Course Syllabus

Social Entrepreneurship and Social Enterprise

Course Number: PUAD 658.001
Spring 2019

Time: 7:20pm-10:00pm, every Monday from January 22 to May 15, 2019
Location: TBD
Instructor: Dr. Jun Han (jun.han@georgetown.edu)
Office hours: TBD

Course Description
Social entrepreneurship and innovation are of growing interest for practitioners, policy-makers, and academics. This course explores how social enterprises use innovative approaches to address social and public problems. After introducing students to key concepts, this course is organized in terms of the “ecosystem framework” developed by the instructor in his latest research. Specifically, this course will cover six key components in the ecosystem of social innovation: social enterprise, social finance (including impact investing), strategies (business planning and scaling), institutional infrastructure, data and technology, and government policies. One the one hand, this course will cover the topics in the entrepreneurial process: identifying an opportunity or a social problem, developing a business model, mobilizing resources, managing relationships, scaling up and scaling deep, measuring and evaluating outcomes, building a supportive ecosystem, and maximizing social impact. On the other hand, this course will also explore what kinds of policies are favorable toward social entrepreneurship and innovation, and what institutional infrastructure and government policies work or not to help scale up the ecosystem of social enterprises. This course will employ multiple learning formats including required and optional reading, case studies, presentations, group projects, and guest speakers involved in the practical or policy arena of social entrepreneurship and innovation. The course will mainly focus on the U.S. contexts, with some references to the United Kingdom and China. No prior knowledge of the subject matter is expected or assumed.

Learning Outcomes
Through this course, students will:

- Become familiar with basic concepts and key players in the field of social entrepreneurship and social innovation;
- Increase their knowledge of the essential components in the ecosystem of social entrepreneurship and innovation;
- Understand the importance of social entrepreneurship and social innovation in the policy arena;
• Analyze and discuss examples of social enterprises, and sharpen their social entrepreneurship skills;
• Improve their written and oral communications skills, and your team work capacities;
• Learning more in the field of social entrepreneurship and innovation by doing some research;
• Have experience with potential to start a social enterprise, to enable a social innovation, or to propose a social entrepreneurship research.

Course Requirements

1. Active Engagement (10% of the course grade)
Students are expected to engage actively in the course in the following and related ways:
• Regular Attendance: Students are expected to attend all class sessions and to arrive in class on time. Students should email the instructor beforehand when they expect to miss class because of illness or another reason.
• Completion of Reading: Students are expected to complete required reading before class. If possible, the student should read through the optional readings in order to have fully informed class discussions.
• Active Participation: Students are expected to participate in all class sessions. In addition to contributing to regular class discussions, students are asked to make presentations. To facilitate active engagement, cell phones, computers, and other electronic devices should be turned off during class.

2. Presentation (10%) and Memorandum (10%)
Each student is expected to prepare a 10-minute presentation identifying a social enterprise or a social innovation that addresses an important social or public problem. Students may select one of the social enterprises listed in Appendix A of this syllabus or another of their choosing. The presentation should cover at least five of the nine aspects in the following questions:

1. Which social enterprise or social innovation you favor or feel excited?
2. What problem does it address? How does it address the problem?
3. What was the enterprise or the founder’s innovative insight? How did the individual demonstrate an entrepreneurial spirit? What obstacles did the individual encounter?
4. What is the evidence that supports, or does not support, its effectiveness to address the problem?
5. Why was it innovative? What is the nature of the innovation (new problem, new solution, new delivery system, new business model, or anything else)?
6. What are key players in the ecosystem that empower the organization to achieve its social goal or scale its social impact?
7. What specific government authority should be interested in supporting or promoting it, and why? What policy tools could the government authority use to promote it to strengthen its effects?
8. What is the level of scale the social enterprise or social innovation deserves (based on need, the level of evidence, other factors)? What factors contribute to its scaling up?
9. Other focus or topic you find interesting or important.

Students will make presentations on March 14 and March 21. Students are encouraged to use PowerPoint, Prezi, or other tools to make their presentations (10 minutes) as interesting and informative as possible. After the presentation is presented in class, the classmates will give comments on your presentation or asking questions to seek clarifications (5 minutes). You should use this feedback to improve the content in your memorandum writing. Presentations will be made in class with specific slots assigned in class. You will be graded based on coverage of the required elements, whether the material was clearly communicated in an interesting and effective way, and how persuasive your case is.

The memorandum should be submitted in the form of a 1000-2000 word document, before March 10. This memorandum should be addressed to a specific practitioner or policymaker and be persuasive from this policymaker or practitioner’s point of view.

3. Mid-Term Assignment (10%) and Essay (20%)
Students should complete a mid-term assignment: building a database of mapping out the ecosystem of social enterprises in a U.S. city, by the following step:

1. Choosing one Metropolitan Statistical Area (MSA) that you want to focus on from the following list. RAs please make sure no one in the class choose the same MSA.

1) Atlanta, GA  10) Indianapolis, IN  18) Pittsburgh, PA
2) Austin, TX  11) Kansas City, MO  19) Philadelphia, PA
3) Baltimore, MD  12) Los Angeles, CA  20) Phoenix, AZ
4) Boston, MA  13) Miami, FL  21) Raleigh, NC
5) Chicago, IL  14) Minneapolis-St. Paul, MN  22) San Diego, CA
6) Cleveland, OH  15) Nashville, TN  23) San Francisco, CA
7) Dallas, TX  16) New Orleans, LA  24) Seattle, WA

2. Completing the form in Appendix C

3. Writing an essay, entitle “Social Enterprise Ecosystem in *** (city name)”. The essay should summarize any interesting findings of social enterprise ecosystem in the city you choose. It should be submitted in the form of a 1500-2500 word document.

4. Submitting the completed form and the essay to the instructor before February 21.

4. Group Project Paper (40%)
Students should also complete a team project on a subject of their own choosing. Possible options include:
1. Design an innovative methodology to estimate the total number of social enterprises in a chosen U.S. city;
2. Designing a framework or an index to measure social enterprise ecosystems in the U.S.;
3. Designing the metrics to measure and evaluate social impact of social enterprises working in the field of arts or technology;
4. Writing an original business plan to start a new social enterprise;
5. Writing an overview and critique of social enterprise policies or social innovation policies in one specific industry, region, or country;
6. Writing a policy proposal on social enterprise or social innovation to local, regional, or federal government agencies or policy-makers;
7. Writing a research proposal on a specific topic in the field of social entrepreneurship and social innovation;
8. Or other options, which need to discuss with the instructor and get approved beforehand.

Students should work in teams (2-4 persons). A greater level of effort will be expected from a larger group. Proposals for group project papers will be presented in class on April 11. For each group, 15 mins presentation and 10 minutes discussions. Students should build their teams and identify the subject of their proposal no later than February 28 by sending an email to the instructor and the teaching assistant. The project paper (minimum 10 pages including references, double-spaced, 12-point font) are due on April 30, 2019.

All the writing assignments should be submitted both in hard copy and on-line on Canvas. Please note that unexcused late submissions on any assignment will be marked down.

All students are welcome to talk with the instructor about possible alternative group projects if they are interested. Any graduate students who want to pursue an academic or research career, for example, a Ph.D. research or a research assistant, are encouraged to discuss with the instructor how to tailor the course to their particular demands.

This course needs one teaching assistant. If you are interested to serve the class, email your 1-page resume and 1-paragraph motivation to jun.han@georgetown.edu within the first week.

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.

Faculty in the Schar School have zero tolerance for academic dishonesty and will strictly enforce Mason’s honor code.

Grades
All assignments will receive numerical grades from 0-100, although grades above 95 will be extremely rare. For final grades, numerical grades will be converted to letter grades without rounding as follows:
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<td>82.99</td>
<td>B- 80-82.99</td>
<td>79.99</td>
<td>C+ 77-79.99</td>
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<td>B+ 87-89.99</td>
<td>80.99</td>
<td>C 70-72.99</td>
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<td>D 65-66.99</td>
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<td>B 83-86.99</td>
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**Readings and Resources**

Course readings are available on-line, on Canvas, or in the following books which are available for loaning or purchase:

No required textbook.

Suggested books:


Students are encouraged to consult the resources on the nonprofit sector and social entrepreneurship listed in Appendix B of this syllabus and to use information to do further search.

**Course Outline and Reading Assignments**

This course follows the components in the “Ecosystem model of Social Impact”, as shown in the figure below, which is adapted from the instructor’s own research. Also, the instructor has also developed a framework of “Social Enterprise Ecosystem” at Halycon House. This course will integrate the two frameworks in the teaching.

The topics of the 14 classes are as follows:

1. January 28: Overview and Introduction
2. February 4: Social Entrepreneurship and Social Innovation
3. February 11: Social Enterprise Ecosystems
5. March 4: Business Planning
6. March 11: Scaling Strategies
7. March 18: Institutional Infrastructure, Technology, and Data
8. March 25: Government Policy and Regulations
9. April 1: Student Presentations 1: Selected social enterprises
10. April 8: Student Presentations 2: Selected social enterprises
11. April 15: Social Impact: Measurement, evaluation, and cases
12. April 22: Social Marketization and Policy Change
13. April 29: Group Presentations: Proposals for Group Project Paper
14. May 6: Summary and Conclusion

Key deadlines:
- **January 30**: Submitting resume and motivation to apply for teaching assistant (TA).
- **April 1**: Submitting mid-term assignments to TA.
- **April 1**: Submitting team member list and 1-page brief proposal to TA, and TA arranges presentation order.
- **April 29**: Submitting Memo to instructor.
- **May 10**: Submitting project papers to instructor.

1. **January 28: Overview and Introduction**

Required: the syllabus

2. **February 4: Social Entrepreneurship and Social Innovation**

Required:

Optional:
3) “Developing the Field of Social Entrepreneurship,” A Report from the Center for the Advancement of Social Entrepreneurship (CASE), Duke University, The Fuqua School of Business, June 2008. Available at: [http://community-wealth.org/content/developing-field-social-entrepreneurship](http://community-wealth.org/content/developing-field-social-entrepreneurship)
4) New Frontiers in Social Innovation Research
3. **February 11: Social Enterprise Ecosystems**

Required:
1) From the Ground Up: Defining Social Enterprise Ecosystems in the U.S., Halcyon Incubator, 2016
2) A Deeper Dive: Social Enterprise Ecosystems in the U.S., Halcyon Incubator, 2017
3) Enabling Entrepreneurial Ecosystems, Kauffman Foundation, 2015
4) Examining the Connections within the Startup Ecosystem: A Case Study of St. Louis, Kauffman Foundation, 2014
6) Introducing the Entrepreneurship Ecosystem: Four Defining Characteristics, Forbes, 2011


Required:

Optional:
5. March 4: Business Planning

Required:
3) Nonprofit Business Planning - Financial Projections Template

Optional:

6. March 11: Scaling Strategies

Required:

Optional:

7. March 18: Institutional Infrastructure, Technology, and Data

Required:
1) How the Hub Found Its Center, https://ssir.org/articles/entry/how_the_hub_found_its_center

Optional:

8. March 25: Government Policy and Regulations

Required:

Optional:


9. April 1: Student Presentations 1: Selected social enterprises

10. April 8: Student Presentations 2: Selected social enterprises

11. April 15: Social Impact: Measurement, Evaluation, and cases

Required:
2)

Optional:

12. April 22: Social Marketization and Policy Change

Required:

Optional:
13. April 29: Group Presentation: Proposals for Group Project Paper

14. May 6: Summary and Conclusion
Appendix A: Selected Organizations (Social Enterprises or Social Enterprise Support Organizations)

- Acumen Fund
- Ashoka
- B Lab
- Better Life Bags
- Bonnie CLAC/More Than Wheels
- Case Foundation
- Center for Digital Inclusion (CDI)
- Citizen Schools
- City Year
- Civic Ventures/Encore.org
- Code for America
- College Summit
- DC Central Kitchen
- Development Innovation Ventures
- d.light
- Echoing Green
- Food Recovery Network
- Freelancers Union
- Grameen Bank
- Habitat for Humanity
- Halcyon
- Harlem Children’s Zone
- Heifer International
- Honest Tea
- Honey Care Africa
- Hope Lab
- Jump Start
- KaBoom
- KIPP Schools
- Kiva
- Net Impact
- New Schools Venture Fund
- Non-Profit Incubator (China)
- Nurse-Family Partnership
- Omidyar Network
- Public Allies
- Rockefeller Foundation
- Schwab Foundation
- Skoll Foundation
- Social Enterprise Alliance
- Social Enterprise UK
- Teach for America
- The Foundation Center
- Toms Shoes
- Udacity
- Year Up
- Youth Build
- Youth Villages
Appendix B: Selected Resources

Resource Guide: Nonprofit Sector and Social Entrepreneurship

I. Nonprofit Sector

Newspapers/Journals – Practitioner-Oriented
- Stanford Social Innovation Review (SSIR)
- Chronicle of Philanthropy
- Nonprofit Quarterly
- Nonprofit Times

Journals – Research-Oriented
- Nonprofit and Voluntary Sector Quarterly (NVSQ)
- VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations
- Journal of Social Entrepreneurship
- Nonprofit Management and Leadership (NML)
- Nonprofit Policy Forum

E-Newsletters - National
- Blue Avocado
- IS Daily Media Digest (Independent Sector)
- NPQ’s Nonprofit Newswire (Nonprofit Quarterly)
- Philanthropy News Digest (Foundation Center)
- Philanthropy Today – Daily Update from the Chronicle of Philanthropy

E-Newsletters – Local
- The Daily WRAG (Washington Grantmakers)

National Organizations
- Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)
- Association of Fundraising Professionals (AFP)
- BoardSource
- Council on Foundations
- Foundation Center
- Independent Sector
- International Society for Third-Sector Research (ISTR)
- National Council of Nonprofits
- Nonprofit Finance Fund

Local Organizations
- Center for Nonprofit Advancement (CNA)
- Foundation Center Library – Washington, DC
- Eugene and Agnes E. Meyer Foundation
- Venture Philanthropy Partners (VPP)
- Washington Grantmakers
- Young Nonprofit Professionals Network – DC (YNPNdc)

Statistics on the Nonprofit Sector
- Foundation Center
- Giving USA
- GuideStar
- Listening Post Project at Johns Hopkins University, Center for Civil Society Studies
- National Center for Charitable Statistics at the Urban Institute
- Nonprofit Almanac

Job Openings
- Chronicle of Philanthropy
- The Daily WRAG
- Idealist.org
- PND (Philanthropy News Digest) Job Alerts (from the Foundation Center)
- YNPNdc

Indexes to Nonprofit Research
- Catalog of Nonprofit Literature (Foundation Center):
- Philanthropic Studies Index (Indiana University Center on Philanthropy)

Blogs
- A Fine Blog – Allison Fine
- Huffington Post – various contributors
- Philanthropy 2173 – Lucy Bernholz
- White Courtesy Telephone – Albert Ruesga and others

II. Social Entrepreneurship and Social Enterprise

National/International Organizations
- Americans for Community Development (L3C)
- Ashoka
- Aspen Institute: Aspen Network of Development Entrepreneurs (ANDE), Business and Society Program, Program on Philanthropy and Social Innovation
- B Corporation
- Community Wealth Partners
- Democracy Collaborative (http://community-wealth.org/)
- Draper Richards
- Echoing Green
• Fourth Sector Network
• Global Impact Investing Network (GIIN)
• Schwab Foundation
• Skoll Foundation
• Social Enterprise Alliance

E-Newsletter/Blogs
• Beth’s Blog – Beth Kanter
• CasePlace.org (Aspen Institute – Business and Society Program, Center for Business) Education
• Change.org – social entrepreneurship
• Changemakers.com (Ashoka)
• Dowser.org
• Social Edge

Journals
• *Journal of Social Entrepreneurship*
• *Good Magazine*
• *Innovations*

Conferences
• Global Philanthropy Forum
• Skoll World Forum
• Social Capital Markets (SOCAP)
• World Economic Forum (Davos)

Appendix C: Mid-term Assignment Form
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<tr>
<th>Pillar</th>
<th>Indicator</th>
<th>City-level variable</th>
<th>Number/score/ratio</th>
<th>Detail/note</th>
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<tr>
<td><strong>Funding</strong></td>
<td>Public funding</td>
<td>Government spending in each Metropolitan Statistical Area (MSA)</td>
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<td>Spending of Social Innovation Fund in each MSA</td>
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<td>Private investment</td>
<td>Venture capital investment</td>
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<td>Angel investment</td>
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<td>Charitable Giving</td>
<td>Individual giving</td>
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<td>Foundation grants</td>
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<td>Sales</td>
<td>Retail sales of small and medium enterprises (SMEs) in each MSA</td>
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<td><strong>Human Capital</strong></td>
<td>Talent</td>
<td>Number of small businesses founders</td>
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<td>Employment size of small businesses</td>
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<td>Number of volunteers</td>
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<td>Education</td>
<td>College graduation rate</td>
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<td>Number of SE-focused centers in universities</td>
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<td>Participation</td>
<td>Percentage of people who volunteer</td>
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<td>Percentage of people who participate in community services</td>
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<td>Percentage of people who participate in arts or cultural activities</td>
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<td>Percentage of adults who voted in local elections</td>
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<td>Percentage of adults who voted in state elections</td>
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<td><strong>Quality of Life</strong></td>
<td>Opportunity, inequality, and Diversity</td>
<td>Job growth rate</td>
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<td>Jobs Accessible in 30-minute trip</td>
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<td>Fraction in top 1% based on household income</td>
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<td>Fraction in top 20% based on individual income</td>
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<td>Percentage of female labor force</td>
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<td>Percentage of non-white</td>
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<td>Cultural diversity</td>
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<td>Affordability and Transportation</td>
<td>Annual mean wage in each MSA</td>
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<td>Average monthly rent for working space</td>
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<td>Support Systems</td>
<td>Start-up Activities</td>
<td>Intermediaries and Networks</td>
<td>Policy and Regulations</td>
<td>Perception and Attitudes</td>
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<td>Average commute time</td>
<td>Rate of new entrepreneurs (Percentage of adults transitioning to entrepreneurs)</td>
<td>Number of incubators, accelerators, and co-working space in each MSA</td>
<td>Average monthly mentions of SEs in social media (Twitter, Facebook, etc.)</td>
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<td>All Transit performance score</td>
<td>Survival rate of firms (Percentage of firms in operation throughout their first five years)</td>
<td>Number of industry associations in each MSA</td>
<td>Small business friendliness (small business perceptions of public policies that affect their ability to start, operate, and grow)</td>
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<td>Number of firms in each MSA</td>
<td>SEE Survey responses/firm size or population size</td>
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<td>Number of foundations in each MSA</td>
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<td>Availability of SE-supporting policies</td>
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<td>Presence of tax benefits</td>
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<td>Benefit Corporation legislation</td>
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<td>Other SE legal forms (including L3C, SPC, BLLC, FPC, co-ops, nonprofit, etc.)</td>
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