

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 nine-month long practical 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 Santa Clara University's undergraduate core curriculum goals of knowledge, habits of mind and heart, and engagement with the world.

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:

- a. 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.
- b. 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:

- a. Prepare students to evaluate and confront ethical dilemmas in their personal and professional lives, and galvanize students to work toward the promotion of justice.
- b. Assist students in their vocational discernment as they develop post-college career plans that align with their talents, passion, and values.
- c. 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:

- a. Strengthen the departments, schools, centers, and Silicon Valley partnerships that are critical to expanding Santa Clara's efforts in entrepreneurship and technological innovation.
- b. Promote an entrepreneurial mindset throughout relevant academic programs by emphasizing avenues where novel ventures can generate social benefit while advancing prosperity.
- c. 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.
- d. Establish a global network of Jesuit universities and mission-aligned institutions to serve as incubators and accelerators for supporting scalable, social enterprises worldwide.

KEY DIGITAL RESOURCES FOR ELSJ I34

Global Social Benefit Fellowship webpage

<http://globalsocialbenefit.institute/education.html#intro>

GSBI webpage <http://www.scu.edu/socialbenefit/entrepreneurship/gsbi/>

Electronic reader <https://csts.box.com/s/de4l7kuc9amt3nhl2xzf>

Unique email for submission of all work upload.Student.3oubxusgik@u.box.com

Research project work by teams

https://drive.google.com/open?id=oB2jyM_qaYLZIfIU4UFN1aVVpNEQxS3p6aFF1SU9CWVhoQ3FKcoooMm9VOERMRF1haERPX2s&authuser=0

Link to office hours for Keith and Thane

https://docs.google.com/a/scu.edu/spreadsheets/d/1ydcXcP-xs4Icq0Jz9WSlDEpq7YMHUr6dvVAC5yMW3_E/edit#gid=0

Dedicated SCU Library Portal <http://libguides.scu.edu/gsbfellows2015>

STUDENT WORK FOR ELSJ I34

ELSJ I34: Seminar in social entrepreneurship

There are three parts 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 part. Note that, as part of the fellowship, these assignments will be shared with collaborators, such as faculty mentors, and your social enterprise hosts.

All work will be submitted through your team page on Camino, either by a post or upload. These assignments will be submitted as an individual, written with your team in a coordinated fashion and submitted together (with specific components identified by author), or written as one integrated project and submitted as team.

1. Understanding the context of your action research project

- a. First vocational reflection essay: introduce yourself to your team (including your social enterprise hosts). You will write this on WordPress and LinkedIn. Individual.
- b. Outline the Country Context of your host social enterprise's work. Gather relevant data on the country where you will do the most field work, with particular attention to prior efforts to foster socially just economic development. Coordinated.

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 your host enterprise). You will be assigned one case study, and you will select another, and conduct a comparison. Coordinated
 - b. Business model canvas of your enterprise host. Prepare this and share it you're your enterprise host, and gain critical feedback through a conversation with your host entrepreneur or GSBI mentor, and report their feedback. What did you get right? What did you get wrong, and why? What did you learn from this? If the entrepreneur or GSBI mentor is hard to reach, keep Keith informed, and ask for an extension. Integrated.
3. **Collaboratively creating a team-specific field research plan**
- a. Team annotated bibliography to provide context for understanding your field placement and research, and to inform your research write up in the fall. You must, as a team, schedule a consult with a reference librarian. Coordinated.
 - b. A description of methods for gathering data for your research project. You must attend a methodology clinic on Monday, May 18 during class. Coordinated.
 - c. Full interdisciplinary action research plan. This will integrate many different elements of the work throughout the quarter. You will share a portion of this with your host enterprise to organize your in-country work plan and itinerary. Collaborative.

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	16 April	10
Outline the context of your host social enterprise's work. Coordinated.	5-8	23 April	5
Comparative analysis of social enterprise business models. Coordinated.	12-18	1 May	25
Business model canvas of your enterprise partner. 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. Submit all work by 11.59 pm to upload.Student.3oubxusgik@u.box.com

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.*

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

For Solar Sister 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 the Banapads team: 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 Operation ASHA, Sankara and iKure team:

Option 1: 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 Sankara and iKure. Also, this enterprise has done an outstanding job of creating efficient operational procedures.*

Option 2: Farmer, P., Kleinman, A., Kim, J., & Basilico, M. (Eds.). 2013. *Reimagining global health: an introduction*. University of California Press. *This edited book reports decades of experience of learning and teaching about how to provide health care to some of the poorest people on Earth.*

For Sistema Biobolsa team: Wright, Angus. 2010. *The death of Ramón González: The modern agricultural dilemma*. University of Texas Press. *Earlier editions are fine. This is the best book for explaining the history of rural development in Mexico.*

For Team Jibu: TBA.

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

UN Millennium Development Goals Report 2014

Two handouts from the UN on the Millennium Development Goals

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.

Yunus, M. 2008. *Creating a World Without Poverty: Social Business and the Future of Capitalism* (book excerpt taken from *Global Urban Development Magazine*) 4(2), 16-41.

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.

McCreless, Michael, and Brian Trelstad. 2012. *A GPS for Social Impact*. *Stanford Social Innovation Review*. 21-22.

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 AND ASSIGNED READINGS

Part I. Understanding the context of your action research project

1a. March 30. The fellowship, its components and context.

PUP (all), The Millennium Development Goals Report 2014 – read the first few pages and skim a relevant goal section

1b. April 1. What is development?

Yunus, Muhammad. 2006. The Nobel Peace Prize Lecture.

http://www.nobelprize.org/nobel_prizes/peace/laureates/2006/yunus-lecture-en.html

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 6. Dynamics of poverty and development.

Introduce Myers Briggs Type Indicator

Two handouts from the UN on the Millennium Development Goals

PE 1, 2

VIDEO: Watch a couple of presentations by Dambisa Moyo on aid to Africa

<https://www.youtube.com/playlist?list=PLE327717CA0322879>

2b. April 8. Alternative strategies for development.

Yunus, M. 2008. Creating a World Without Poverty: Social Business and the Future of Capitalism (book excerpt taken from *Global Urban Development Magazine*) 4(2), 16-41.

USE (Understanding Social Entrepreneurship) Introduction

VIDEO: Watch Esther Duflo on TED <https://www.youtube.com/watch?v=ozvrGiPkVcs>

3a. April 13. Behavioral economics in the BOP

Nicole Branch, our reference librarian, introduces resources for Country Context Paper.

PE 6, 7, 8, 9

OPTIONAL VIDEO: Watch Esther Duflo present (1 hour and 29 minutes)

<https://www.youtube.com/watch?v=4vzvSaDlhyM>

3b. April 15. Self-knowledge, Jesuit education, and the vocation of social entrepreneurship

Discuss MBTI

Bring your copy of Power of Unreasonable People

USE 1, 2

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 20. Essential distinguishing features of social entrepreneurship.

USE 3, 4

Lieberman, Andrew, Pamela Roussos, and Keith Douglass Warner OFM. In preparation. The GSBI Methodology: A model built from 12 years of capacity building with 340 social enterprises

4b. April 22. Meet in CSTS Room 109. Initial class presentations on assigned case studies, drawing from USE's presentations of Social Opportunity Assessment Tool, Social Venture Plan, and Logic Model.

5a. April 27. Analyzing business models systematically.

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 29. Meet in CSTS Room 109

Class presentations on business models assigned case studies

Hysra. 2013. Marketing Innovative Devices for the Base of the Pyramid.

6a. May 4.

Class presentations on business model of your SE partner.

6b. May 6.

Nicole Branch on bibliographies

McCreless, Michael, and Brian Trelstad. 2012. A GPS for Social Impact. *Stanford Social Innovation Review*. 21-22.

7a. May 11. More on measuring social impact in social entrepreneurship.

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

USE 7

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

7b. May 13. Gathering data in the field.

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 18. Benson Parlors B&C. Methodology Planning Clinic with research librarians and faculty research mentors.

8b. May 20. Research with a Mission Open House (please invite your family and friends!) 2:15-4:15 pm in Locatelli Center, followed by class in regular classroom 4:45-5:15.

9a. May 25. MEMORIAL DAY NO CLASS

9b. May 27

10a. June 1.

10b. June 3.