

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

<b>Voyage:</b>	Fall 2019
<b>Discipline:</b>	Management
<b>Course Number and Title:</b>	MGT 360 Social and Sustainable Venturing
<b>Division:</b>	Upper
<b>Faculty Name:</b>	Brad Brown
<b>Semester Credit Hours:</b>	3

**Prerequisites:** The standard prerequisites as listed in the CSU course catalogue—*Student must be a junior or senior in class standing*—have been waived by the instructor.

### COURSE DESCRIPTION

Global social and environmental trends represent pressing concerns for the future health of the Earth and its diversity of species. The structure and incentives in the current global political-economic system have yet to mitigate global problems such as inequity, poverty, and disease. Environmentally, we have yet to resolve local and trans-boundary problems of air pollution, water pollution, toxic waste, soil loss and climate change. This course is based on the premise that entrepreneurs are powerful agents of social, environmental and economic change. These entrepreneurs – referred to as ‘social entrepreneurs’ – use for-profit, non-profit and hybrid organizational models and leverage markets to address specific social and/or environmental challenges. This course will use lectures and case studies to gain in-depth understanding of the major issues addressed by social entrepreneurs and the challenges they confront when starting up and scaling social enterprises.

### LEARNING OBJECTIVES

After completing this course, the successful student will be able to:

- \* Understand the social and environmental challenges faced globally and regionally and find common themes across the countries we visit.
- \* Enhance knowledge of what are social enterprises and the unique roles social enterprises play in addressing the aforementioned challenges.
- \* Compare and contrast the ways that civil society (e.g., individuals and NGOs) interacts with governments and companies in each of the countries we visit
- \* Improve both written and oral presentation skills.

### REQUIRED TEXTBOOKS

**AUTHOR:** Bornstein, David

**TITLE:** *How to Change the World: Social Entrepreneurs and the Power of New Ideas*

**PUBLISHER:** Oxford University Press

ISBN #: 978-0-19-533476-0

DATE/EDITION: 2007 paperback, available from Amazon.com \$13.54 paperback or \$8.79 Kindle version

AUTHOR: Polak, Paul and Mal Warwick

TITLE: *The Business Solution to Poverty: Designing Products and Services for Three Billion New Customers*

PUBLISHER: Berrett-Kohler Publishers

ISBN #: 978-1-60994-077-5

DATE/EDITION: 2013, available from Amazon.com, hardback (\$20) and Kindle (\$15)

## TOPICAL OUTLINE OF COURSE

Class and Date	Topic	Assignment
Depart Amsterdam—September 9		
B1, Sept 12	Introduction Sustainable Development Goals	Thompson: “What are the millennium challenge goals?” (electronic)
B2, Sept 14	Rural electrification in Brazil	Bornstein ch 1-3
Gdansk, Poland, September 15 - 20		
B3, Sept 22	Ashoka	Bornstein ch 4-6
B4, Sept 24	Social entrepreneurs	Bornstein ch 7-9
Lisbon, Portugal—September 26-28		
Cadiz, Spain—September 29 - October 1		
B5, Oct 2	Social entrepreneurs	Bornstein ch 10-12
B6, Oct 4	Social excellence	Bornstein ch 13-16
Dubrovnik, Croatia—October 6-10		
B7, Oct 11	Social entrepreneurs	Bornstein ch 17-19
B8, Oct 13	Social entrepreneurs	Bornstein ch 20, 21, Epilogue, Afterword
Casablanca, Morocco—October 15-20		
B9, Oct 21	Only business can end poverty	Polak & Warwick, ch 1-5
B10, Oct 23	Zero-based design and the bottom billions	Polak & Warwick, ch 6-11
Oct. 24	<i>Study Day</i>	No classes
B11, Oct 26	Building a mission-driven global business	Polak & Warwick, ch 12-14
Tema, Ghana—October 28-30		
Takoradi, Ghana—October 31-November 1		
B12, Nov 2	Midterm Exam 1	
B13, Nov 5	The Future of Microfinance	“Is it time to regulate microfinance?”
Nov 6	Community Programming	
B14, Nov 7	Social Entrepreneurs becoming “indigenous”	Case: “ApproTEC Kenya”
B15, Nov 9	Trash disposal and composting	Two Cases: “Healthy City” and “Waste Concern”

Salvador, Brazil—November 10-15		
B16, Nov 17	Protecting the environment by providing poor farmers with a better livelihood	Case: “Starbucks and Conservation International”
B17, Nov 19	Off-the-grid electricity in Africa. <b>Field class report due in class.</b>	Case: “Africa Solar Rise”
Nov 21	<i>Community Programming</i>	No classes
B18, Nov 22	Telebanking for the poor	Case: “MPESO”
Port of Spain, Trinidad and Tobago—November 24		
B19, Nov 25	A full service Development NGO	Case: “BRAC”
B20, Nov 27	Farming sustainably by mimicking nature	Case: “Polyface Farm”
Nov 29	<i>Panama Canal Transit</i>	No classes
B21, Nov 30	A fashion-minded start-up with a social mission	Case: “Warby Parker”
Guayaquil, Ecuador—December 2-7		
B22, Dec 8	Midterm Exam 2	Case: “Cheetah Conservation Fund”
B23, Dec 10	Project assignment	
Punta Arenas, Costa Rica—December 11-15		
B24, Dec 17	Project workshop in class	
B25, Dec 19	Project team presentations	
Arrive San Diego, California—December 23		

## FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

### Field Class

The field class for this course is on **Sunday, November 10<sup>th</sup>** in Salvador, Brazil.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.** Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

### Saving Nature and Eco-tourism

Social entrepreneurs, either NGOs or focused for-profit organizations can be effective in addressing environmental challenges such as local and trans-boundary problems of air pollution, endangered species, water pollution, toxic waste, soil loss, and climate change. Social entrepreneurs also can address societal problems like poverty, diseases and lack of

health care, and marginalized populations. Two NGOs in Praia do Forte, *Tamar* and *Jubarte*, address both environmental and societal issues. While their primary focus is on the plight of sea turtles or humpback whales, they are major draws for the local ecotourism industry, which provides opportunities and livelihoods for many people. This includes a group of Afro-Brazilian entrepreneurs (mostly women) who have been able to improve their economic and social status through ecotourism.

While in Praia do Forte we will learn about the work these NGOs are doing to promote sea turtles and whales of course, but I also learn about the challenges and rewards of being an NGO, and their relations with local tourist businesses. During the field study be sure to show your enthusiasm for the subject, ask probing questions of the presenters, and take good notes. Nothing makes for better field classes than insightful student questions, leading to good questions from other students.

### **Learning objectives:**

1. Understand the impact of climate change on various marine creatures.
2. Understand the role of NGOs in protecting endangered marine life and how ecotourism can contribute to (or detract from) the mission of the NGOs.
3. Understand the possibilities and pitfalls of economic participation by local people in eco-tourism.

### **Field Class Report**

Upon completion of the field class, students will prepare a three to four page (double spaced) paper, “reflecting forward” on how what they learned during the field class adds to what they have learned in class readings and how it affects the way they view various issues. The field class report will be due in class on November 19<sup>th</sup>, B17.

### **Independent Field Assignments**

All countries are being affected by climate change. No society is perfect and there are often many people suffering from inequity, poverty, and disease. Environmentally, we have yet to resolve local and trans-boundary problems of air pollution, water pollution, toxic waste, soil loss and climate change. During our visits in each country, pay attention to these things and be thinking about how a social entrepreneur might approach one of these issues. Without criticizing anyone, try to understand the challenges facing each country. You will submit a one-page analysis summarizing your observations, tying together issues from at least three of our port visits. Near the end of our voyage, students will make brief presentations of their observations to the class. Groups will coalesce around themes to work on social entrepreneurial project proposals to present to the class.

### **METHODS OF EVALUATION**

Field Class Report	20%
Independent Field Assignment Reflections	10%

Group Project	10%
Two midterm exams @ 20%	40%
Participation & Professionalism	20%

## GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

### RESERVE BOOKS FOR THE LIBRARY

None

### FILM REQUEST

None

### ELECTRONIC COURSE MATERIALS

AUTHOR: Stephanie Thomson

PUBLISHER: World Economic Forum

TITLE: What are the Sustainable Development Goals?

DATE: September 16, 2015

URL: <https://www.weforum.org/agenda/2015/09/what-are-the-sustainable-developmentgoals/>

### ADDITIONAL RESOURCES

Case Number	Case title, authors, etc.
HBS 9-503-007	<i>ApproTEC Kenya: Technologies to fight poverty and create wealth</i> , V. Kasturi Rangan, March 6, 2006
WDI # 1-429-387	<i>Healthy City: Fostering Entrepreneurship at the Base of the Pyramid. A Peruvian Experience</i> . Felipe Pineda & Carlos Martinez, 2014
Provided by author	<i>Waste Concern</i> , Brad Brown, 2018
HBS 9-303-055	<i>Starbucks &amp; Conservation International</i> , Austin & Reavis, 2004
WDI# 1-429-384	<i>African Solar Rise</i> , Sam Aflaki, and Andrea Masini
WDI# 1-429-424	<i>MPESO</i> , Rodrigo Cuestas and Julian Chernyk, 2015
HBS 9-504-012	<i>BRAC</i> , Quelch and Laidler, (Aug. 2003)

HBS 9-611-001	<i>Polyface: The farm of many faces</i> , Lee and Van Sice, Oct. 6, 2011
HBS 9-413-051	<i>Warby-Parker: Vision of a "Good" Fashion Brand</i> , Marquis and Villa, July 7, 2014
HBS 205046	<i>Cheetah Conservation Fund Conservation Project</i> , Hecht, Peter, and Judith Walls, 2004, rev. 2005.