# Syllabus for ENTR 406: Social Entrepreneurship Spring 2022

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1 COURSE ESSENTIALS

1.1 SECTION INFORMATION
ENTR 406 – Call # 23884
Mon/Wed – 4:00 – 5:15 via Zoom and occasionally in Beaty 218

1.2 COURSE DESCRIPTION
This course explores issues in social entrepreneurship such as ways social challenges can be addressed by both for-profit and non-profit social enterprises and ways outcomes can be measured to satisfy multiple stakeholders. Readings, lectures, projects and case discussions will be used to explore these and related issues. Prerequisite: Junior Standing and either ENTR 200 or 3 hours in ANTH, ECON, INTL, PHIL, SOCY, URST or permission of the instructor.

1.3 TOPICS COVERED
Social entrepreneurship/innovation, mission-driven companies, human-centered design, systems thinking, the impact gap canvas, theory of change, social impact, and stakeholders.

1.4 COURSE MATERIALS AND RESOURCES
This is a list of potential resources we may use.

  ○ an updated source online: https://www.designkit.org/
● https://www.sbs.ox.ac.uk/oxford-answers/seven-conceptions-systems-change-starting-point-intervention
● https://www.fsg.org/publications-and-tools
● https://kumu.io/ellenmacarthurfoundation/educational-resources
1.4.1 Oaks and Google Docs
Since this is primarily an online class, we will be heavily reliant on Oaks and Google docs, in addition to Zoom. If you experience trouble accessing Oaks, I will put the necessary documents in a shared One Drive folder.

2 COMMUNICATION

2.1 CONTACTING THE PROFESSOR
Dr. David J. Hansen (aka “Dr. Hansen,” “Professor Hansen”)

2.1.1 Email (best way to reach me)
HansenD@cofc.edu Add “ENTR 406,” or something similar, to the subject line.

2.1.2 Virtual Office Hours
T/Th 12:00 – 3:00 pm https://cofc.zoom.us/j/5668844750 – no appointment necessary – drop in for any questions about the class or other classes, or to chat about stuff you’re working on, beer, sci fi, Star Wars or video games. If these hours don’t work for you, I’m generally available afternoons and evenings – just set up an appointment.

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

2.1.3 Other
LinkedIn (davidjhansen), Steam (creative-destruction), and several other gaming platforms such as Line, Discord, PS, etc. You can also find me on Twitch streaming music, and doing interviews with dj’s, artists and entrepreneurs about music, social causes and entrepreneurship. https://www.twitch.tv/daveskywalker

2.2 RESPONSE TIMES
I will generally respond to emails same day if sent before 10 pm or the next day if later.

3 OBJECTIVES AND GOALS

3.1 MAIN GOAL FOR THIS CLASS
The primary goal of this class is for you to learn about social entrepreneurship by doing something that interests you.

3.2 STATEMENTS AND CONSIDERATIONS

3.2.1 Diversity and Inclusion
One goal in this class, along with many other classes around campus, is to bring attention to issues of diversity and inclusion. Our department issued the following statement in regards to the issue of systemic racism, which I strongly support (I was lead in writing it):

*The Department and Management and Marketing recognizes that Black Lives Matter. We also recognize that we need to make more of an effort to bring this issue into our classrooms. In our classes we teach the importance and value of diversity...*
and inclusion, but we should and will make a more intentional effort to ensure that our materials, discussions, and speakers reflect these values. We are increasing our focus on diversity and inclusion in the strategic goals for our department. The action plans around this goal include curriculum changes, increased mentoring and extracurricular program offerings, individual class goals related to diversity and inclusion, and better reporting to measure our progress around these efforts. While the above statement is primarily in response to the Black Lives Matter movement, diversity and inclusion also includes LGBTQ students. It’s important that everyone feel welcome in class. It’s also important to allow for open discussion. One thing I’m incorporating this semester is the option to work on developing something for a woman of color entrepreneur, instead of a project for yourselves. This is an option that I hope many of you will consider. You will be helping a real entrepreneur and thus the experience you will have is even more “real” (the course is designed to be as real as possible). In the future, if this goes well, I hope to expand to include LGBTQ, especially transgender, entrepreneurs. Successful entrepreneurs are often pushed into business ownership because they have few other options. Learning from the added struggles such entrepreneurs face, will provide greater insight into the entrepreneurial process.

3.2.2 Disability Statement
The College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, 843.953.1431 or me so that such accommodation may be arranged.

3.2.3 Mental & Physical Wellbeing
Below is an official college statement, but being a sufferer of mental health issues, please feel safe talking to me. At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting “4support” to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

3.2.4 Food & Housing Resources
Many CofC students report experiencing food (such as not being able to afford groceries or get sufficient food to eat every day) and/or housing (such as lacking a safe and stable place to live) insecurity. If you are facing such challenges, please reach out to me. Although I have limited personal experience with food and housing insecurity, I’ve aware and involved in some of the efforts around campus and the greater Charleston community and so you can feel safe in discussing your situation with me. You may also contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php) or go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.

4 WHAT YOU’LL DO IN THIS CLASS
Below you will find a basic introduction to the different assignments. All will be graded the same – points based on minutes (oral) and words (written). You can complete any combination that you want. You can work solo or with others. If you work with others, the time and word count will be divided among the team. The two major parts of the class are discussion and a project.

4.1 Discussion
There are three ways to earn points via discussion: present a chapter and lead discussion of it; present a changemaker and lead discussion; and written summaries of your contribution to discussion.
4.1  Lead class discussion
You can choose a chapter of Companies on a Mission, Social Entrepreneurship: What Everyone Needs Know, Rippling: How Social Entrepreneurs Spread Innovation Around the World or other sources (with my approval). Then prepare a presentation and discussion about the chapter. Grading will be based on the time/length of the presentation and resulting discussion. So more discussion means more time/points.

4.1.2  Present an Changemaker
One thing you’ll pick up on (if you haven’t already) is that you don’t need to invent something new to solve a problem. You can and should build on the work of others. To help the class see what others are doing and get some inspiration, you should find someone that is making a difference and do a short presentation. The presentation should include:
1. the community targeted,
2. the challenge/problem the community has,
3. how existing solutions aren't working,
4. and ultimately the person’s solution,
5. followed by discussion.

4.1.3  Discussion Participation Reflection Papers/Journal
A class based on discussion requires audience participation. The easiest way to track this, while also giving you the opportunity to expand beyond the in-class discussion, is to write discussion reflection papers. The papers should include a description of how and what you contributed to the discussion.

Papers can also include further comments about the topic, such as thoughts about other students’ comments and any additional thoughts, insights, research, etc. you had about the topic afterwards. For example, suppose a student led discussion about a changemaker and you later find a TED talk by the person and watch it. You can write about what you took away from that and how it relates to the discussion in class.

I will set up assignment folders for each week. If the further thoughts happen weeks after the initial discussion, add that to the paper you submit for the current week. For example, if there’s a topic in January and you find that TED video in the first week of March, include that in the paper for the first week of March. In other words, treat the papers like journal entries.

4.1.3.1  Reflection Paper
At the end of the semester, you can write a reflection paper about the course overall.

4.2  Project
The project portion of the class is quite flexible. You can work alone or with others. You can do one big project or multiple small projects. You can research a problem, develop a solution, map a system, write a case study, work on a project with a social entrepreneur, create an organization, build a website, or complete the habits courses. You’ll earn points based on minutes/words. And those will come from:
1. A proposal (required to start)
2. Progress updates (written or presentation)
3. Final report (written and/or presentation)

You will need to submit a proposal to me first. The proposal should outline your week by week plan – what you will do and what you will submit/present. You should give yourself deadlines/due dates to ensure you make progress.

For presentations, you will need to schedule time slots with me. I will set up a calendar for each day of class. You will add your name to the day and the approximate time you expect to use. You can reserve any day that has time available. Although class is 75 minutes, I will only allow up to 60 minutes to be reserved, so that there is flexibility.
The earlier you get done the better. You could try to complete the project in a couple of weeks to get it out of the way, or spread it out throughout the semester. I do not recommend waiting until the end of the semester to do it. If you delay too long, you may not be able to reserve a time slot you want or even as much as you want.

5 EARNING YOUR FINAL GRADE

Everything is graded based on minutes and word count. Each minute = 100 words = 100 points. Based on the accumulated work by students in past semesters, I’ve set grading based on a “max” (100%) at 5000 points. Your points will be in two categories: Discussion and Project. The max that you can earn in either category is 4000 points.

5.1 Final Grade Table

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>4700</td>
<td>4500</td>
<td>4400</td>
<td>4200</td>
<td>4000</td>
<td>3900</td>
<td>3700</td>
<td>3500</td>
<td>3400</td>
<td>3200</td>
<td>3000</td>
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I will round up to the next grade if you are within 25 points (0.5% of max). E.g. 4175 points will round up to 4200 for a B.

5.2 Additional Details about Grading

This grading is similar to Specs grading – as long as you do “good enough” in any paper or presentation, you’ll earn the full points based on minutes or word count. In general, since you decide what you do, I expect the vast majority of assignments to be good enough. I will only mark revise if I think there is something that needs correction or generally poorly done.

Since figures and graphics typically don’t have words to count, I will use some general guidelines for assigning points.

- First, to count, the figure or graphic needs to be something you made
- Second, I will use increments of 250 based on how much detail is in a graphic. A simple table or figure will only be worth 250 words/points. A detailed infographic or system map can be worth 500 points. A comprehensive infographic or systems map can be worth up to 1000 points.
  - For infographics, I consider the length and density. I will mark a graphic “detailed” if it is one page densely filled with information or 2 pages that use a lot of “white space” or filler images. Comprehensive requires at least double the information of a detailed infographic.
  - For system maps, I will consider the amount of nodes/circles, the complexity of connections/loops, and added detail for each (in Kumu you can add detail to each circle – see the example in the list of class reading resources above.)

6 CLASS EXPECTATIONS

6.1 Computer and Internet Requirement

Because this is primarily an online class, you will need access to a computer and reliable internet. The College has some laptops available for loan. They also made it a requirement so that you can request financial aid. If you are in need for a computer or internet access, please let me know and I will see what I can do to help that doesn’t require taking out more loans.

6.2 Expectations for Written and Presented Work

Following the School of Business learning goal of effective communications, all written and oral work must be completed in professional style, and follow basic principles of effective written and oral 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 on all assignments.** If you need help with writing quality papers or making good presentations, please make use of the writing and speaking labs available through the Center for Student Learning at the library: [csl.cofc.edu](http://csl.cofc.edu).

### 6.3 Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, 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 misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of 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 an XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: [http://deanofstudents.cofc.edu/honor-system/studenthandbook/](http://deanofstudents.cofc.edu/honor-system/studenthandbook/).”

### 7 My Role in the Class

- **Provide the resources** necessary to actively engage in learning
- **Create the structure for learning**, including detailed assignment instructions and grading rubrics
- **Provide useful feedback**, even if that feedback is not what you want to hear at the moment
- **Serve as a guide and mentor** to help you get the most out of this class and your project
- **Connect you to community members that may help your project during the semester and beyond**

### 8 If You Want to Do Well in This Class

#### 8.1 Be Ready and Willing to Be Active Learners

This class requires you to DO, rather than simply read some text, watch some lectures and take an exam. That makes you an **active, rather than passive**, part of the learning process.

#### 8.2 Be Ready and Willing to Become Part of a Community

Everyone participating in this course is part of a community – students, professor, guests, etc. Since a large part of the course is based on discussion, creating a community will be key. Being a community means everyone is more vested and interested in issues and has more to say, thus enhancing discussion (meaning more points)

#### 8.3 Time Management

Do NOT Procrastinate. Follow your plan. Stick to your timeline. Pushing things off just makes the end of the semester worse than it already is.
8.4 Utilize Communication Tools

Attend every class meeting in Zoom with your camera on. Log-in to OAKS regularly to check for news (or set it up for notifications, like you do for grades). Communicate with your classmates and me. I provided office hours and ways to reach me electronically at the beginning of this document – don’t hesitate to use them.