



SYLLABUS

Social Entrepreneurship: Global Studies in the British Context BA 199

Instructor: Eric Boggs

Summer 2019

40 contact hours

English

COURSE DESCRIPTION

Social Entrepreneurship involves the use of business techniques to develop innovative solutions for the world's most pressing problems. The course dives into underlying theories to explain how social entrepreneurs work to create change. The course weaves together themes of wicked problems and mindsets, coupled with the thinking tools such as design thinking. It highlights who social entrepreneurs are and how they think. We examine the context in which social entrepreneurs work and look at how they do what they do. England has a particularly vibrant community of social entrepreneurs that will allow you to explore innovative solutions to seemingly intractable problems.

This course explores the fundamentals of social entrepreneurship and examines a variety of existing social enterprises. An integrative project will help students to learn how to employ the tools in the social entrepreneurship tool kit.

In this project you will:

1. Identify a specific opportunity for Social Entrepreneurship to *drawdown* climate change
2. Research past efforts to solve for this as you envision the future
3. Build a model for social change
4. Scale the impact and present your innovative solution

COURSE LEARNING OBJECTIVES

The objective of this course is to provide students with a broad introduction to social entrepreneurship, global climate change and tools such as design and systems thinking, and the British context facing social enterprise.

INSTRUCTIONAL METHODOLOGY

Course Organization

Classes will consist of brief introductions of concepts, seminar-style discussions, activities, and student presentations. The class will go on excursions to and hear from guest speakers from social enterprises and other topic experts to explore the continuum of social enterprises and the variety of innovative strategies and solutions used to try to solve wicked problems.

The course is designed to be interactive with students, instructors and guest speakers exploring topics together. Due to this, it's critical that students complete all reading assignments in advance of class and come to class prepared to engage in discussion.

Class Participation and Professionalism

Participation includes class attendance, reading assigned materials, overall preparation for class, and actively contributing your thoughts and personal experiences. Class will start promptly at the designated time. You are expected to be **on time, attend all classes and site visits, and remain in the classroom** for the duration of the class. Intelligent participation will require you to have read and studied all assignments for that day. Your involvement during is critical to the exchange of ideas and fruitful discussions.

Laptops are allowed in class but only for the purpose of taking notes and the occasional class related activity. Drinks are allowed in the classroom but **not food**.

Preparation, professionalism, and mutual respect are all important elements of your participation score. Professional behavior is expected at all times. While in London, students should think of themselves as American Ambassadors. Everything you say and do should reflect well on yourself, America, and the GEO program. Right along with that is respect for the British culture and way of life. We are guests here!

Attendance

While students are here in London to experience the UK, attendance in class is critical. Refer to the attendance policy you received during orientation for more details.

No make-up exams or assignments are available for unexcused absences.

Course Readings

All assigned course readings should be completed by class time on the date indicated.

London Social Entrepreneurship Canvas Site

If you have any technical issues, please contact the instructors for help.

Required Textbook:

Martin, Roger L. and Sally R. Osberg *Getting Beyond Better: How Social Entrepreneurship Works*, HBR Press, 2015.

Other Required Readings:

Social Enterprise in the UK: Developing a thriving social enterprise sector, British Council, 2015.

Social Replication Toolkit, International Centre for Social Franchising, 2015.

Additional related readings may be added as the course progresses.

METHOD OF EVALUATION (GRADING)

Individual Evaluation

Class Participation (100 points)

Students are not only expected to attend every class but to actively participate in class discussions and workshops. Critical to successful class participation is have read all assigned material in advance of each class. Class participation will be evaluated based on the degree to which students are active, engaged and present.

Field Excursion Participation (100 points)

We are fortunate to be able to visit a number of social enterprises. Attendance and professionalism at these events are a critical part of learning about their work. Points will be awarded for active participation and reflection on these site visits. **Although specific groups will be tasked with preparing the class and crafting initial questions (see below) ALL students are expected to engage fully at each site visit and with guest speakers.**

Journaling Assignment (200)

To allow adequate time for personal reflection, students will write weekly journal entries every week, reflecting on site-visits and speakers, and connecting them with the themes presented in class. Strong journal entries will also integrate the student's observations from outside the formal course content, thereby encouraging them to remain observant and seek insights into course themes in all elements of their time in London.

Group Evaluation

A substantial portion of course assignments will be completed in groups. These groups will be formed at the start of the course and will work together on the following assignments. More detail will be provided for each assignment and groups are encouraged to meet with the instructors to discuss their work on the assignments and raise any questions they have.

Site Visit/Guest Speaker Briefing (100 points)

Each group will be responsible for preparing the class for a specific speaker or site visit. These assignments will be made at the start of class when groups are formed. For their assigned speaker or site visit, groups will be responsible for briefing the class on key points of interest, preparing some initial questions, introducing the speaker/host to the class, and conveying the class's gratitude at the end of the visit.

Wicked Problem Cumulative Project (300 points)

A significant project over the duration of the course, the Wicked Problem Cumulative Project is designed to encourage students to apply the concepts they are learning in class to a real wicked problem present in the British context.

The assignment is due in two stages over 4 weeks. The first stage is focused on identifying, defining and understanding a particular wicked problem in weeks 1-2. In weeks 3-4, we will work on the second stage, focusing on designing a possible solution to address the wicked problem or Climate Change Challenge stage. Additional instructions for this assignment will be provided in a separate document early in the course.

Group 360 Peer Evaluation (100)

All group members are expected to actively contribute to group projects and to resolve conflicts amongst themselves. Final peer evaluations will be completed after the final presentations and in extreme cases may impact individual project scores.

Course Grade distribution

Course grades will be approximately distributed according to the recommended guidelines of the Lundquist College of Business at the University of Oregon, which is 30% A's, 40% B's, 25% C's and 5% D's. These are only guidelines.

An "incomplete" grade is **not available** barring an emergency of some kind.

Grading

INDIVIDUAL WORK	POINTS
Class Participation	100 points
Field Excursions	100 points
Experiential Learning Journals	200 points
Final Exam	100 points
GROUP PROJECTS	
Site Visit/Speaker Briefing	100 points
Wicked Problem Cumulative Project	200 points
Final Presentation	100 points
Peer Evaluation	100 points
TOTAL	1000 points

Communicating with the Instructor

You can email boggs@uoregon.edu. In Week 1, we will decide on when to offer open office hours. All written assignments should be uploaded to Canvas.

COURSE OUTLINE (See Canvas for details)

Week 1: Understanding the Current State

Social entrepreneurs make change through an integrative process. The first stage of this process is to better understand the context in which the problem exists. We start our examination of social entrepreneurship by defining the term and seeking to better understand how social entrepreneurship fits in the context of other approaches to social change. We'll also explore how the British social, political and cultural context impacts how social enterprise develops. Finally, we will spend 3 days in Cardiff building our learning community, exploring Social Enterprise in Wales and planning the weeks ahead!

Week 2: Envisioning the Future

In the second stage of the process, social entrepreneurs imagine a new reality. This week we will further explore the use of principles of design thinking as a way to understand the current state, prototype, iterate, and build adaptive solutions that fit the local context. We'll also explore how social entrepreneurs obtain the capital necessary to build their enterprises. Guest speaker Alexander Knapp will help us fine-tune our understanding of wicked problems – those seemingly intractable problems where social enterprises can affect the most change by shifting the equilibrium.

Week 3: Building the Model for Social Change

The third stage in the process is to build the solution. As a result of their deep understanding of the context, social entrepreneurs use different mechanisms to create a model to sustainably shift an unhappy equilibrium. Building on the discussion of design thinking in week 2, this week we'll explore how social entrepreneurs build models that create new value in society.

Week 4: Scaling the Impact

Social entrepreneurship is about creating a new equilibrium by shifting how a system works; an answer that fits into a small part of the system is not enough. Shifting a system requires the solution be scalable and sustainable. The fourth stage explores achieving scale. In the course's final week, we'll hear again from Alexander Knapp on understanding the complexity of social systems and developing unique solutions that address the local context. To wrap up, students will deliver their Wicked Problem Cumulative Project presentations, connecting themes and utilizing tools we've studied throughout the course.

