presentations
Selection by January 30th; Presentations will take place on February 22, 27, or March 1

This assignment will give the class a chance to be briefly introduced to a number of different kinds of social enterprises so we're able to get a sense of the range of issues that social entrepreneurs are working on, the diverse challenges they face, and how they solve problems. Working in groups of three or four, students will choose an actual social enterprise, do some background research on that enterprise, and conduct interviews with a representative of that social enterprise. In total, presentations should be about 11 minutes long; 10 minutes for the actual presentation and 5 minutes for Q&A. Presentations that are shorter than 8 minutes or longer than 13 minutes will be penalized. Please note: although each student in the group must participate equally in the preparation of the presentation, not all must actually present. Sometimes it is better to have just one student present for the group. The contribution of group members will be based on the peer evaluations each student must complete.

I will give you some basic, required questions to address in the presentation, but also want to have some freedom to follow threads you find most interesting. Therefore, it is likely that the format of the presentations will vary based on the social enterprise you've chosen. However, groups should plan the content of the presentation so that the audience will have a basic understanding of the problem that the SE addresses, and the strategy they've chosen to address that problem. Geography should not limit you! It's fairly easy to set up a Skype or WhatsApp conversation with people from around the world, so take advantage of technology!

Social Opportunity Assessment Tool
Due on April 3
The purpose of this assignment is to give you practice in understanding how to analyze whether an idea is 'implementable' and is likely to produce the intended social change. We'll use the Social Opportunity Assessment Tool described in Chapter 2 of Kickul and Lyon's, **Understanding Social Entrepreneurship,** which has been uploaded into D2L. See the assignment sheet for more details.

Business Plan
Due on May 2
For this assignment, groups will complete a business plan for an imaginary business or non-profit organization. The purpose of this assignment is for students to better understand some of the important concepts entrepreneurs must think about when forming a new enterprise. Although an actual business plan is much more expansive and detailed than this, it will give a head start on a business plan for those students who are actually interested in becoming entrepreneurs. Be sure to

make your business plan look very professional. What you turn in should not look like a course assignment, but rather a professional document you would submit to a bank or investor to apply for a loan. It should also not look like a term paper. Business plans are formatted with clearly identified sections and subsections, and sometimes bullet points. See the assignment sheet for detailed information about this assignment.

COURSE EVALUATION

Assignments & Grading	Points
Social Enterprise Presentation	150
Social Opportunity Assessment Assignment	300
Business Plan	300
Reflection Papers (50 pts. each)	250
Total Possible Points	**1,000**

Points	Grade
920 – 1,000 =	4.0
870 – 919 =	3.5
830 – 869 =	3.0
770 – 829 =	2.5
670 – 729 =	1.5
630 – 669 =	1.0
< 630 =	0

DEFINITION OF GRADES:

Because much of grading is subjective and every professor is different, I offer the following definitions of grades that will guide my grading decisions:

4.0: Outstanding achievement that significantly exceeds standards.
3.0: Commendable achievement that exceeds standards.
2.0: Acceptable achievement that meets standards in all aspects.
1.0: Achievement that is worthy of credit even though it fails to fully meet the course requirements.
0.0: Failing: and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an incomplete.

CLASS SCHEDULE
*** Please note that the schedule is likely to change ***

Readings should be completed by the date in which they appear on the schedule.

Day	Date		DUE
January			
TU	9	Intro to Social Entrepreneurship	
TH	11	Intro to Social Entrepreneurship, Guest Speaker, Vincenza Randazzo (end of class)	Readings 1*
TU	16	Entrepreneurship, Guest Speaker: Neil Kane	Reading 2*, 2a
TH	18	Student Entrepreneurs, Panel Discussion, **LOCATED at 325 East Grand River, Room 300**	Reading 3
TU	23	Role of Community in Entrepreneurship, Opportunity Assessment Tool	Reading 4*
TH	25	Mission and Values, Guest Speaker: Terry Link	Reading 5* (please also take a look at 5a, a report by Terry that gives some local context and examples)
TU	30	The Circular Economy, Guest Speaker: Robert Richardson	Reading 6
February			
TH	1	Asset-Based Planning, Guest: Tina Houghton	Podcast 1*
TU	6	Developing the Social Value Proposition	
TH	8	Social Entrepreneur Panel Discussion **LOCATED at 325 East Grand River, Room 300**	Reading 7
TU	13	Theory of Change	
TH	15	Solution Design, Guest Speaker: Renee Brown	Reading 8
TU	20	Solution Delivery	
TH	22	Student Presentations on Social Enterprise	
TU	27	Student Presentations on Social Enterprise	
March			
TH	1	Student Presentations on Social Enterprise	
TU	6	**Spring Break**	
TH	8	**Spring Break**	
TU	13	Analyzing the Market	
TH	15	Marketing, The Business Canvas	Reading 9*
TU	20	Marketing (and Business Plan discussion)	Reading 10
TH	22	Legal and Regulatory Environment, Guest Speaker: Gerald Lindman	Readings 11
TU	27	Social Impact Model	Video: https://thenextsystem.org/what-is-a-participatory-workplace Reading 12*
TH	29	Funding a Social Venture, Guest Speaker: Thomas Lyons	Reading 13*
April			
TU	3	Guest Speaker: Rick Schmitt-Stormcloud	Social Assessment Tool due

TH	5	Guest Speaker: Liesl Clark-5 Lakes Energy	Reading 14*
TU	10	Organizational Structures, Guest Speaker: Chris Bardenhagen	SBA Website
TH	12	Human Resources Management	Reading 15
TU	17	Participatory Workplace	
TH	19	TBD	Reading 16
TU	24	Communications	Reading 17
TH	26	TBD	
May			
WE	2	Turn in Business Plans before 5pm	Mini-Business Plan Due