

Winter Session 2021
CSPL262: Introduction to Social Entrepreneurship
January 4-29 ("long session")
M/W/F 9AM-12NOON Eastern Time
Zoom info TBD
Grading Cr/U

~subject to change based on student feedback during winter session~

In this project-based class, students will learn strategies for understanding social and environmental problems, and they will design interventions to create impact. Each student will select a topic to work on individually or as part of a team. Course content will include root cause analysis, ecosystem mapping, theory of change, human-centered design, business models, metrics and evaluation, philanthropy, pitching, and more. Some students will develop real or hypothetical entrepreneurial projects and ventures while others will design pathways to impact as activists, community organizers, strategists, coalition builders, artists, researchers, or other roles. Guest speakers will be invited in to share their own work as social entrepreneurs and changemakers.

INSTRUCTORS

Makaela Kingsley, Director, Patricelli Center for Social Entrepreneurship (PCSE); Adjunct Instructor of Public Policy, Allbritton Center for the Study of Public Life (CSPL)

mjkingsley@wesleyan.edu

860-685-3836

Office hours: [by appointment via Calendly](#)

Teaching Assistant or Course Assistant TBD

LEARNING OBJECTIVES

This course builds problem-solving mindsets and skill sets. It connects dots between disciplines, cultivates creative confidence and competence, helps students translate theory into practice ethically and innovatively, challenges them to embrace ambiguity, and introduces them to their own agency and positionality in the world. In this course, students will reflect on their own strengths and passions, and they will learn strategies to use those to create change in the world. Upon completion, students will have a robust portfolio of deliverables and - more importantly - they will have developed habits that will make them effective innovators and leaders in the future.

EXPECTATIONS AND GRADING

One unit of Wesleyan credit requires 120 to 160 hours of academic work. Since this class will meet (synchronously) for 36 hours, students will be expected to contribute roughly 100 additional hours on their own time. Some of that work will happen in December, before the course begins (see Course Outline, below).

Students will be expected to demonstrate a high standard of professionalism, do all assigned work, engage enthusiastically in class discussions, communicate with instructors and classmates thoughtfully and thoroughly, and build relationships with professionals outside of Wesleyan in their field of interest. The instructor will be highly engaged and available, offering mentorship and encouragement but not micro-managing students' work or progress. **Self-accountability is a key component of this course.**

Grading is pass/fail (credit/unsatisfactory) and will be based on attendance, timely homework submission, class participation, and overall professionalism.

Homework is required and will be read by the instructor but not evaluated. In fact, there is no grading rubric for assignments because we want students to feel liberated to think outside the box and chart their own course in their work, not to aspire to

a preconceived notion of excellence. We want students to embrace setbacks as learning experiences, not worry that failures will hurt their grades. That being said, any student who does not turn in assignments may not pass the course.

COURSE OUTLINE

By December 14

Students must [meet with Makaela](#) to discuss their interest in the course and go over the syllabus and expectations. Following that meeting, students will be asked to complete a form [[hyperlink coming soon](#)] with questions about their personal and academic background, the social or environmental issue they plan to focus on in the course, and people that they plan to contact to learn more about their issue.

By January 1

Create a Google folder called "CSPL262 LAST NAME" and configure the share settings as follows:

mjkingsley@wesleyan.edu- editor; "anyone with the link"- commenter. All work for this course must be saved in your Google folder.

Read one of these three books:

- *Social Entrepreneurship: What Everyone Needs to Know*, 2010, by David Bornstein and Susan Davis
- *Social Entrepreneurship for the 21st Century: Innovation Across the Nonprofit, Private, and Public Sectors*, 2013, by Georgia Levenson Keohane
- *Getting Beyond Better: How Social Entrepreneurship Works*, 2015, by Roger L. Martin and Sally Osberg

Write a response (no more than 2 pages, single-spaced) explaining what you learned, whether/how the book changed your thinking about social change or entrepreneurship, and whether/why you would recommend this book to other college students.

Read [Allbritton Center Guidelines for Community Engagement](#)

Read [Cardinal Community Commitment](#)

Read [The Meaning of Social Entrepreneurship](#)

Skim: [UN Sustainable Development Goals](#), [Echoing Green Fellows](#), [Skoll Awardees](#), and [Ashoka Fellows](#)

Begin researching the social or environmental issue you will focus on in this course.

Initiate contact with **at least 6** people who have experience related to the social or environmental problem you will focus on in this course and who will be willing to correspond with you (via email, phone, and/or video) while the course is underway. At least 2 should be impacted by the problem; at least 2 should be involved with working to solve the problem.

January 4-29

All sessions will be a combination of lecture, discussion, and group or individual work.

Date	Topics	Assignments (due by the start of the next class; detailed instructions for all assignments will be provided before the start of the course)	Guest Speaker(s)
#1 1/4 9-12	Introduction to Social Entrepreneurship History of social entrepreneurship Personal reflection Networking	The Rise of the Sophisticated Changemaker Self-introduction script and slide Personal canvas	None

		Schedule interviews	
#2 1/6 9-12	Understanding Social and Environmental Problems Research methods Systems Thinking Root Cause Analysis	<i>Better Philanthropy Through Systems Change</i> Problem essay Root Cause Analysis	None
#3 1/8 9-12	Understanding the Solutions Landscape Evidence-based Solutions Ecosystem Mapping Theory of Change Gaps & Levers	<i>Cultivate Your Ecosystem</i> Ecosystem research Theory of change diagram Read about guest speakers for next class	None
#4 1/11 9-12	Review and Reflection / Guest Speakers	<i>Design Thinking for Social Innovation</i> Update all assignments Interview notes	TBD
#5 1/13 9-12	Design and Innovation Human-Centered Design Lean Startup Method Prototyping Logic Models Legal Structures Business Model Canvas	<i>The Way we Think About Charity is Dead Wrong</i> Prototype Logic Model	None
#6 1/15 9-12	Building and Scaling Fundraising Metrics and Evaluation Scaling Innovation	<i>Scaling the Future of What Works</i> Grant proposal Read about guest speakers for next class	None
#7 1/18 9-12	Review and Reflection / Guest Speakers	Update all assignments Interview notes	TBD
#8 1/20 9-12	Pitching and Presenting Partnerships Oral Communication	<i>Outcomes are Essential in Global Health</i> Executive Summary Pitch Slides and Script	None
#9 1/22 9-12	Practice Pitches	Update all assignments Read about guest speakers for next class	None
#10 1/25 9-12	Review and Reflection / Guest Speakers	Update all assignments Interview notes	TBD
#11 1/27 9-12	Final Pitches	Reflection essay	None
#12 1/29 9-12	Feedback, Reflection, and Next Steps	None	None

University-wide recommended syllabus statements

Covid-19 Code of Conduct

To protect your health and safety, the health and safety of instructors and staff, and the health and safety of your peers, all students must understand and adhere to the University's [Covid-19 Code of Conduct](#). Students are encouraged to review the code of conduct regularly to stay up to date on the current code. The course instructor reserves the right to refuse to allow any student into the classroom who does not adhere to this code of conduct.

Students with Disabilities

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in, and benefit from, its programs and services. To receive accommodations, a student must have a disability as defined by the ADA. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible. If you have a disability, or think that you might have a disability, please contact Accessibility Services in order to arrange an appointment to discuss your needs and the process for requesting accommodations. Accessibility Services is located in North College, rooms O21 or can be reached by email (accessibility@wesleyan.edu) or phone (860-685-2332).

Religious/Spiritual Observance Resources

If you anticipate that your religious/spiritual observance may conflict with academic obligations such as attending class, taking examinations, or submitting assignments, you can work directly with your professor to make reasonable arrangements. Should you require additional support or guidance, please feel free to reach out to Rabbi David Teva, Director of the Office of Religious and Spiritual Life at dleipzig@wesleyan.edu or any of the chaplains in the Office of Religious and Spiritual Life at <https://www.wesleyan.edu/orsl/index.html>. For a list of religious holidays celebrated by members of the Wesleyan community, go to Wesleyan's Multifaith calendar which can be found at: <https://www.wesleyan.edu/orsl/multifaith-calendar.html>.

Title IX Resources

If trauma inhibits your ability to fully participate in class, please contact Debbie Colucci, Title IX Coordinator, at dcolucci@wesleyan.edu, or your class dean. Additionally, and if you are comfortable, you can work directly with your professor to make reasonable arrangements.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, ability, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [the student code](#).

Discrimination and Harassment

Wesleyan University is committed to maintaining a positive learning, working, and living environment. Wesleyan will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this Wesleyan policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact [the Office for Equity and Inclusion](#) at 860-685-4771. The [responsibility of the University Members](#) has more information.

Honor Code

All students of Wesleyan University are responsible for knowing and adhering to [the Honor Code](#). Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council – Office of Student Affairs. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member

and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). The [Office of Student Affairs](#) has more information.