

# Global Social Benefit Fellowship two course sequence

**ELSJ 134** Seminar in social entrepreneurship (spring) (5 units; prerequisite for 135)

**ELSJ 135** Research in social entrepreneurship (fall) (5 units; fulfills STS & ELSJ)

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These two courses structure a comprehensive three-quarter long learning experience in the field of social entrepreneurship. The Skoll World Forum defines social entrepreneurs as *creators of innovations that disrupt the status quo and change our world for the better*. The student learning objectives track closely with the undergraduate core curriculum goals of knowledge, habits of mind and heart, and engagement with the world. These two courses are aligned with 3 key goals of the integrated strategic plan of the university.

**Goal 1:** Santa Clara University will transform students' lives through a personalized Jesuit education that integrates rigorous study with high-impact experiential learning. Objectives include:

- Impart a rigorous, contemporary education that fosters critical, creative, and reflective thinking; complex problem solving; excellent communication skills; and the application of knowledge for the betterment of society.
- Expand opportunities for students to deepen their intellectual pursuits through research, creative expression in the arts, international study programs, internships, capstone experiences, senior design projects, and other high-impact forms of experiential learning.

**Goal 2:** Santa Clara University will cultivate within its students the knowledge, skills, ethical reasoning, global perspective, and desire to help fashion a more humane, just, and sustainable world. Objectives include:

- Prepare students to evaluate and confront ethical dilemmas in their personal and professional lives, and galvanize students to work toward the promotion of justice.
- Assist students in their vocational discernment as they develop post-college career plans that align with their talents, passion, and values.
- Introduce students to the gritty reality of our globalizing world through innovative instruction, immersive programs, and reflection.

**Goal 3:** Santa Clara University will build on its academic programs and linkages within Silicon Valley to become one of the top educational institutions advancing technological innovation and entrepreneurship in service of humanity. Objectives include:

- Strengthen the departments, schools, centers, and Silicon Valley partnerships that are critical to expanding Santa Clara's efforts in entrepreneurship and technological innovation.
- Promote an entrepreneurial mindset throughout relevant academic programs by emphasizing avenues where novel ventures can generate social benefit while advancing prosperity.
- Create and sustain a multidisciplinary collaborative space—virtual and physical—that stimulates and supports students, faculty, staff, and external partners engaging in technological innovation and entrepreneurial ventures.
- Establish a global network of Jesuit universities and mission-aligned institutions to serve as incubators and accelerators for supporting scalable, social enterprises worldwide.

### **ELSJ 134: Seminar in social entrepreneurship**

There are three key components of the spring course:

1. Understanding the context of your action research project (roughly April 1-16)
2. Analyzing the social entrepreneurship strategies of your host enterprise (roughly April 16 - May 10)
3. Collaboratively creating a team-specific field research plan (roughly May 11 - June 6).

There are two or three assignments for each component.

### **THE STUDENT WORK FOR ELSJ 134**

All work will be submitted through your team page on Groupsite, either by a post or upload. These assignments will be submitted as an individual (1), written in a coordinated fashion and submitted as a team (3), or written as an integrated project and submitted as team (3).

#### ***1. Understanding the context of your action research project***

- a. First vocational reflection essay: introduce yourself to your team and social enterprise hosts. You will write this on WordPress.
- b. Craft the text for a poster of your team's Action Research Project. This will be about the social enterprise you will serve be presented at the GSBF Open House, similar to those in the Center's hallway. The Center's marketing team will assemble and print the posters.

#### ***2. Analyzing the social entrepreneurship strategies of your host enterprise.***

- a. A comparative analysis of two other social enterprises -- and their business models operating in the same sector (but not the SE you will work with). This assignment is important because it will provide more background to understand what is happening at your field site, but also to serve as the foundation for your research in the fall. Coordinate with your teammates so as to not study the same enterprises. I will set up a Googledoc to see your case studies for your team.
- b. Business model canvas of your enterprise host, to share with the enterprise and gain their critical feedback through a skype conversation, and report their feedback. What did you get right? What did you get wrong, and why? What did you learn from this?

#### ***3. Collaboratively creating a team-specific field research plan***

- a. Team annotated bibliography to provide context for understanding your field placement and research. This should include 10 sources per student, 6 of which must be annotated, and 4 of those annotated must be peer reviewed journal articles. Thus, this will be a team bibliography, with 20-30 articles and 12-18 of them annotated. You should consult your faculty experts and Michal Strutin or Helen La France, the reference librarians, to identify likely journal venues for these articles. You should consult with at least 3 people with expertise prior to selecting which to annotate (and report their names on your submission). You must coordinate with your teammates, and you cannot review the same peer reviewed literature. Work with your team to ensure you are getting good coverage of topics relevant to your action research project.
- b. A description of methods for gathering data for your component of the research project.
- c. Full interdisciplinary action research plan. Must be submitted as one integrated plan, a document that reflects individual strengths and activities, but also collaboration between team members. During the course of the spring quarter you will take the 1 page plan and turn it a 20+ page plan. The precise expectations will be shared with you later, but it will

be along the lines of what Team Lifeline created  
<https://www.dropbox.com/s/6xld4djj5x49vdm/13.134.%20Team%20Zambia%20Research%20Plan.pdf> that resulted in their final products reported here  
<http://www.scu.edu/socialbenefit/education/lifeline-energy.cfm>

Assignments for ELSJ 134, Spring Seminar	Pages	Due	% age
First vocational reflection essay: introduce yourself to your team and social enterprise hosts. Individual.	Word Press	22 April	10
Poster of your Action Research Project, used at the Center's celebration dinner and campus open house. Integrated.	1	24 April	5
Comparative analysis of 2 social enterprises each, thus 4-6 cases in one integrated document with individual student names on the part(s) they wrote, including introduction and analytical conclusion. Coordinated.	16-24	1 May	25
Business model canvas of your enterprise partner, to share with the enterprise and gain their critical feedback through a skype conversation, and report their feedback. Integrated.	3	8 May	10
Team annotated bibliography (you must meet with a reference librarian). Coordinated.	6-10	21 May	10
A description of methods for gathering data. Coordinated.	6-10	28 May	10
Full interdisciplinary action research plan. Integrated.	25-35	3 June	30
TOTAL			100

Page numbers are for single spaced pages submitted by the team. Coordinated submissions should have sections written by individuals identified, and sections that are jointly written identified.

### Required texts for all fellows

PUP=Elkington, John and Pamela Hartigan. 2008. *The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World*. Harvard Business Press. *This provides the best introduction to the field of social entrepreneurship, presenting many inspiring and educational examples that illustrate how social entrepreneurs go about positive creating change. Please read it all prior to the first class, and bring it to class throughout the month of April. We will refer to many of its case studies throughout the course.*

CDS=Desai, Vandana, and Robert Potter. 2012. *The Companion to Development Studies*. London: Hodder Education. *This book has 125 pithy five-page introductions to key issues in economic development, each with a concise bibliography of key literature. We will read and discuss roughly 10 entries all together as a class, and I will assign specific teams to read 20-25 different sections relevant to specific ARPs, and present key ideas and applications in class. This is an excellent handbook for international social and economic development and you will use it as a reference throughout the 9-month fellowship.*

PE=Banerjee, Abhijit V. and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. *This book provides an excellent analysis of the economic life of the poor in the developing world, using randomized control trials to explain why some initiatives have*

*lifted people out of poverty, and why others have not. This book will help you appreciate the economic realities of the people GSBI social enterprises serve.*

USE=Kickul, Jill and Thomas S. Lyons. Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World. 2012. Routledge. *This is the best book on social entrepreneurship in the developing world, and on practical research in this field.*

**Books assigned to specific teams** (you will present summaries during class in May)

For Ilumexico team: Wimmer, Nancy. 2012. Green Energy for a Billion Poor: How Grameen Shakti Created a Winning Model for Social Business: MCRE Verlag UG. *This book explains the working model of the most successful distributed solar energy social enterprise in the world. Enterprises working in Africa are trying to implement elements of this model.*

For Anudip/Imerit, Rags2Riches, and Banapads teams: Kristof, Nicholas D, and Sheryl WuDunn. 2009. Half the Sky: Turning Oppression into Opportunity for Women Worldwide: Knopf. *Provides a very moving, even disturbing, analysis of the causes and consequences of violence and discrimination against women worldwide, and positive actions that can remedy this.*

For the Banapads team: Mehta, Pavithra, and Suchitra Shenoy. 2011. Infinite Vision: How Aravind Became the World's Greatest Business Case for Compassion: Berrett-Koehler Publishers. *This eyecare social enterprise is arguably the most successful in the health technology field. It provides an excellent case that might serve as a reference point for the future trajectory of Banapads. Also, this enterprise has done an outstanding job of creating efficient operational procedures.*

For the Nazava team: Fishman, C. (2012). The Big Thirst: The secret life and turbulent future of water. Simon and Schuster. <http://www.thebigthirst.com> *This provides a global overview of water access issues.*

For the Good World Solutions team: TBA.

**A digital reader** <https://csts.box.com/s/de4l7kuc9amt3nhl2xzf>

UN Millennium Development Goals Report 2013 (optional)

Sachs, J. D. (2005). Can Extreme Poverty Be Eliminated? *Scientific American*, 293(3), 56-65.

Koh, Harvey, Ashish Karamchandani and Robert Katz. 2012. From Blueprint to Scale The Case for Philanthropy in Impact Investing. Pages 2-29.

Osterwalder, Alexander and Yves Pigneur. 2010. Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. Wiley. Pages 14-54.

Hystra. 2013. Marketing Innovative Devices for the Base of the Pyramid. Pages 2-20.

Chipchase, Jan and Panthea Lee. 2011. Mobile Money: Afghanistan. *Innovations* 6: 2 13-33.

Emerson, Robert M, Rachel I Fretz, and Linda L Shaw. 2011. Writing Ethnographic Fieldnotes. University of Chicago Press. Selections.

## **CLASS SCHEDULE**

### **Part I. Understanding the context of your action research project**

1a. March 31. The fellowship, its components and context. *Thane in class.*

PUP (all), The Millennium Development Goals Report 2013 (optional)

1b. April 2. What is development? *Thane in class.*

Sachs, J. D. (2005). Can Extreme Poverty Be Eliminated? *Scientific American*, 293(3), 56-65.

Harvey Koh, Ashish Karamchandani and Robert Katz. 2012. From Blueprint to Scale The Case

for Philanthropy in Impact Investing. Pages 2-29.

2a. April 7. Dynamics of poverty and development. *Thane at Skoll Forum in UK.*

PE 1, 2

CDS sections of chapters 1, 2, 4, 6, 10 (see table for team specific readings)

<b>Everyone</b>	<b><i>Anudip /Imerit</i></b>	<b><i>Rags2 Riches</i></b>	<b><i>Nazava</i></b>	<b><i>Ilu- mexico</i></b>	<b><i>GWS</i></b>	<b><i>Banapads</i></b>
<b>Editorial introductions to parts 1, 2, 4, 6, 10</b>						
<b>1.1, 1.7, 1.8, 1.10</b>	1.12	1.12			1.12	1.12
<b>2.1, 2.14, 2.15, 2.16</b>		2.9		2.9-2.11	2.11	2.9-2.11
<b>4.1</b>	4.2,4.3, 4.6-4.10	4.2,4.3, 4.6-4.10			4.2,4.3, 4.6-4.10	4.2,4.3, 4.6- 4.10
<b>6.1</b>			6.2, 6.7, 6.8	6.2, 6.7, 6.9, 6.12		6.2, 6.7, 6.12
<b>10.1, 10.2, 10.3, 10.5- 10.9</b>						

2b. April 9. Alternative strategies for development. *Thane at Skoll Forum in UK.*

How does social entrepreneurship fit in context of development?

USE Introduction,

Introduce Myers Briggs Type Indicator

3a. April 14. Behavioral economics in the BOP

PE 6, 7, 8

USE 1

3b. April 16. Self-knowledge, vocation, and Jesuit education. *Thane in class.*

Discuss MBTI

Neafsey, J. (2006). A Sacred Voice Is Calling: Personal Vocation and Social Conscience. Orbis Books. Chapter 1.

## **Part II. Analyzing the social entrepreneurship strategies of your host enterprise**

4a. April 21. Essential distinguishing features of social entrepreneurship. *Thane in class.*

USE 2, 3, 4

4b. April 23. Initial class presentations on assigned case studies

5a. April 28. Analyzing business models systematically. *Thane in class.*

USE 5

Osterwalder, Alexander and Yves Pigneur. 2009. Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. Self-published. Pages 14-54.

5b. April 30. Class presentations on business models assigned case studies  
Hystra (2013). Marketing Innovative Devices for the Base of the Pyramid.

6a. May 5. Empathy for health and education

PE 3 (health), 4 (education) and 5 (fertility, family planning and gender)

CDS sections 3 (rural development), 5 (urbanization), 7 (gender), 8 (health and education)

<b>Everyone</b>	<b><i>Anudip /Imerit</i></b>	<b><i>Rags2 Riches</i></b>	<b><i>Nazava</i></b>	<b><i>Ilu- mexico</i></b>	<b><i>GWS</i></b>	<b><i>Banapads</i></b>
<b>Editorial introductions to parts 3, 5, 7, 8</b>						
<b>3.1</b>				3.2-3.6	3.2-3.6	3.2-3.6
<b>5.1</b>	5.2-5.8	5.2-5.8	5.2-5.8		3.2-3.8	
<b>7.1</b>	7.2-7.8	7.2-7.8		7.2-7.8	7.2-7.8	7.2-7.8
<b>8.1-8.9</b>						

6b. May 7. Class presentations on business model of your SE partner

Guest lecture by Katrina van Gasse and Amanda North on <http://www.artisanconnect.com>

7a. May 12. Measuring social impact in social entrepreneurship. *Thane in class.*

USE 7

More readings on social impact evaluation TBA

### **Part III. Collaboratively creating a team-specific field research plan**

7b. May 14.

PE 9, 10

Emerson, Robert M, Rachel I Fretz, and Linda L Shaw. 2011. Writing Ethnographic Fieldnotes:  
University of Chicago Press. Selections.

Chipchase, Jan and Panthea Lee. 2011. Mobile Money: Afghanistan. Innovations 6: 2 13-33.

8a. May 19. Open House and poster session

8b. May 21. Guest lecture: Tracy Weatherby [http://www.activeingredient.com/page\\_07.htm](http://www.activeingredient.com/page_07.htm)

Analysis of sales and distribution models, including sales manuals or strategies for improved distribution.

9a. May 26. MEMORIAL DAY NO CLASS

9b. May 28

10a. June 2.

10b. June 4. *Thane in class.*

For Fall 2014 ELSJ 135 (tentative!)

<b>Assignments Fall Research Course</b>	<b>Due week</b>	<b>%a ge</b>
Gantt chart: project management tool for completion, shared with SE	GSBI	5
Personal narrative of quantitative and qualitative data collection methodologies, including pictures	1	10
Vocational reflection essay: your personal field experiences	2	10
Detailed description of all components of final deliverable	3	10
Draft or part 1 of final deliverable	4	10
Draft or part 2 of final deliverable	5	10
Interdisciplinary team action research project for social enterprise (jointly submitted, with individual names tied to the sections written)	6	30
Vocational reflection essay: your vision for your personal life	9	10
Personal research proposal for extending this research individually	10	5