

Course Outline

Course Code	RSM 394 H1 S
Course Name	Social Entrepreneurship
Term, Year	Winter, 2023
Course Meets	Thursday, 9-11am, WO 30
Web page URL	https://q.utoronto.ca/courses/292203

Instructor Details

Name	Email	Office Hours	Virtual Office Link
Laura Doering	laura.doering@rotman.utoronto.ca	Weds, 3-4pm	https://utoronto.zoom.us/j/82267732083 Passcode: 049465

Teaching Assistant Details

Name	Email
Julissa Gonzalez	gonz.julissa@gmail.com

Office Hours

Reserve your office hours meeting by signing up via [this google doc](#). (No more waiting in line outside your professor's door!) Should you prefer not to write your name on this public document, simply write "reserved" and email me so that I know you are coming.

If you have class during this time, please coordinate with me to set up an alternative meeting time. When requesting a meeting, suggest 2-3 potential times and we'll find one that works. Meeting with students is one of the best parts of my job—please come by to talk social entrepreneurship!

Course Scope, Mission, and Learning Outcomes

In this course, students will learn how entrepreneurs create organizations that address social problems using innovative, sustainable approaches. Students will examine a variety of social venture forms and consider how such ventures can be evaluated, managed, and financed. Students will then apply the concepts and skills they learn to address real-world problems.

Social Entrepreneurship has three primary components. First, students will discuss and debate the principles of social entrepreneurship and apply them to cases of-for profit, not-for-profit, and hybrid organizations. Second, students will analyse how the goals, structures, and practices of those ventures contribute to their success—or failure. Third, students will design their own social ventures, evaluate their feasibility, and constructively critique ventures proposed by other student groups.

The course is hands-on and project-based. Those who enjoy critically discussing ideas—and then *acting* on those ideas—will enjoy this course.

Course Prerequisites

Completion of 9.0 credits

Course Materials

Required Readings

Please see the Quercus site for links to course readings.

Electronic Course Materials

This course will be using the following electronic course materials:

<https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000EliMtEAL>

Please see the instructions for ordering the course materials on Quercus. These materials will cost a total of \$15.80. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills and learning objectives of the course.

Work	Percentage of grade	Due Date
Participation (individual)	20%	Ongoing
Midterm exam (individual)	30%	16-Mar
Group video presentation	20%	30-Mar
Group written report	20%	9-Apr
Team contribution (individual)	10%	9-Apr

Course Format and Expectations

Participation: Throughout the course, you will work on short written assignments that encourage you to deepen and consolidate your thinking on the topics we discuss. You will write these essays during class, and they will constitute your participation grade. You must be present in class to complete and submit these reflection papers. If you miss class due to illness, please email the teaching assistant (Julissa Gonzalez, gonz.julissa@gmail.com) to request the assignment, which must be submitted within 48 hours of the missed class.

Midterm Exam: In this exam, you will have the opportunity to demonstrate your knowledge about social entrepreneurship concepts, as well as your ability to critically assess a social venture. If you would like written comments on your performance in the exam, please let me know in advance.

Group Presentation and Report: You will work on a group project over the course of the semester. The type of project you chose depends on your groups' interests and preferences. Regardless of which option you chose, you and your team will craft a short video presentation about your project and write a final report.

Team Contribution: Groups are expected to harness the unique skills each member possesses. While each teammate's offering may be unique, all members should share the responsibility for the development and realization of the group project. At the end of the semester, team members will be asked to evaluate each member's contribution to the group project. This is an important responsibility and requires deep maturity and conscientiousness. Please note that in order to receive credit for your contribution, you *must* submit an evaluation of your team members' contributions.

Submission of Assignments: Please submit all assignments via Quercus.

Writing Assignments or Presentations

The writing assignments and presentations are intended to help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignment. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanor. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can [book an appointment with a writing or presentation coach](#) through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Team or Group Assignments

The group assignments require students to work in teams of 5-7. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Class Participation

Students are expected to prepare thoroughly and make every effort to attend every class. Participation marks will be allocated via writing assignments completed in class (please see above).

Missed Tests and Assignments (including mid-term and final-term assessments)

Students who miss a test or assignment for reasons entirely beyond their control (e.g., illness) may request special consideration.

In such cases, students must:

1. Notify the instructor AND the Rotman Commerce Program Office **on the date** of the missed course deliverable, e.g., missed test, final assessments, assignment or class (in the case of participation marks).
2. Complete a [Request for Special Consideration Form](#) and submit it along with your Absence Declaration on [ACORN](#) (please read the instructions on how to use the Absence Declaration in ACORN) within **2 business days** of the originally scheduled course deliverable. Please email your documents to rotmancommerce.info@utoronto.ca

Students who do not provide this information will be given a grade of 0 (zero) for the missed course deliverable.

Students who have a legitimate reason for missing the midterm exam will have grades re-weighted to the final assignments.

Late Assignments

Each student has one “late pass” s/he can use during the semester. This pass entitles you to turn in an assignment no more than one day late without explanation. To use your late pass, simply email me to tell me that you are using the pass—you do not need to explain why you are using it. To use the pass for a group assignment, each group member must agree to use his or her pass. The pass cannot be used for the midterm exam or final presentation.

Students who turn in assignments late (beyond the extra time given by the late pass) will lose one-half a letter grade for each day the assignment is outstanding.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or [visit the Accessibility Services website for more information](#) as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Original

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the [University’s Plagiarism Detection Tool FAQ](#) page from Centre for Teaching Support & Innovation.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student’s individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On tests and exams

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any questions about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are

excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Course Sessions

	Date	Topic	Case	Article/Book/Video/Podcast
1	12-Jan	Introduction to Social Entrepreneurship		
2	19-Jan	Seed & Roots: Identifying Social Problems		Martin & Osberg (2015). Getting Beyond Better: How Social Entrepreneurship Works. Boston: Harvard Business Review Press. Introduction & Chapter 1 (pp. 1-49)
				Bornstein, David and Susan Davis. 2010. Social Entrepreneurship: What Everyone Needs to Know. New York: Oxford University Press. Chapter 1: "Defining Social Entrepreneurship" (pp. 20-47)
				Rubington & Weinberg, eds (2011). The Study of Social Problems: Seven Perspectives. Chapter 1, (pp. 3-5)
3	26-Jan	Mapping the Landscape: Collaborators & Competitors	Embrace A: Opportunity Identification (Ivey 9B13M004)	Bloom & Dees. 2008. "Cultivate your ecosystem." Stanford Social Innovation Review.
			Embrace B: Opportunity Assessment (9B13M005)	Mandela, Nelson. 1995. Long Walk to Freedom: The Autobiography of Nelson Mandela. Boston: Little. Ch. 11 (pp.89-95)
			Bring to class but do not read: Embrace C: Competing with Incumbents (9B13M006)	

4	2-Feb	The Stem: Building the Intervention		Mayne, J. 2015. "Useful Theory of Change Models." <i>Canadian Journal of Program Evaluation</i> . 30(2): 119-42.
				Watch video: Research to Action. "Introduction to Theory of Change."
5	Feb 9 Virtual	Guest Speaker and Flash Consulting	<i>Guest:</i> Alec Shi, CEO and Founder of EduBeyond	Review Canadian Funding Sources
				Other readings TBD Zoom link: https://utoronto.zoom.us/j/89065701391 (No passcode)
6	Feb 16	Fertilizer: Investment Funding Sources		Bugg-Levine et al. 2012. "A New Approach to Funding Social Enterprises." <i>Harvard Business Review</i> .
				Bornstein & Davis. 2010. <i>Social Entrepreneurship: What Everyone Needs to Know</i> . "Can philanthropy be more effective?" (pp. 108-115).
				Watch video: The Invisible Heart
	Feb 23	Reading Week--No Class		
7	2-Mar	Water: Sustained Funding Structures	Child in Need Institute: Non-Profit or Hybrid? (Ivey 9B13M055)	Revisit: Bornstein, David and Susan Davis. 2010. <i>Social Entrepreneurship: What Everyone Needs to Know</i> . New York: Oxford University Press. (pp. 30-37)
				Fritz (2018) "How is a Nonprofit Different from a For-Profit Business?"
				(Optional): MaRS "Legal Structures for Social Venures"

8	9-Mar	Measuring Growth: Compensation & Impact Evaluation	Fighting Pollution with Data, Case and Sequel (HKS 2054.0 & 2054.1)	Pallotta Ted Talk "The Way We Think about Charity is Dead Wrong"
				Leimsider, Rich. (2014) "5 Bad Reasons to Start a For-Profit Social Enterprise." Harvard Business Review.
				Epstein & Yuthas (2014) Measuring and Improving Social Impacts, Chapters 7 & 8. Optional: Chapter 9.
				Glennerster, Rachel and Kudzai Takavarasha. 2013. Running Randomized Evaluations: A Practical Guide. Princeton: Princeton University Press. Ch 1: "The Experimental Approach" (pp 1-23)
9	16-Mar	Exam (Online)		
10	23-Mar	Strengthening the Collective: Group Feedback & Guest Speaker	Guest: David St Bernard, Vice President, Atlantic Global Risk Group	Atlantic Global Risk Group (guest speaker's organization)
11	30-Mar	Group Presentations		
12	6-Apr	Looking Ahead: The Future of Social Entrepreneurship		The Economist. 2016. "Sighing for Paradise to Come: Universal Basic Incomes." The Economist, June 4, 20–24.
				Porter, Eduardo and Farhad Manjoo. 2016. "A Future Without Jobs? Two Views of the Changing Work Force." The New York Times, March 8.

Please note that the last day you can drop this course without academic penalty is March 19, 2023.

Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

URL links for print

- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>
- Request for Special Consideration Form: <https://rotmancommerce.utoronto.ca/current-students/forms-requests-and-appeals/forms/>
- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>