

SEMESTER AT SEA COURSE SYLLABUS  
University of Virginia, Academic Sponsor

**Voyage:** Spring 2016  
**Discipline:** Commerce  
**Course Title:** Social Entrepreneurship  
**Division:** Upper  
**Faculty Name:** Professor McCoy  
**Credit Hours:** 3; **Contact Hours:** 38

**Pre-requisites:** The course is designed for students to explore the topic and the potential of social entrepreneurship with its different facets and formats in various cultural and economic contexts. The course is appropriate for students of any academic major or background; while a business or economics background is helpful it is not required.

### **COURSE DESCRIPTION**

Social Entrepreneurship refers to the establishment and management of social mission-driven ventures to address critical social needs, such as hunger, poverty, and poor education. While most of us have knowledge and/or experience in entrepreneurship for profit-driven ventures, the focus of entrepreneurship for social gain is relatively new. Social entrepreneurs function similarly to business entrepreneurs by seizing opportunities, discovering new approaches, and creating solutions to problems others missed. The measure of success, however, is not in profit, although that can happen, but in social change. The main idea behind this class is to provide a forum to discuss the work of Social Entrepreneurs and explore how we can join them in helping solve the social problems facing the world in a sustainable (and perhaps profitable) way.

The course will give students an overview of a range of topics in the field by examining three current models: nonprofits starting for-profit ventures, for-profit companies with a social purpose, and nonprofits that approach social needs in new and innovative ways. Students will address questions, such as: What does it take to be a social entrepreneur? What determines success? What is the best business model for my idea? How do you assess the positive impact of a social venture? Both theoretical concepts and practical skills will be addressed within the scope of the class. Students will take part in several outside class activities in this course, including attending 5-10 workshops, conducting fieldwork in multiple countries, training their own social entrepreneurial skills – specifically opportunity recognition, problem solving, and business modeling skills – through assignments and exercises, and participating in the Resolution Social Venture Challenge as they move themselves from dreaming about changing the world to actually doing it.

### **COURSE OBJECTIVES**

Throughout this course we will take the perspective of a social entrepreneur. We will examine established social ventures, as well as focus our time on creating our own ventures. Specifically, this course will:

- Give you an understanding of Social Entrepreneurship and the many opportunities, challenges, and issues facing social entrepreneurs in various countries.
- Increase your awareness of social needs and focus on how those needs can lead to opportunities.
- Equip you with the basic tools to evaluate social needs and propose sustainable organizations that address them.
- Help improve your teamwork and presentation skills.
- Inspire you to consider careers in the field of social entrepreneurship.

## REQUIRED READINGS

NOTE: To provide a foundation for the course, it is expected that you will read both required texts before the voyage starts. You will then not need to bring those books with you on the voyage.

1. How to Change the World: Social Entrepreneurs and the Power of New Ideas, David Bornstein, Read entire book before January 1<sup>st</sup>.

2. Tactics of Hope: How Social Entrepreneurs are Changing Our World, Wilford Welch, Read entire book before January 1<sup>st</sup>.

The following readings can be found in the course folder:

Auerswald, P. (2009). Creating Social Value. *Stanford Social Innovation Review*. Spring 2009, 50—55.

Brown, T. & Wyatt, J. (2010). Design Thinking for Social Innovation. *Stanford Social Innovation Review*, Winter 2010, 30-35.

Dees, G.J. (1998). The Meaning of Social Entrepreneurship (1–5). Retrieved from [http://www.caseatduke.org/documents/dees\\_SE.pdf](http://www.caseatduke.org/documents/dees_SE.pdf)

Dees, G., Anderson, B.B. & Wei-Skillern, J. (2004). Scaling Social Impact. Strategies for spreading social innovations. *Stanford Social Innovation Review*, 1(4), 24–32.

Dichter, S., Katz, R., Koh, H., and Karamchandani, A. (Winter, 2013), “Closing the Pioneer Gap,” *Stanford Social Innovation Review*.

Elkington, J. & Hartigan, P. (2008). Chapter 3: Identifying Market Opportunities in Ten Great Divides. *In: The Power of Unreasonable People*. Boston, MA: Harvard Business Press.

Karnani, A. Microfinance Misses its Mark. *Stanford Social Innovation Review*. Summer 2007, 34-40.

Karamchandani, A., Kubzansky, M., and Lalwani, N. “Is the bottom of the pyramid really for you?,” *HBR* March 2011.

Katzenbach, J. and Smith, D. The Discipline of Teams. *HBR*, March-April, 1993.

Kim, P., Perreault, G. & Foster, W. (2011). Finding Your Funding Model. *Stanford Social Innovation Review*. Fall, 37 - 41.

Martin, R. and Osberg, S. Social Entrepreneurship: The Case for Definition. *Stanford Social Innovation Review*. Spring 2007, 29-39.

Millennium Development Goals Report 2014

Mulgan, G. (2010). Measuring Social Value. *Stanford Social Innovation Review*, 8(3), 38–43.

Prahalad, C.K. (2010). Chapter 1: The Market at the Bottom of the Pyramid. In: *The Fortune at the Bottom of the Pyramid*. Upper Saddle River, NJ: Pearson Education, Inc.

Thompson and MacMillan (2010). Making Social Ventures Work. *HBR*.

Iuvene, N., Stitely, A. and Hoyt, L. (2010). Sustainable Economic Democracy: Worker Cooperatives for the 21st Century. Available at [http://web.mit.edu/colab/pdf/papers/Sustainable\\_Economic\\_Democracy.pdf](http://web.mit.edu/colab/pdf/papers/Sustainable_Economic_Democracy.pdf)

### **Portraits of social enterprises and social entrepreneurs**

Portrait of “Carepro”, founder: Takashi Kawazoe, country: Japan, focus: health care

Portrait of “Duck Revolution”, founder: Takao Furuno, country: Japan, focus: agriculture, environment, rural development

Portrait of “EarthRights International”, founder: Katie Redford, country: USA, Global, focus: human rights

Schwab Foundation (2012) Outstanding Social Entrepreneurs 2012. Schwab Foundation for Social Entrepreneurship. Includes portraits of dozens selected social entrepreneurs worldwide.

Forbes List of Top Social Entrepreneurs for 2014, 2015, and 2016.

Portrait of LifeSpring Hospitals in India ([http://www.businesscalltoaction.org/wp-content/files\\_mf/bctalifespringcasestudy.forweb29.pdf](http://www.businesscalltoaction.org/wp-content/files_mf/bctalifespringcasestudy.forweb29.pdf)).

### **TOPICAL OUTLINE OF COURSE**

Depart Ensenada- January 5:

<b>CLASS DAY</b>	<b>TOPIC</b>	<b>The followings readings and assignments are due for the respective class (same row). So prepare the readings/assignments BEFORE each class.</b>
<b>B1- January 8:</b>	Introduction/Course Overview	<ul style="list-style-type: none"> <li>• Course Outline</li> <li>• Katzenbach and Smith (1993)</li> </ul>
<b>B2-January 10:</b>	Kiva Exercise	<ul style="list-style-type: none"> <li>• <i>Kiva Exercise Due</i></li> <li>• <i>Reflection Due</i></li> </ul>
<i>Honolulu: January 12</i>		
<b>B3- January 13:</b>	Defining Social Entrepreneurship and Microcredit. What is social entrepreneurship? Why is it needed? Which formats do we see in different parts of the world?	<ul style="list-style-type: none"> <li>• Dees (1998)</li> <li>• Martin &amp; Osberg (2007)</li> <li>• Karnani, A. (2007)</li> </ul>
<b>B4-January 15:</b>	Contemporary Global Issues	<ul style="list-style-type: none"> <li>• Millenium Development Goals Report 2014</li> </ul>
<b>B5-January 18:</b>	Addressing Critical Social Needs Domestically and Internationally Session 1	<ul style="list-style-type: none"> <li>• Elkington &amp; Hartigan (2008)</li> </ul>
<i>Study Day: January 19</i>		
<b>B6- January 21:</b>	Addressing Critical Social Needs Domestically and Internationally Session 2	<ul style="list-style-type: none"> <li>• Iuviene, N., Stitely, A. and Hoyt, L (2010)</li> </ul>
<b>B7-January 23:</b>	Social entrepreneurship in industrialized countries: role, formats, topics	<ul style="list-style-type: none"> <li>• Portrait of “Carepro”, founder: Takashi Kawazoe, country: Japan, focus: health care</li> <li>• Portrait of “Duck Revolution”, founder: Takao Furuno, country: Japan, focus: agriculture, environment, rural development</li> </ul>
<i>Yokohama: Jan. 24-25</i>		
<i>In-Transit: January 26</i>		
<i>Kobe: January 27-28</i>		
<b>B8- January 30:</b>	Inspiration: Design for Social Impact Session 1	<ul style="list-style-type: none"> <li>• Brown &amp; Wyatt (2010)</li> <li>• Portrait of the Chinese-based social enterprise "Beijing Cultural Development Center for Rural Women" (focus: women empowerment), Schwab Foundation (2012), p. 57</li> <li>• Review Forbes’ List of Top Social Entrepreneurs for 2014, 2015, and 2016.</li> <li>• <i>Discuss Fieldwork</i></li> </ul>

<b>CLASS DAY</b>	<b>TOPIC</b>	<b>The followings readings and assignments are due for the respective class (same row). So prepare the readings/assignments BEFORE each class.</b>
<i>Shanghai: January 31-February 1</i>		
<i>In-Transit: February 2-3</i>		
<i>Hong Kong: February 4-5</i>		
<b>B9- February 7:</b>	Inspiration: Design for Social Impact Session 2	<ul style="list-style-type: none"> <li>• Conduct the “Empathize” Phase for your project.</li> <li>• Bring material for the prototyping.</li> <li>• <i>Discuss Fieldwork</i></li> </ul>
<i>Ho Chi Minh: February 8-12</i>		
<b>B10- February 14:</b>	Designing solutions: Business modelling for social enterprises Session 1	<ul style="list-style-type: none"> <li>• Reflect on the Design Thinking process: What worked well, what did not work so well in the different phases? Make an entry in your learning journal.</li> <li>• Business Model Canvas</li> <li>• Portrait of the Singapore-based social enterprise "aidha" (focus: education, migration, women), Schwab Foundation (2012), p. 53</li> <li>• <i>Discuss Fieldwork</i></li> </ul>
<i>Study Day: February 15</i>		
<b>B11-February 17:</b>	Designing solutions: Business modelling for social enterprises Session 2	<ul style="list-style-type: none"> <li>• Thompson and MacMillan (2010)</li> <li>• Business Model Canvas</li> <li>• Portrait of the US-based social enterprise "EarthRights International" that also fights for the rights of Burmese citizens (focus: human rights)</li> </ul>
<i>Yangon: February 18-22</i>		
<b>B12-February 24:</b>	Creating Social Value	<ul style="list-style-type: none"> <li>• Auerswald (2009)</li> <li>• <i>Discuss Fieldwork</i></li> </ul>

<b>CLASS DAY</b>	<b>TOPIC</b>	<b>The followings readings and assignments are due for the respective class (same row). So prepare the readings/assignments BEFORE each class.</b>
<b>B13- February 26:</b>	Implementation and Legal Structure	<ul style="list-style-type: none"> <li>• Research Freeplay Energy and Freeplay Foundation (now called Lifeline Energy). Start with their websites available at <a href="http://www.freeplayenergy.com/">http://www.freeplayenergy.com/</a> and <a href="http://www.lifelineenergy.org/">http://www.lifelineenergy.org/</a> (look carefully at the products, and also the Humanitarian links with videos). Additional videos are available on YouTube.</li> <li>• Research Kickstart (formerly ApproTEC). Start with their website available at <a href="http://www.kickstart.org/">http://www.kickstart.org/</a>.</li> <li>• Portrait of LifeSpring Hospitals</li> </ul>
<i>Cochin: February 27 - March 3</i>		
<b>B14-March 5:</b>	Funding Strategies	<ul style="list-style-type: none"> <li>• Kim, Perreault, Foster (2011)</li> <li>• Diether, Katz, Koh, and Karamchandani (2013)</li> <li>• <i>Discuss Fieldwork</i></li> </ul>
<i>Study Day: March 6</i>		
<b>B15-March 8:</b>	Social Venture Fieldwork Assignment Presentations 1 → Make one entry into your learning journal entry about one or more of the presentations	<ul style="list-style-type: none"> <li>• <i>Fieldwork Assignment Due – all teams submit regardless of presentation date</i></li> <li>• Prepare Presentation</li> </ul>
<i>Port Louis: March 9</i>		
<b>B16- March 11:</b>	Social Venture Fieldwork Assignment Presentations 2 → Make one entry into your learning journal entry about one or more of the presentations	<ul style="list-style-type: none"> <li>• Prepare Presentation</li> </ul>
<i>Study Day: March 12</i>		
<b>B17-March 14:</b>	Social Venture Fieldwork Assignment Presentations 3 → Make one entry into your learning journal entry about one or more of the presentations	<ul style="list-style-type: none"> <li>• Prepare Presentation</li> </ul>
<i>Cape Town: March 15-20</i>		
<b>B18- March 22:</b>	The Market of the Bottom of the Pyramid and inclusive business in Sub-Saharan Africa	<ul style="list-style-type: none"> <li>• Prahalad (2010)</li> <li>• Karamchandani, Kubzansky, and Lalwani (2011)</li> </ul>
<b>B19-March 24:</b>	Assessing Impact	<ul style="list-style-type: none"> <li>• Mulgan (2010)</li> <li>• <i>Field Lab Report Due Section 1</i></li> </ul>

<b>CLASS DAY</b>	<b>TOPIC</b>	<b>The followings readings and assignments are due for the respective class (same row). So prepare the readings/assignments BEFORE each class.</b>
<b>B20-March 26:</b>	Scaling	• Dees, Anderson & Wei-Skillern (2004)
<i>Takoradi: March 27-28</i>		
<i>Tema: March 29-31</i>		
<b>B21- April 2:</b>	Professor/Team Meetings – professor will meet with individual teams during class.	• Prepare Final Projects and Resolution Challenge Submissions
<b>B22-April 4:</b>	Final Presentations Session 1 → Make one entry into your learning journal entry about one or more of the presentations	• <i>Field Lab Report Due Section 2</i> • <i>Final Social Venture Projects Due - all teams submit regardless of presentation date</i>
<b>B23: April 6:</b>	Final Presentations Session 2 → Make one entry into your learning journal entry about one or more of the presentations	
<i>Casablanca: April 7-11</i>		
<i>Study Day: April 12</i>		
<b>B24: April 14:</b>	Course Debrief	• <i>Learning Journals Due</i>
<i>April 16: Arrive in Southampton</i>		

\*NOTE: Social Innovation Workshop Reflections due within 24 hours of the date/time you attend throughout the semester.

## **FIELD WORK**

Experiential course work on Semester at Sea is comprised of the required field lab led by your instructor and additional field assignments that span multiple ports.

### **Field Lab for Section 1: “Exploring Bottom of the Pyramid Markets”**

#### **Cape Town, South Africa: Tuesday, March 16<sup>th</sup>, 0830 - 1700**

The field lab will take students to vibrant townships of Cape Town. Students will have the chance to meet with local entrepreneurs from different areas, such as financial services, retail, housing, and energy. The journey is designed to be a personal experience. We will therefore travel in two groups with each group being accompanied by crew-leaders coming from the communities we meet. Each group will have the chance to meet entrepreneurs from two different fields. After meeting the local entrepreneurs, all students will meet for a reflection session: What have we learned about opportunities and challenges at the “base of the pyramid”? What challenged our thinking? What do we see differently now? Throughout our trip and during the reflection session we will be accompanied by Nicolas Pascarel and Pierre Coetzer from Reciprocity, experts on inclusive business and “base of the pyramid” markets.

### **Field Lab for Section 2: “Exploring Social Entrepreneurs in Ghana”**

### **Accra, Ghana: Thursday, March 31<sup>st</sup>, 0830 - 1700**

The field lab will visit Social Entrepreneurs in the Hub Accra, an incubator that serves as a co-working space for aspiring business owners. The students will be able to work together with (future) social entrepreneurs on their business models that aim to solve societal problems. This experience will allow students to apply their knowledge on business modeling and design thinking that they acquired during the course. Students will work with locals in the area to learn about the critical social needs that they are facing to better connect with the Social Entrepreneurs and their ideas to address these social needs.

In addition to participating in the field lab, students will submit a 3-5 page, double-spaced report about the field lab. Details on the contents of the report will follow and should be submitted via Moodle as an electronic version only.

### **SOCIAL VENTURE FIELDWORK ASSIGNMENT (submit via Moodle as an electronic version only)**

Students will develop an innovative approach to better understand a social problem (e.g. education, healthcare, food security, etc.) by focusing on it in each of the following countries: Japan, China (including Hong Kong), Vietnam, Burma and India. A sign-up sheet will be provided so students are balanced across social problems. This will also ensure balanced class discussions about your work after each port. Students are to collect information about the problem themselves through multiple interviews in each port, and supporting the research through photos and videos while in port, and then conduct additional research both before and after the port visit. More details on conducting interviews will be provided in class discussions. Interviews should be conducted in pairs but the reports are group assignments (formed randomly in class). You will then submit a group report and prepare a presentation for class:

- Description of the specific problem (within the overall problem area) and its consequences in each country, taking a comparative approach (about 3-5 pages in total)
- Applied research approach (about 2 pages)
- First ideas how the problem could be addressed in a social entrepreneurial way in one of the countries you visited. Two ideas should be provided for the problem. It can be first rough ideas (0.5 page per solution maximum)
- Comparison on how this problem would be addressed differently had you selected a different country from our voyage (about 1 page)
- Summary of Interviews in an Appendix (varying length)

### **SOCIAL VENTURE FINAL PROJECT (submit via Moodle as an electronic version only)**

After reviewing the student work from the Field Assignments, students will form teams (roughly 4 members each) for the purpose of building upon the collective work in each of the problem areas to create team ideas and translate them into a well-conceptualized business concept, and then build a model around that business concept using the business model canvas. The business model and its components should be described visually and in writing in a final report approximately 5-7 pages long and a final presentation of approximately 15 minutes. This plan must demonstrate your business model and include the market and economic feasibility of the

proposed venture. Periodic updates on progress of plan development are expected. Presentations will take place at the end of the semester in front of students and guests as part of a Social Venture Challenge competition.

### **LEARNING JOURNAL (submit via Moodle as an electronic version only)**

Students are to keep a learning journal that will help them to reflect on learning processes – including both increase of knowledge and changes of attitudes. The students are required to make entries regarding the following issues:

- For articles: Summaries of the main idea and their major take away points with regard to the required readings for the different class sessions (short summary of less than 250 words is sufficient)
- Reflections on their learning progress, at least 3 entries
- Reflections on their own entrepreneurial ideas, aspirations and potentials, at least 3 entries

### **SOCIAL INNOVATION WORKSHOPS (submit via Moodle as an electronic version only)**

You are required to attend a minimum of 3 Social Innovation Workshops during the voyage. Within 24 hours of the workshop, submit a one-page summary/reflection of your experience. Specifically, you should submit the following:

1. Workshop Title attended (and date/time of workshop)
2. Why you chose it
3. Take-aways

### **CLASS PARTICIPATION**

Participation relates to your classroom “presence” and does not equate to being “present.” Being “present” is the starting point for being able to participate. Ask yourself these questions: Have I arrived to the class activity at the appointed time? Have I read the assigned readings and prepared for all class activities? Am I active in discussions? Are my comments thoughtful? Am I able to build on my classmates’ comments? If you can answer yes to all of these questions, then you have established a class “presence.” Your interpretive skills and willingness to put forth new and challenging ideas will primarily determine your participation grade. This can only happen when you have carefully read the assigned readings and prepared for all course activities and discussions. You are expected to be fully prepared and actively participate in ALL course activities, including ad-hoc assignments given throughout the course. Keep in mind that yours and my reputation, and that of Semester at Sea are affected by the interaction you have with people we will work with during the semester. I fully expect that you will always conduct yourself in a professional manner.

### **CLASS ATTENDANCE**

Attendance is not an option--it is a requirement. Absences beyond three will lower your grade one letter for each absence. Coming to class late or leaving early will be counted as ½ an absence. Absences are only excused when accompanied by a note from the doctor in the clinic.

## GRADING

Final grades will be awarded based on the following criteria:

<b>Assignments</b>	<b>Percentage</b>
Field Lab (individual)	20
Social Venture Fieldwork Assignment (team)	20
Social Venture Final Plan (team)	20
Learning Journal (individual)	20
Social Innovation Workshops (individual)	10
Participation (individual)	10

Final grades are based on the following percentage ranges:

A	93.0% - 100.0%
A-	90.0% - 92.9%
B+	88.0% - 89.9%
B	83.0% - 87.9%
B-	80.0% - 82.9%
C+	78.0% - 79.9%
C	73.0% - 77.9%
C-	70.0% - 72.9%
D+	68.0% - 69.9%
D	63.0% - 67.9%
D-	60.0% - 62.9%
F	Below 60.0%

No 'extra credit' work will be offered, assigned, or accepted in consideration for improving the final grade or as a substitute for any of the above grading criteria.

### **RESERVE BOOKS AND FILMS FOR THE LIBRARY**

No books are reserved in the library. You will find the reading material in your eCourse Reader.

### **Group Evaluations and the Free Rider Problem**

Peer evaluations are completed at the end of the course and may result in different grades being assigned to individuals in team based assignments. In extreme cases of free riding, the name of the member deemed not to be contributing sufficiently should be left off the submission by the rest of the group. In this case, the instructor may then assign the offending student a zero for the assignment.

**NOTE ON TECHNOLOGY:** Use of laptops, mobile phones, or other electronic devices during course activities without explicit permission from the instructor is strictly prohibited. In a discussion based project class such as this, the use of these devices is distracting to the instructor,

other students, and our partners. Failure to adhere to this policy will result in forfeiting 3% of your final course grade *for each occurrence*.

**\*\*\*FOOD AND DRINK POLICY\*\*\*** – Have breakfast, lunch or dinner before or after class, not while class is in session! Drinks are fine.

**\*\*\*NO LATE WORK ACCEPTED\*\*\*** – Assignment due dates are detailed on the course syllabus/schedule, and all work must be submitted before class starts on the date due (or as indicated). Late work is NOT accepted. Assignments should be submitted by the deadline (date and time) in the format instructed.

### **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."