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Have a Question for the Professor? How to Contact Me

Dr. David J. Hansen (“Dr. Hansen” “Professor Hansen”)

Email (best way to reach me)
HansenD@cofc.edu Add “ENTR 360,” or something similar, to the subject line.

Virtual Office Hours
I don’t have set times (yet) for office hours this summer. But I will be available most days in afternoons and evenings via Zoom, just set up a time and day to meet me. https://cofc.zoom.us/j/536061645

Other
LinkedIn (davidjhansen), Steam (creative-destruction), and several other gaming platforms such as Line and Discord

Personal Matters
If you have personal matters that are interfering with schoolwork, please talk to me. I want to help to try to make things work. I suffer chronic depression, I’ve had money troubles, and a variety of other personal challenges, so I do my best to help.

What Will We Be Learning in This Class?

Course Description
This course will examine issues related to gender in entrepreneurship. This will include a variety of readings regarding the theories, history and current state of women-owned businesses. And we will look into the potential effects of the Covid-19 pandemic on the future of women-owned businesses. In addition to readings, there will be a variety of speakers from both business and academia from around the world. We will also examine issues from the perspective of several UN Sustainable Development Goals.
Reading Materials

I will have an assortment of articles available via Oaks – you will find a partial list below

Course Objectives

By the end of the course you will:

- have been introduced to a variety of issues in entrepreneurship related to gender
- have a greater understanding of the challenges and strengths of women business owners
- and some ideas as to how you can help achieve several UN SDGs through growing an inclusive entrepreneurial ecosystem

School of Business learning goals addressed in this class are:

1. Communication skills – written assignments
2. Global and civic responsibility – review and consideration of the UN Sustainable Development Goals
3. Intellectual innovation and creativity – development of a proposal to address one of the SDGs
4. Synthesis – development of the proposal

Topics Covered

We will look at:

- UN Sustainable Development Goals (SDGs) 5.5.2 (women leaders in business), 8.3.1 (entrepreneurship and small business), 9.3.2 (small-scale industries), 11.5.2 (economic loss from disasters)
- differences by gender and race in regards to:
  - business start-up and ownership
  - business resiliency and pivoting
  - entrepreneurial ecosystems
  - entrepreneurial finance
  - home-based business
  - industry/sector
  - resource constraints

What Work Will I Have to Do?

Online Discussion

This class is based heavily on student participation. Since we don’t meet face to face, the interaction will largely take place via online discussion
**Leading**
You will need to lead at least one online discussion and up to 3 if you are working for an A. Leading a discussion entails starting a thread with a brief summary of the issue followed by a question to prompt discussion. It will be a “good” (see grading below) discussion if there are at least five replies from other students, in addition to some of your own as you engage in discussion. The topic of the discussion can be about a particular point made in an article or by a speaker, or it could be about something else you read or saw that relates to the course.

**Contributing**
You will need to engage in discussing topics posted by your classmates. By engaging I mean that you directly respond to the preceding posts as if you were having a conversation in class. This means you continue to build upon, or counter, prior entries. This means you don’t just post your answer to the lead question without taking into account other students’ answers. As in any discussion, there are many ways to contribute, including, but not limited to: giving a personal example, offering supporting evidence (ideally with a link) to a prior statement, providing a counterpoint to a prior statement, posing a follow up question.

**Social media posting**
One part of building inclusive entrepreneurial ecosystems is to share stories. You will have opportunities to share stories across different social media platforms (e.g. Twitter, blog post, etc.). These will be used as alternatives to contributions to class discussion, as long as you’ve received some engagement (views, replies, shares, etc.)

**Reading and Speaker Summaries**
There will be several readings and speakers each week. You should reflect on each reading and speaker about what they mean for gender issues in entrepreneurship broadly, and how they relate to your project (see more on this below). You will write a separate summary for each article and speaker, which should be 100-200 words.

**Project and Final Paper**
Your ultimate goal in this class is to be able to simultaneously help women entrepreneurs and address one of the UN SDGs. You will get a lot of useful information from the readings and speakers, but you’ll also need to go beyond that by doing your own research. You will provide a weekly update on that research. Ultimately you will submit a paper outlining a proposal for addressing a UN SDG while helping women entrepreneurs, including the role you will play.
I Heard You Use a Different Form of Grading. How Does It Work?

Specifications Grading
I will be using a system called Specifications Grading. What this basically means is that every graded component of the class is effectively “pass/fail” (though I’ll use the terms “Good”, “Good Enough” and “Redo”).

How This Is Different From a Points System
There is no partial credit. No more haggling over points or not being quite sure what you need to do in order to get this grade or that. Instead you will meet the competency specifications for each assignment. Everything is either Good Enough or it isn’t – just like real life.

Revisions
The “all or nothing” aspect of grading may seem a bit scary, but you’ll have to opportunity to make up for mistakes. You can resubmit assignments that don’t meet Good/Good Enough, but you should set a time to talk with me before you resubmit it.

Why use this system?
You control your grade. In this system, you choose the grade you want at the start of the course and you know exactly what you need to do to earn that grade (it’s all detailed here and in the assignment document). The amount of work you have to do is proportional to the grade you want to get. If you just need to get a C, you do less work (but not lower quality) than you would for an A.

How Much Work Do I Have to Do to Get an A (or B)?

Earning Your Final Grade
You must meet ALL requirements for a grade in order to earn that grade.

To Get an A
- You need to have started three (3) “good” discussions
- You need to have engaged in 90% of the discussions
- You need to have written “good” summaries for 90% of the readings and speakers (I expect there to be around 20 combined, give or take 3 or 4)
- You need to have been present on Zoom for at least 2 of the speakers
- You need to have completed 3 weekly updates on your project, plus the final paper
To Get a B
- You need to have started two (2) “good” discussions
- You need to have engaged in 80% of the discussions
- You need to have written “good” summaries for 80% of the readings and speakers (I expect there to be around 20 combined, give or take 3 or 4)
- You need to have been present on Zoom for at least 2 of the speakers
- You need to have completed 2 weekly updates on your project, plus the final paper

To Get a C
- You need to have started one (1) “good” discussions
- You need to have engaged in 70% of the discussions
- You need to have written “good” summaries for 70% of the readings and speakers (I expect there to be around 20 combined, give or take 3 or 4)
- You need to have been present on Zoom for at least 1 of the speakers
- You need to have completed 3 weekly updates on your project, but did not complete the final paper

To Pass the Class (D)
- You need to have engaged in 60% of the discussions
- You need to have written “good” summaries for 60% of the readings and speakers (I expect there to be around 20 combined, give or take 3 or 4)
- You need to have completed 2 weekly updates on your project, but did not complete the final paper

Partial List of Readings and Speakers

Readings (so far – more coming)


Stengel (2020) “VCs are missing our on ROI by short-changing founders of color” Forbes, May 13
United Nations Sustainable Development Goals
https://sustainabledevelopment.un.org/?menu=1300

Speakers (so far – more coming)

Dr. Laquita Blockson - Faculty Director of Social Innovation and Associate Professor of Business Management at Agnes Scott College

Dr. Amanda Elam - Founder of Galaxy Diagnostics and Research Fellow with the Diana International Research Institute, Babson College (LinkedIn)

Monique Hill – Founder of About Her Biz

Hilary Johnson – Founder of Hatch Tribe

Ruth Jordan – Women and Minority Business Enterprise Manager for the City of Charleston

Analia Pastran - Founder and Executive Director of Smartly Social Entrepreneurship on the SDGs, New York and Buenos Aires (digital business card) (website)

Dr. Maija Renko – Coleman Chair and Professor of Entrepreneurship at DePaul University, Chicago, IL

Dr. Diane Sullivan - Professor at the University of Dayton (Faculty Profile)

What Else Should I Know to Do Well in the Class?

Class Expectations

The majority of course interaction will be conducted asynchronously via OAKS and Zoom however, it is NOT self-paced. There are dates assigned to the learning activities due to the collaborative nature of this course. These deadlines must be met. Our guest speakers will be announced in advance and students will be able to interact live with the guests.

Log-In Often: Log-in to OAKS and participate a minimum of 3x each week. Failure to participate for 10 days in a row will result in a WA.

Be Ready and Willing to Become Part of a Community: Everyone participating in this course is part of a community. While you won’t necessarily meet face to face, you will get to know and work with members of this community. Some group assignments will give everyone an opportunity to collaborate with community members. Collaboration and creation of a community is key.

Be Ready and Willing to Be Active Learners and Co-Creators of Knowledge: Students will be required to participate in discussion, provide examples, ask new questions and present new
insights and information gained during the semester, helping us all learn together. I’m looking for both quality and quantity, though that doesn’t mean that your answers and comments need to be brilliant. Don’t be afraid to contribute – everyone has something unique to add to a conversation!

Utilize Course Management Tools: Several tools will be provided to add structure to enhance our learning environment.

Complete Assignments on Time: Do NOT Procrastinate. Assignment deadlines are clearly posted and will be strictly respected. You will be given some autonomy to complete assignments at your own pace. Plan accordingly. Do not save these for the last day of the module.

Expect Similar Academic Rigor as a Face to Face Class: Online does not = EASY. The same material is covered in face to face classes. The major difference is the student is responsible for engaging themselves with the material and their classmates.

RESPECT and Share: For everyone to learn, students must feel free to share thoughts and ideas in a non-threatening environment. Much of this class requires personal reflection and application of material for which people will have strong and differing opinions. Read and benefit from community member’s perspectives. Agree and disagree respectfully. See the sidebar about Netiquette above.

My Role in the Class

Provide the resources necessary to engage in learning and discussion

Provide feedback in a timely matter

Participate in discussion and community building

Serve as a guide and mentor to help you get the most out of this class

Expectations for Written Work

Following the School of Business learning goal of effective communications, all written work (including presentations) must be completed in professional style, and follow basic principles of effective written communication. As any potential investor (or employer) would expect, all written work should be neat, well organized and formatted, clearly written, and free from grammatical and/or typographical errors. In other words, grammar, spelling and formatting will count as part of the grade on all assignments (including presentations).

Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of
Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Disability Statement

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

Assorted Resources

https://www.equals.org/
https://www.goldmansachs.com/citizenship/10000women/index.html#
https://casefoundation.org/program/inclusive-entrepreneurship/
https://www.score.org/women-business-leaders-resource-center
https://www.weop.org/
https://www.chatham.edu/cwe/
https://www.womenentrepreneurscharleston.com/
https://www.hatchtribe.com/
http://sb.cofc.edu/centers/centerforentrepreneurship/celebrating-women-entrepreneurs-summit/index.php