

**Semester at Sea Course Syllabus
Colorado State University, Academic Partner**

Voyage: Fall 2017
Discipline: Management
Course Number and Title: MGT 360 Social and Sustainable Venturing
Division: Upper
Faculty Name: Abby Berk, Ph.D.
Semester Credit Hours: 3

Meeting: A Day 1530-1650, Viejahres
Prerequisites: Junior or Senior Standing

COURSE DESCRIPTION

This course provides insight into how to frame problems and devise solutions for the world's most pressing challenges. These problems relate to both social issues like inequity, poverty, and disease as well as environmental issues like air pollution, water pollution, and toxic waste. This course is based on the belief that entrepreneurs are powerful agents of social and economic change who, if properly harnessed, can drive our movement to a sustainable economy and environment. Students will learn how to combine business and management skills with imagination, passion, empathy and courage to effectively tackle social problems. Through experiential learning and case discussion, students will acquire knowledge and capabilities for the creation and analysis of mission driven for-profit and non-profit social and sustainable ventures. This course examines a diverse set of organizational models and practices that are making a difference worldwide.

LEARNING OBJECTIVES

1. To engage in a collaborative learning process to develop a better understanding of a wide spectrum of global ventures for social change.
2. To identify problems and opportunities in society and define and design solutions.
3. To think creatively and with empathy.
4. To help prepare you personally and professionally for meaningful employment by gaining awareness of your own personal social passions, motivations, and aspirations.
5. To have some fun while learning!

REQUIRED TEXTBOOK

AUTHOR: David Bornstein and Susan Davis
TITLE: Social Entrepreneurship: What Everyone Needs to Know
PUBLISHER: Oxford University Press
ISBN #: 978-0195396331
DATE/EDITION: 2010

METHODS OF EVALUATION

Field Class Report	20%
Country Reflection Blog (5 submissions)	25%
Guided Class Reflection	15%
Social Venture Idea Creation	25%
Participation & Professionalism	15%

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:

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

I assign a grade based on your overall contribution to the class. Students by their work contribute to an overall score, which is mapped to a grade. **In order to be consistent and fair to all students I do not round up.** Thus 92.99% is an A-. 89.99% is a B+. 79.99% is a C+.

GRADING GUIDELINES

The professor will use the rubric below to guide grading. Please impress me! Go above and beyond in your analysis if you want an A. Assignments received after the submission deadline will be reduced a letter grade (10%) per day late. Assignments received more than a week (7 days) after the submission deadline will receive a score of zero.

Grade	Written Assignments
A	Excellent work! There is a clear focus on what the assignment should achieve, and it is structured accordingly. Demonstrates integrative, innovative and original thinking, and arguments are convincingly articulated and supported. Work is well written and free of errors. Demonstrates thorough understanding of key issues in course readings, accurately applies a range of course concepts; and clearly references relevant readings. Demonstrates serious reflection, sophisticated analysis, and insightful discussion with clear examples. Written and oral work is insightful, clear, sophisticated and vivid.
B	Good, competent, informed work well supported by course content. Well planned, organized and written. Demonstrates a clear understanding of some of the key issues in the course and readings. Clearly references relevant readings and includes some independent thought, but could go into more depth. Demonstrates

	good written and oral communication.
C	Adequate or satisfactory work. The basic requirements have been carried out. Demonstrates a general understanding of the major issues, but reflection and analysis is superficial. Applies relevant material and course concepts in a limited way, but could go into much more depth. Competent written and oral communication, but could be improved.
D	Work does not fulfill the necessary requirements for the assignment. Does not demonstrate clear understanding of the major issues. Responds incompletely or inaccurately to the assignment with limited reflection, analysis and application of course concepts. Ideas are not clearly expressed.
F	Unacceptable work. Shows little understanding of the issues, and ideas are poorly expressed.

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 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.

Field Class and Assignment

The Field Class for this course will take place on Thursday, 28 September, in Tema, Ghana.

Class Title: Microfinance in Ghana

Our field class will visit first-hand with social and sustainable ventures around Accra, Ghana. The field class will be facilitated by Edify, an organization that promotes social entrepreneurs in education (“edupreneurs”) throughout the world. We will meet with Edify to learn how they provide training, resources and micro-financing to facilitate the sustainable growth of low-cost private schools throughout Ghana and Africa. Edify will also take us to visit two of their elementary schools in Accra that are able to offer affordable private schooling to low-income Ghanaian children.

Following our school visits and meeting with Edify leadership, we will reconvene to debrief on our field class experience. Our reflection session will focus on the tools and resources required to launch a social venture and the challenges inherent in creating a sustainable business model.

Field Class Learning Objectives:

1. Understand how microfinance supports education ventures in Ghana.

2. Explore the impact of low-fee private schools in providing education for low-income populations.
3. Recognize the influence of partnership and collaboration in building sustainable ventures.

Field Class Report (20%)

Prior to the field class, students are required to submit a pre-port assignment reflecting some preliminary research and understanding of the topics of our field class (5%). Upon completion of the Field Class, students will prepare a three to four page double-spaced paper (15%) to demonstrate their insight and understanding of the social venture in Ghana. Be sure to ask questions and take notes during our visit to better inform your paper.

Country Reflection Blog (minimum 5 submissions) (25%)

In each country that we visit, students will observe and collect information on different social and/or environmental problems they observe. Observations are to be submitted to the online blog **before** our next class after returning to ship (class is on the A day schedule). These blog posts will draw on your in-country experience but also need to incorporate elements of the readings assigned in preparation for the country visit. Students should identify at least 2 different social and/or environmental issues they observed in country and think about ways these issues might be (or already have been) addressed through an entrepreneurial project, initiative or venture. Do some solutions already exist that address this issue? How are they doing? What could be improved? Submit a 200-400 word blog with 1 or 2 photos for each country. All students will share their observations as part of the guided class reflection. By the end of the voyage, students will have submitted a minimum of five blogs representing five countries visited between Spain and Japan.

Guided Class Reflection (15%)

Working in groups of 3 or 4 students, you will select one of the countries visited during our voyage to guide the class reflection on the in-country experience. All students will have completed an individual reflection prior to class, your task is to prepare questions and prompts that will guide the class through a thoughtful group reflection to enhance their individual learning. The guided reflection also needs to incorporate the relevant readings and class materials to demonstrate familiarity and understanding of the key course concepts.

Social Venture Idea Creation (25%)

You will develop a social venture to address an economic or social problem that you have experienced or witnessed.

Step 1: Social issue selection (5%). This must be completed individually. Prepare a pitch identifying the social issue you wish to address. Think about 1-2 possible ways to address this problem. In class you will each have 2 minutes to explain with a power point presentation the specific issue you are focusing on. In your pitch you must address: What is the issue? What populations are affected? What is the size of the opportunity? What are 1-2 potential ways to deal with this issue? Why you are inspired to address this issue?

Step 2: Your idea for the world (20%). You can work in teams of up to 4 students. You will present your solution to address ONE particular social or environmental issue in a ten-minute pitch deck (typically a powerpoint presentation.) Details on what to include in the pitch deck will be provided.

Participation & Professionalism (15%)

Participation is very important to what you and your classmates take from this course. As such, the true value of this course cannot be realized without your involvement and participation. By coming to class on time, prepared and actively engaging in class discussions and exercises, your understanding of course concepts is greatly enhanced. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion

There are several ways to contribute to the course, as class sessions will incorporate a mixture of lecture, discussion, team exercises, and providing feedback and input to classmates on their projects. Participation is not simply “coming to class.” If you have questions, or are very shy about participating in discussion, please see me and we’ll find a solution.

As business students, your ultimate goal is to obtain a job and enter the professional world. Therefore, this course **REQUIRES** professional behavior. **A good way to think about professionalism is to consider whether or not what you are doing would be acceptable during a meeting.**

The general guidelines for participation and professionalism grades are illustrated below:

“A” range: Excellent. I participate regularly, contributing to the discussion in nearly every class. I make major, substantive contributions, sometimes with a unique insight. I have no absences and am ready to begin when class begins. I always prepare the material required for every class in an insightful manner and am never reading outside material in class.

“B” range: Good. I participate in discussion once every few classes. I almost always prepare most of the material for every class. Most of my contributions have been fairly brief responses to straightforward questions. I have only missed a few classes. I am generally ready to begin when class begins and am paying full attention to the class.

“C” range: Average. I speak infrequently, but I have spoken at least once. I do not raise my hand often, and when I have spoken, usually I have been called on by the professor. When called on, I may not have been well prepared. I sometimes or halfheartedly prepare the material for class. I often arrive late to class and/or have missed more than two classes.

“D” range: Poor. Has missed more than three classes, does not pay attention in class (i.e., reads other material), distracts the class, and rarely speaks. Poorly prepares the material for class discussion.

“F” range: Unsatisfactory: Has problems with attendance, rarely speaks, does not pay attention in class or distracts the class. Rarely and poorly prepares the material for class discussion.

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 memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to 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 AND FILMS FOR THE LIBRARY

The following books have been placed on reserve in the ship library if you are interested in reading more about social ventures that have changed the world.

AUTHOR: David Bornstein

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

AUTHOR: Dean Karlan and Jacob Appel
TITLE: *More Than Good Intentions. Improving the Ways the World's Poor Borrow, Save, Farm, Learn, and Stay Healthy*
PUBLISHER: Plume
ISBN: 978-0-452-29756-2
DATE/EDITION: 2011

TITLE: *Who Cares?*
DIRECTOR: Mara Mouro
URL: <https://www.youtube.com/watch?v=vKs6Voma6Ts>

TITLE: *Poverty Inc.*
DIRECTOR: Michael Miller
PUBLISHER:
ASIN: B019RGCZ3M
DATE/EDITION:

ELECTRONIC COURSE MATERIALS

All online articles in the readings will be in the course folder for students to access.

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-development-goals/>

AUTHOR: Karyn Osinowo
TITLE: *Choosing a Legal Structure for Your Social Enterprise*
PUBLISHER: Gatherwell.com
URL: <http://gatherwell.com/choosing-legal-structure-social-enterprise/>

AUTHOR: Africa and The World
TITLE: *Major Problems Facing Ghana Today*
URL: <http://www.africaw.com/major-problems-facing-ghana-today>

AUTHOR: Africa and The World
TITLE: *Major Problems Facing South Africa Today*
URL: <http://www.africaw.com/major-problems-facing-south-africa-today>

AUTHOR: Margot Dushin and Stephanie Dodson
TITLE: *Developing a Social Enterprise Business Plan*
PUBLISHER: Harvard Business School
DATE: February 11, 2015
URL: <http://www.hbs.edu/newventurecompetition/Documents/SETrackDevelopingSEBusinessPlan2015.pdf>

AUTHOR: Viraj Mehta
TITLE: *India's 7 Top Challenges, from Skills to Water Scarcity*
PUBLISHER: World Economic Forum
DATE: November 4, 2014
URL: <https://www.weforum.org/agenda/2014/11/seven-key-priorities-indias-future/>

AUTHOR: Simon Lews
TITLE: *5 Challenges Facing Burma's New Civilian Government*
PUBLISHER: Time
DATE: March 31, 2016
URL: <http://time.com/4275928/burma-myanmar-civilian-government-challenges/>

AUTHOR: Matthew Jenkins
TITLE: *It's not charity: the rise of social enterprise in Vietnam*
PUBLISHER: The Guardian
DATE: March 31, 2015
URL: <https://www.theguardian.com/sustainable-business/2015/mar/31/its-not-charity-the-rise-of-social-enterprise-in-vietnam>

AUTHOR: Juliana Liu
TITLE: *Social entrepreneurship takes off in China*
PUBLISHER: BBC
DATE: September 23, 2012
URL: <http://www.bbc.com/news/business-19652712>

AUTHOR: Kari Stinehour Enge
TITLE: *Social enterprises in Japan – what does slow growth mean for the conscious traveler?*
PUBLISHER: Globalcommite.com
DATE: Janaury 23, 2015
URL: <http://globalcommute.com/social-enterprises-in-japan-what-does-slow-growth-mean-for-the-conscious-traveler/>

ADDITIONAL RESOURCES

Students will be posting their country reflection blog on a class blog. <https://moodle.org/> or another website/location where students can share their in-field experiences.

In addition, the following websites are available for students in this class.

Edify: <http://www.edify.org/>

Ashoka: <https://www.ashoka.org>

Schwab Foundation for Social Entrepreneurship: <http://www.schwabfound.org>

The Social Business Model Canvas: <http://www.socialbusinessmodelcanvas.com>

The Skoll Foundation: www.skoll.org

Stanford Social Innovation Review: <https://ssir.org>

COURSE OUTLINE

Class	Readings/Deliverables	Class Concepts
Depart Bremerhaven, Germany – September 9		
A1: 9/11	Review the syllabus	Course overview
A2: 9/13	Read: Bornstein (pages 1 - 34, and 99-112)	Introduction to social and sustainable ventures Overview of reflection blog requirements
Barcelona and Valencia, Spain – September 15-18		
A3: 9/19	Submit Spain reflection blog	Spain Reflection Social Issues and Opportunities
A4: 9/21	Read: <i>What Are The Sustainable Development Goals?</i>	Social Issues and Opportunities
No Class – September 23		
A5: 9/24	Read: <i>More Than Good Intentions</i> (pages 1-21)	Good intentions
A6: 9/26	Read: <i>Major Problems Facing Ghana Today</i>	Preparation for field class in Ghana
Thursday September 28: Field class in Accra, Ghana		
Tema, Ghana – September 27-30		
No Class – October 2		
A7: 10/3	Submit Ghana reflection blog Submit field class paper by start of class	Debrief field class in Ghana Integrating behavioral economics
A8: 10/5	Read: <i>Major Problems Facing South Africa Today</i>	Integrating behavioral economics Social ventures in South Africa
Cape Town, South Africa – October 7-12		
A9: 10/13	Submit South Africa reflection blog	South Africa Reflection Identifying your social issue
No Class – October 16		
A10: 10/15	Prepare a 2 minute individual presentation on a social issue of interest	Individual presentations on selected social issue
A11: 10/18	Review presentations of students to	Form teams for a social venture and

Class	Readings/Deliverables	Class Concepts
	determine which team you want to work on.	brainstorm possible solutions
Port Louis, Mauritius – October 19		
A12: 10/21	Read: <i>Developing a Social Enterprise Business Plan</i>	Social venture business models
No Class – October 22		
A13: 10/24	Read: <i>Choosing A Legal Structure for Your Social Enterprise</i> Read: <i>India's Top 7 Challenges from Skills to Water Scarcity</i>	Legal structures for social ventures Social ventures in India
Cochin, India – October 25–30		
No Class – October 31		
A14: 11/2	Submit India reflection blog Read: <i>5 Challenges Facing Burma's New Civilian Government</i>	India reflection Social ventures in Myanmar
Yangon, Myanmar (Burma) – November 4-8		
A15: 11/9	Submit Myanmar reflection blog Read: Bornstein p48 - 61	Burma Reflection Income and funding options
No Class – November 11		
A16: 11/12	Read: <i>Its Not Charity: The Rise of Social Enterprise in Vietnam</i>	Marketing for scale Social ventures in Vietnam
Ho Chi Minh City, Vietnam – November 14-18		
A17: 11/19	Submit Vietnam reflection blog Read: Bornstein (pages 61-74)	Vietnam reflection Measuring impact
No Class – November 21		
A18: 11/22	Read: <i>Social Entrepreneurship Takes Off In China</i>	Measuring impact Social ventures in China
Shanghai, China – November 24-29		
A19: 11/30	Submit China reflection blog Read: <i>Social enterprises in Japan - what does slow growth mean for the conscious traveler?</i>	China reflection Social ventures in Japan
Kobe, Japan – December 2–6		

Class	Readings/Deliverables	Class Concepts
A20: 12/7	Submit Japan reflection blog	Japan reflection Resources and partnerships
A21: 12/9		View <i>Who Cares?</i>
A22: 12/11	Review class notes and readings regarding elements of a social enterprise	Group presentation preparation
A23: 12/13	Submit your presentation	Student presentations
A24: 12/15	Submit your presentation	Student presentations
Honolulu, Hawaii – December 16		
A25: 12/18	Read: Bornstein (pages 121 - 130)	Class Summary
San Diego, California – December 23		
Welcome Home!		