

# Syllabus

## A. General Information

Name	: <b>SOCIAL ENTREPRENEURSHIP</b>
Code	: RIC144
Pre-requisites	: none
Co –requisites	: none
Credits:	: 10
Semester:	:
Number of sessions per week	: 2
Academic hours per semester	: 48
Teaching Assistant hours per semester	: 0

## B. Course Expectations:

Social entrepreneurship is a rapidly developing business field in which leaders design, grow, and lead mission-driven enterprises. These enterprises aim to build innovative solutions to issues such as education, healthcare, and unemployment. These topics are complex, and often there is not a single right answer. The course will begin with an overview of how entrepreneurs, investors, philanthropists, foundations, and consulting firms have built and defined the field of social entrepreneurship. Next, students will examine the process of building a social enterprise. Finally, students will examine their own roles in the social era and develop their own projects. This course will be entirely in English.

## C. Course General Objectives

### Conceptual Level:

- Understand that social entrepreneurship can be an effective method to create value and change the world.

### Procedural Level:

- Demonstrate strong analytical thinking when dealing with real social enterprise challenges.

### Attitudinal Level:

- Appreciate and address the major challenges faced by social entrepreneurs, and develop strategic and tactical solutions with long-term impact.

## **D. Contents:**

### **1. First Unit: What is Social Entrepreneurship? (4 classes)**

#### Conceptual:

- Appreciate that social entrepreneurship is a multifaceted field, connecting startups, corporations, non-profit organizations, communities, and many other stakeholders.

#### Procedural:

- Identify how social enterprises can deliver blended value.
- Read and analyze *Social Entrepreneurship: What Everyone Needs to Know*.

### **2. Second Unit: Building a Social Enterprise (5 classes)**

#### Conceptual:

- Understand the major decisions that social entrepreneurs make when building a social enterprise (for-profit vs. non-profit, target population, etc.)
- Discover how a lean approach can accelerate the development of a social enterprise, by providing better solutions while saving time and money.
- Discuss topics such as business models, microfinance, shared value and failure.

#### Procedural:

- Meet several social entrepreneurs.
- Take part in hands-on, open-ended activities.

### **3. Third Unit: Your Role in the Social Era (4 classes)**

#### Conceptual:

- Discuss Nilofer Merchant's definition of the Social Era.
- Learn Nancy Duarte's techniques for effective presentations.
- Examine intrinsic motivation.
- Create pitches for a new social enterprise

#### Procedural:

- Throughout this unit, students will have time in class to work on their final project: the design of a new social enterprise.

### **Attitudinal objectives for all the five units:**

- Collaborate with classmates to discuss open-ended questions about ethical and strategic issues in social entrepreneurship.
- Engage with guest speakers (social entrepreneurs involved in a wide range of projects).
- Practice triple-bottom-line thinking (people, planet, profit).
- Strengthen written/oral English skills.

## **E. Teaching methodology:**

A number of approaches will be used to provide the student with multiple ways to learn and apply the course material. These include guest lectures, readings, class discussions, in-class exercises, and written reflections.

### Attendance:

An attendance record will be circulated in class and you will have to personally sign the record marking your presence. Having a colleague sign for you will be a clear violation of UDD rules and appropriate action will be initiated. Minimum required attendance: 60%. Students with less than required attendance will not be allowed to take part in the final project presentation. In-class activities and guest lectures will also be an important part of the course evaluations.

### Class Participation:

You should come well prepared to class as you may be called upon to discuss issues related to the topics. Criteria for evaluating class participation includes:

- regular participation in class discussions and in-class activities
- active engagement with teacher and fellow students
- asking questions that lead to deeper and richer class discussions

### Required Materials:

The class textbook is *Social Entrepreneurship: What Everyone Needs to Know*, which we will read during the first unit of the class. The book is in the library and it has been scanned. Students will have access to the

A wide range of articles from publications such as *Harvard Business Review* and *Stanford Social Innovation Review* will be posted on a week-by-week basis in a folder in iCursos that will be shared with all students. The full list is on the official calendar for this course, and additional materials may be added during the semester, especially as references for specific assignments.

## **F. Bibliography:**

### **Class textbook**

- Bornstein, David and Susan Davis. Social Entrepreneurship: What Everyone Needs to Know.
- 1-4 articles every week, as posted in iCursos/Dropbox

### **Optional:**

1. Osterwalder, Alexander and Yves Pigneur. Business Model Generation.
2. Bornstein, David. How to Change the World: Social Entrepreneurs and the Power of New Ideas.
3. Senge, Peter et al. The Necessary Revolution: How Individuals and Organizations are Working Together to Create a Sustainable World.

## **APPENDIX 1**

### **Criteria for Evaluating Student Class Participation**

The following categories will be used to evaluate class participation:

<b>SUPER</b>	Outstanding substantive and consistent contribution (7)
<b>VERY GOOD</b>	Volunteered worthwhile/substantive analysis (6)
<b>GOOD</b>	Supported the flow of discussion (5)
<b>POOR</b>	No contribution/obviously unprepared (3.5)

Meaningful participation can take several forms:

1. A significant piece of analysis
2. A suggestion that a certain area needs to be explored more
3. A structuring of logic, taking some of the points raised earlier in the discussion, and bringing them to a logical conclusion
4. A reasonable alternative not previously identified
5. A suggested plan of action or implementation
6. A comprehensive and useful summary

Everything for this course must be in English. If a student speaks or writes frequently in other languages, this will affect the grade for attendance.

## **APPENDIX 2**

### Written Reflections:

- March 21th:** Your objectives and expectations for the course
- April 04th:** Social Entrepreneurship: What Everyone Needs to Know (book review and analysis). More detailed instructions to follow.
- April 11th:** How might you define “fair microfinance”? Be specific.  
More detailed instructions to follow.
- April 15th:** Your vision. More detailed instructions to follow.

Note: All written reflections are due to my email box [franciscogutierrez@udd.cl](mailto:franciscogutierrez@udd.cl) by midnight on the indicated day. These are casual, personal reflections in English. I want to see your thought process, as well as any questions that the readings, guest lectures, and classes have provoked for you. I really look forward to reading these.