

**SISE 2010: Introduction to Social Innovation and Social Entrepreneurship**
**Section -01 Tuesdays & Thursdays 11:00 AM to 12:15 PM**
**Howard-Tilton Memorial Library, 406**

**Mandatory Co-requisite: SISE 2890-11, 20-Hour Service-learning Requirement**
**Saturdays, 7:45 AM to 4:30 PM, Reily Recreation Center -OR- Howard-Tilton**

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| **Instructor:**Rebecca Otten, MPH**Office:**Taylor Center, HTML 406**Office Hours**: By appointment, https://rotten.youcanbook.me/ **Email:**rotten@tulane.edu**Office Phone:** 504-314-7688**Cell Phone:** 262-853-4467 | **Community Professor:**unCommon Construction**Facilitators:** Aaron Frumin & uCC Team **TA & Research/Writing Coach:Email:****Office Hours:** |

**Learning Goals:**SISE 2010 is an introductory class that gives students an appreciation for the field of social innovation and social entrepreneurship (SISE). We look to inspire and educate students about the core tenets of SISE. We examine key concepts including: social mission, social innovation, social entrepreneurship, and social value. It considers historical perspectives of the field to inform our current understanding of the evolution of solving social and environmental problems. The class introduces students to the concepts, strategies, and approaches of social change. We consider the necessary skills required of social entrepreneurs and others working to make change in communities around the world. Further, we look at cases of social entrepreneurs, intrapreneurs, innovators, and visionaries who are coming up with novel methods to address a variety of social issues utilizing different organizational forms and operating in international, domestic, and local contexts.

**Learning Outcomes:**Students will advance their knowledge of the field of social innovation (SI) as an arena of community collaboration, entrepreneurial action, academic study, and transformation in human society. Students will demonstrate these advances in knowledge by being able to:

1. Define and distinguish social innovation, social entrepreneurship, and social enterprise with related fields and concepts.
2. Explain the historical trajectory of social innovation and its relationship to other social actors (private, government, and nonprofit/philanthropic sectors) and other approaches to social problem-solving.
3. Identify notable individuals and institutions in the field of social innovation at the local, national, and global level.
4. Cultivate empathetic, ethical behaviors and attitudes toward community engagement and collaboration.

**Required Readings**: Students are required to purchase two foundational books in the field. We will read selected chapters for in-class discussion; however, additional chapters will be useful for assignments. Other required readings are available via Canvas.

* Bornstein, D. (2007). How to Change the World.
* Martin, R. L. & Osberg, S. R. (2015). Getting Beyond Better.

**Course Requirements & Expectations:**Instructors in this course use a variety of assessments, including in-class activities, out-of-class assignments, and field-based experiences, to evaluate student work. Some are formative, intended to help the student and the instructor better understand the degree to which each student is mastering the required knowledge and skills. Others are summative, representing each student’s best attempt to demonstrate acquired knowledge and skills. The total number of points earned by each student by the end of the semester will determine the course grade.

Students are not allowed to use laptops, e-readers, cell phones, or other electronics in class or during service-learning experiences unless specified by the instructor. Academic research, previous class experience, and student feedback all support the view that classroom learning can be more effective when these devices are not used in the classroom. The instructor will let you know in advance when a laptop might be helpful.

* **Advice from the instructor:**Complete the readings, show up on time, listen, stay off your phone and laptop during class unless instructed to use it, ask questions, engage with classmates, submit assignments on time, communicate proactively when things come up.
* **Advice from past students:**Do the readings, actively participate in class, start your research & writing earlier than you think you should, you'll get out of the class what you put in (it's more interesting if you do the readings and participate).

**Attendance & Participation:** This course requires regular attendance and active student participation. It is interactive, experiential, and dynamic. Students are asked to demonstrate enthusiasm, passion, motivation, and whole­hearted participation. It aims to be inspirational, fun, and challenging for everyone involved. The participation grade consists of 1) quiz or ponder assignments before each class session, and 2) attendance and participation during class.

Per Tulane's Academic Policies: *"Students are expected to attend all classes* *unless they are ill or prevented from attending by exceptional circumstances. Students who find it necessary to miss class are responsible for obtaining notes on material covered. Students are responsible for notifying professors about absences that result from serious illnesses, injuries, or critical personal problems."* This course does not have a set number of consequence free absences; each absence will result in a reduction of points, but missing 1­-2 class sessions should not seriously impact your overall grade.

* Ponder: Ponder is a way for us to share our thoughts and ideas as we read. When Ponder is assigned, please provide 3 micro­responses and at least 1 elaboration per assigned article. They can be reactions to the reading ­OR­ reactions to your classmates' responses.

**Research project:**Students engage in a self-directed research project under the guidance of a research & writing coach. In this research project, students choose one social or environmental problem that they want to understand more deeply. Some students come to the class with existing interest in a topic, while others discover their interest through class discussions and current events. Students that are struggling to identify a topic can set up a time with the research & writing coach to narrow potential topics. Students are strongly encouraged to reach out to the research & writing coach anytime they have a question about an assignment or the direction of their research project.

**Service-learning:** Please ensure that you are enrolled for the course (SISE 2010-0\*) –AND- the Service-Learning section (SRVC 2890-1\*). To participate in this course, you must be able to commit to the service-learning schedule provided. Your participation on the designated dates is mandatory and included in your attendance and participation grade, as well as in your written reflections. We will arrange your transportation from the Reily Recreation Center -OR- Howard-Tilton Memorial Library via the CPS shuttle for each trip.

**Late assignments and make up work:**Assignments are to be submitted via Canvas before the day and time that the assignment is due (typically 8 AM the day of class). Larger assignments will offer rolling deadlines: you must commit to your specific deadline at least 1 week in advance. For every 24 hours that the assignment is late, 10% of earned points will be taken off the assignment grade. Late assignments due to an excused absence will be considered on a case-by-case basis. If a student knows that they will hand an assignment in late, they are encouraged to provide advance notice, with an explanation, to increase the chances of the assignment being accepted without penalty.

**Extra Credit:** Extra credit exercises will be available throughout the semester. In order to receive extra credit for attending events, students must write a 250-word reflection and submit it via Canvas within 7 days of the event. Book reports must be completed by 8 AM on the day of our exam time in order to be considered. Extra credit will be graded using the written reflection rubric.

**Course Grading Scale:**
**A = 93-100          A- = 90-92**
**B+ = 87-89          B = 84 -86   B- = 80-83**
**C+ = 77-79          C = 74-76    C- = 70-73**
**D+ = 67-69          D = 64-66    D- = 60-63**

**Canvas:** If you cannot get on to Canvas via Gibson online, please contact the Tulane help desk at 504-862-8888. You must be able to access Canvas to complete your assignments and receive the necessary credit. You must still meet deadlines even if you are having technical issues with the platform.

**Accommodations:** Instructors recognize that all students have different learning needs, and we want to support the success of all students in the classroom. If there are aspects of this course that prevent you from learning or exclude you, please let the instructor know as soon as possible in order to develop strategies to meet both your needs and the requirements of the course.

Any students with disabilities or other needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact Goldman Center for Student Accessibility at http://accessibility.tulane.edu, or 504-862-8433. If you need official accommodations, you have a right to have these met. Other resources on campus include the Writing and Tutoring Center and Academic Advising Center.

**Code of Academic Conduct:**The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (including the Code of Academic Conduct and Code of Student Conduct) acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

**Tulane OneWave:**Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at [titleix.tulane.edu](http://titleix.tulane.edu). Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want.

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| **Confidential** | **Private** |
| *Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.* | *Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.* |
| Counseling & Psychological Services (CAPS) | (504) 314-2277 or The Line (24/7) | (504) 264-6074 | Case Management & Victim Support Services | (504) 314-2160 or srss@tulane.edu |
| Student Health Center | (504) 865-5255 | Tulane University Police (TUPD) | Uptown - (504) 865-5911.  Downtown – (504) 988-5531 |
| Sexual Aggression Peer Hotline and Education | (504) 654-9543 | Title IX Coordinator | (504) 314-2160 or msmith76@tulane.edu |

**For up to date readings and assignments, view the Course Modules in Canvas**

**Overall Assignment Structure**

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| **ASSIGNMENT TYPE** | **DESCRIPTION** | **POINTS** |
| **Weekly Participation****(In-class + Quizzes/Ponder)** | Quiz/Ponder due 8 AM the day of class; Cumulative participation grade is updated periodically throughout the semester. Quiz/Ponder submissions are reviewed by the instructor before class as preparation. Instructor updates this grade. | Approximately 10 points each class session, 75 points for service-learning and 25 points for final presentations. |
| **Service-learning reflections** | Due at 8 AM the day of class; Dispersed throughout the semester. Instructor grades, community professor is provided content anonymously. | 40 points each |

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| **Research Project** | A series of assignments that progressively build on each other; some exercises are built into class. Research & writing coach grades and provides feedback to improve research and writing skills. | 10-150 points, depending on assignmentThe Final Exam Time will be used to share research in a poster presentation format. All students are required to attend. |
| **Take-home analytical essays** | Three sets of analytical essays, applying SISE concepts to a reading or organization defined in advance. Instructor grades. | 75 points each |
| **Extra Credit** | Students have the option to participate in many different extra credit opportunities, with a focus on encouraging students to attend lectures/workshops available on campus from a variety of departments, including Taylor. Submit a 250 word, double-spaced reflection that is graded using the self-reflection rubric. | Approximately 5 points for every 1-2 hour event; Students do not always receive full points, depending on the quality of the submitted reflection. Reflection must be submitted within 7 days of the event to be considered. |
| **Extra Credit** | Students have the option to read, in full, a pre-approved book or to propose a non-fiction book for approval. Reflection is longer and more analytical than a typical self-reflection submission. | Up to 15 points available per approved book. |

# **RESEARCH PROJECT OVERVIEW**

The research project allows you to deeply explore one social or environmental issue of your choice. The paper will be a culmination of in-class activities and assignments that help you develop strategies for researching and understanding the impacts and causes of a social/environmental problem that you see in the world. The paper is an individual assignment, but you are encouraged to share resources and insights with classmates exploring the same issue.

* Minimum 1200-1500 word paper (you will not lose points for going over the word limit; however, you might lose points if you are not writing clearly and concisely):
	+ The Problem: Define the problem, including demographic and/or geographic areas of focus
	+ The Impact of the Problem: Articulate the depth and breadth of the problem’s impact (health/quality of life, economic cost to society, etc.) using empirical evidence
	+ Causes of the Problem: Explore 2-3 causes or drivers of the problem, as identified in the research
	+ Limitations, Bias, and Alternative Viewpoints: Clarify study limitations, potential bias, and alternative viewpoints
* Include a clear introduction and strong conclusion
* Include at least 10 high quality research sources, including 7 peer-reviewed articles and 3 other authoritative sources
* Write out the full APA citation, utilizing APA's in-text and Reference List guidelines
* You are welcome to share resources with classmates
* *Sign up for your customized deadline by* ***April 4*** *at: doodle link*

Leading up to the final paper, you will submit three (3) assignments that culminate in the final research project. These assignments include:

### **1. Social/Environmental Problem Proposal**

Submit a 100-150 word **reflection** on your proposed social problem research, including:

* How would you describe the social problem? Who or what is affected?
	+ What specific demographic or geographic group will be the focus of your research?
* Why are you interested in this social problem?
* What do you think you already know about this issue?
	+ What are the causes? What keeps it from changing? Who or what benefits from the current status quo?
* Where can you locate empirical research to deepen your understanding of the problem?
* Who could you speak to deepen your understanding of the problem?

This assignment can be submitted in bullet points rather than full sentences. You are also encouraged, but not required, to set up a meeting with the Research & Writing TA, Davette Gadison, to discuss your proposed social problem research and receive feedback.

### **2. Social/Environmental Problem Annotation Worksheet**

*Sign up for your customized deadline by* ***February 7*** *at: doodle link*

Please re-read the [Final Paper Description](https://tulane.instructure.com/courses/2186879/assignments/13542343) before completing this assignment. Complete the Annotation Worksheet with 10 high quality research sources; at least 7 peer-reviewed journal articles and up to 3 other authoritative sources (Government reports, multilateral organization publications, etc.).

* Write out the full citation in APA format
* Be sure to include at least 1 sentence that specifies any research limitations and/or potential bias within each selected peer-reviewed article/authoritative sources
* Use the worksheet available at <https://tulane.box.com/s/muxmtsfw9gzqywdvt43z8hcyd5mzfstj>

### **3. Social/Environmental Problem Draft**

*Sign up for your specific deadline by* ***March 7*** *at: doodle link*

Please re-read the [Final Paper Description](https://tulane.instructure.com/courses/2186879/assignments/13542343) before completing this assignment. For the first draft of your research paper, identify one (1) core article that addresses one or more causes or correlating factors of your research problem and 2-3 additional sources that support and/or provide alternative viewpoints to the core article. Look for articles that report empirical findings (i.e. reports results of data collection from observation or experimentation). Literature reviews can be particularly strong core articles.

* Minimum 600 words
	+ The Problem: Define the problem, including demographic and/or geographic areas of focus
	+ Causes of the Problem: Discuss one (1) core article that posits **at least one** potential causes or correlating factor of the social or environmental problem. Choose one that you think provides an accurate problem framing and strong supporting evidence. This article will be an entryway into a larger scholarly conversation about this topic.
	+ Limitations, Bias, and Alternative Viewpoints: Clarify any study limitations, potential bias, and alternative viewpoints that arise from your 3 sources
* Utilize, in depth, at least 3 peer-reviewed articles and authoritative sources (government reports, scholarly books, etc.).
	+ Remember, you can use other citations within the core article that you find interesting, surprising, or contradictory, and find those articles in the “references” section of the paper. Or, use the library’s search engines to find other articles that provide contrasting or complementary research.
* Write out the full APA citation, utilizing APA's in-text and Reference List guidelines

**Research Project Poster Presentation**

During our scheduled final exam time at the end of the semester you will have the opportunity to share your semester-long research project in a poster presentation. You will create a poster using information from your final paper. You will share what you learned to a small group of your classmates and the instructor. The instructor will share more information about the poster presentations as we get closer to the end of the semester.

**Research Project Deadlines and Grading**

You have the opportunity to sign up for a personalized assignment deadline that fits best with your other academic commitments. To do so, complete the doodle poll for each assignment before the stated deadline. If you do not complete the doodle poll by the published deadline, you must submit your assignment by 8 AM on the date that is currently assigned. The Research & Writing TA will provide detailed feedback on your writing, and the assignment will be graded using the provided rubric. Each assignment has an attached rubric that explains the weighting for each individual assignment.

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|  | Excellent (>90%) | Satisfactory (80-89%) | Unsatisfactory (<79%) |
| Description & ScopeX% | The topic is focused narrowly enough for the scope of this assignment; The thesis statement is clear, and the paper supports the thesis; Submission accurately and thoroughly addresses assignment prompt. | The topic is still too broad or lacks direction; The paper does not consistently support the thesis; Some elements of the assignment prompt are not addressed. | The topic is not clearly defined; The thesis statement is missing; Significant elements of the assignment prompt are not addressed. |
| Analysis & SourcesX% | Arguments are well-developed, relevant, and tie together information from high-quality research sources; Uses the required numbers of sources; Articulates potential bias, limitations, or weaknesses in research.  | Valid sources are inconsistently used; Some arguments do not always flow logically or adequately tie together multiple sources; Missing some of the required sources; Some gaps in identifying potential bias, limitations, or weaknesses in research. | Half or more arguments are not well-developed; The evidence used seldom comes from academic sources or is not cited; Potential bias, limitations, or weakness in research is not identified. |
| SynthesisX% | The paper demonstrates that the writer understands the scope and drivers/causes of the social/environmental problem; Conclusion shows synthesis of ideas. | The paper demonstrated\s that the writer understands the scope and drivers/causes of the social/environmental problem in some ways but not others; Conclusion does not adequately synthesize ideas. | The paper does not demonstrate that the writer has understood the scope and drivers/causes of the social/environmental problem; No introduction or conclusion present. |
| Writing Style & MechanicsX% | Uses objective, formal academic writing style; Few, if any, errors in mechanics or syntax; APA citation style is used in both text and works cited; Obvious that the student has proofread their work for errors and readability. | Language and style is fairly academic but not ideal (some emotive language still exists); Some mechanical or syntax errors, but errors do not impede understanding; APA citation is used but includes some mistakes, in text or works cited. | Language or writing style is inappropriate; Multiple major mechanical and syntax errors interfere with reader’s understanding; APA citation is not used or includes major gaps in appropriate use; Obvious that the student failed to proofread before submitting. |

**Late work:** A reduction of 10% of the earned points will be taken off of the assignment for every 24 hours that the assignment is late. Late assignments due to an excused absence will be considered on a case-by-case basis. If a student knows that they will hand an assignment in late, they are encouraged to provide advance notice, with an explanation, to the Research & Writing TA, Davette Gadison, to increase the chances of the assignment being accepted without penalty.

**Research Project Activities and Support**

Your Research & Writing TA, Davette Gadison, is available throughout the semester to provide feedback prior to or after your assignment submissions. Her office hours are Mondays and Wednesdays 1-2 PM in Dinwiddie 104; however, if you plan to come during office hours, please e-mail her ahead of time so that she will be expecting you. You may also set up and appointment outside of these hours by sending her and email at dgadison@tulane.edu.

**Library Workshop:** The library workshop that you will attend this semester will be very useful and helpful with your research assignments. You will be guided through how to use the library research databases and how to search for key terms to find relevant and useful academic sources for your research.

**Reading & Analyzing Research:** For this course, and any other course that you may take during your time at Tulane, you will find that it is very important to know how to read and analyze articles. There are key aspects of an article that can be targeted to retrieve the specific information you need in order to support your research papers. Knowing which sections of articles to target for information or how to read an article saves a lot of time and helps with understanding whether a source will be useful for your research purposes. Therefore, the workshop on how to read/analyze research is of great importance and will be tremendously helpful as you move through this course and the rest of your academic career.

**April, TBD:** There will be an additional class session dedicated to the research project in April. The content of this class session will be determined later in the semester, based on the needs we identify in the class after the draft paper is submitted.

**ANALYTICAL ESSAY OVERVIEW**

The analytical essay assignments allow the instructor to assess each students’ ability to apply concepts we have discussed in class to specific case studies in social innovation and social entrepreneurship. It consists of three sets of analytical essays, applying SISE concepts to a reading or organization defined in advance.

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|  | Excellent (>90%) | Satisfactory (80-89%) | Unsatisfactory (<79%) |
| DescriptionX% | Student thoroughly addresses each sub point requested in the question. | Student answers the spirit of the question but may not have addressed each individual sub point. | Student fails to answer at least one key point in a way that results in missing information significant to the overall question. |
| AnalysisX% | Student demonstrates extensive evidence of critical thinking; Student both identifies the key concept and provides their own analysis of the case in relation to that key concept. | Student demonstrates some evidence of critical thinking; Student identifies the key concept and attempts to provide their own analysis of the case in relation to that key concept, but may struggle to fully articulate a position. | Student demonstrates little or no evidence of critical thinking and/or little understanding or integration of course concepts. |
| SynthesisX% | Student integrates multiple concepts or perspectives throughout the essay question; Student uses the case to show relationships between different course concepts. | Student includes more than one concept from the course in an essay response but may not make the connections necessary to fully integrate course concepts. | Student is unable to explain the relationship between course concepts through the essay response. |
| Writing Style & MechanicsX% | Student ensures they have provided a full answer, even if using bullet points, charts, or graphs; Few, if any, errors in mechanics or syntax; Student demonstrates they have proofread their work for errors and readability. | Student ensures they have provided a full answer, even if using bullet points, charts, or graphs; Some mechanical or syntax errors, but errors do not impede understanding. | Students misses key information while using bullet points, charts, or graphs; Multiple and major mechanical and syntax errors interfere with the reader’s understanding; Obvious that the student failed to proofread before submitting. |

Your writing style is not graded in this assignment. You are welcome to use bullet points or charts if you feel they help clarify your argument. For each question, you are coming to a conclusion and using the facts provided to explain your conclusion; make sure you reference specific evidence in the chapter. Each answer should be about 1/2 to 1 page (about 250-300 words). Going over the suggested word limit is okay as long as your writing is clear and concise.

# **Essay Set #1 - Problem ID, Definitions, Disparities & Power**Read Bornstein chapter 7 and apply concepts we've discussed in class to the material in that chapter. You have access to all necessary information in previous chapters/articles read for the class as well as in the powerpoint slides available via Modules.

**Answer all 3 questions (25 pts each). Only address the timeframe discussed in the chapter**:

1. How did Billimoria change the definition of the problem she was attempting to solve? What strategies did she use to try to change that definition, and at what level of the Socio-ecological model were these strategies implemented? What sources of power did she tap into, and how did she read or write power in that process? Refer to the definition of a social problem, SEM, and Power information available in the modules.
2. Assess Billimoria's solution utilizing BOTH Phills, Miller, and Deiglemeier’s definition of social innovation -AND- Martin & Osberg’s Stages of Transformation.
	1. Phills, Miller, and Deiglemeier: Which criteria does Billimoria's solution meet, and/or where does it fall short based on these definitions?
	2. Martin & Osberg’s Stages of Transformation: During what timeframe was Billimoria in each stage, and what evidence leads you to that conclusion? (Note: it may be possible that Billimoria's solution is still currently in a particular phase by the end of the chapter, or that it has not met the criteria for reaching a certain stage).
3. While our VISIONS experience focused on multiculturalism within the United States, it can be used as a starting point for cross-cultural work. Think about how the following VISIONS tools and framework could be applied to what's described in Bornstein ch. 7:
	1. Historically Included/Excluded: Using the details provided in the chapter, identify which HI/HE groups each of these key actors may represent:
		* Jeroo Billimoria
		* Childline team members
		* Non-profit Funders - Ratan Tata Trust, Concern India Foundation, etc.
		* Government Providers - Telecommunications, Ministry of Justice & Social Empowerment
		* Workers within government services - police, healthcare. etc.
	2. Modern Oppression/Alternative Behaviors: Think about the key actors. Identify evidence of at least 2 forms of modern oppression. What would alternative behaviors look like?
	3. VISIONS Guidelines: compare/contrast the guidelines with Childline's organizational culture.
	4. Levels of oppression & change strategies: At what level(s) was Childline working, and which change strategies did they use to address the level(s)?

# **Essay Set #2 - Understanding Systems, Disparities & Power, Change Strategies & Social Value**

Apply concepts we've discussed in class to Muhammad Yunus & Grameen Bank. You have access to all necessary information in previous chapters/articles from class as well as in the powerpoint slides available via Modules. You can find information about Muhammad Yunus & Grameen Bank in the following texts, **some of which are new resources**:

* Martin & Osberg "Getting Beyond Better"
* Bornstein How to "Change the World"
* Phills, J. A., Deiglmeier, K. & Miller, D. T. (2008). Rediscovering Social Innovation.
* Kiva (2012). How does microfinance work? Link: <https://youtu.be/-lGynaac2rA>
* [Bornstein & Davis (2010). Social entrepreneurship: Who are the pioneers?](https://tulane.instructure.com/courses/2186879/files/109153382/download?verifier=hn0EtT9NmdQVYPBiSdAmLof0yO10OxIuTpLt2n88&wrap=1)
* [Yunus & Jolis (2001). Banker to the Poor](https://tulane.instructure.com/courses/2186879/files/109153433/download?verifier=dEwBQrP1Ku8UMQzX35MCNlQwlmrR15zyBsYj30Gl&wrap=1)
* [Yunus (2017) Building social business](https://tulane.instructure.com/courses/2186879/files/109153434/download?verifier=1fOX998JVlbIgyzyEhGid0mh9t8pA1O549WgwD7G&wrap=1)

**In addition to the system map visual,** each answer should be about 1 to 1 1/2 pages (about 4-6 paragraphs per question, or 400-500 words).

**Address all 3 areas:**

1. Understanding Systems (15 pts):
	1. DRAW: Map the existing banking/money-lending system(s) described in the readings, prior to the creation of Grameen (the status quo).
	2. DRAW: Identify the sector that each actor resides in (write this on the map).
	3. WRITE: What archetypes or plot lines are present within that system? Cite evidence from the materials provided.
2. Disparities, Power, & VISIONS (30 pts):
	1. WRITE: Who benefits from that system? Who stands to lose from changes to the status quo?
	2. WRITE: Who is harmed by that system? What potential is trapped within that system?
	3. WRITE: What are the primary drivers (pressures, policies, and power dynamics) that are maintaining the system structure?
		1. Specify the sources of power and how they operate.
		2. Apply the target/non-target and levels of oppression VISIONS tools to this case. Keep in mind that the VISIONS training was focused on the US context, while you are applying this in the context of Bangladesh.
3. Sectors & Change Strategies (30 pts):
	1. DRAW: Create another map that illustrates how Grameen Bank's system differs from the status quo.
	2. WRITE: Who benefits from the new system, or what trapped potential was released?
	3. WRITE: What change strategies has Grameen Bank used to shift the previous equilibrium?
	4. WRITE: What considerations does Grameen Bank need to consider when measuring social value? Refer specifically to Mulgan's four complexities of social value.

# **Essay Set #3 - Mission & TOC, Org Structures, Impact, Scale**

Apply concepts we've discussed in class to unCommon Construction. You can use information based on in-class and on-site learning, as well as the uCC website, social media, and other articles and reports. In addition to publicly available information, there are some helpful links and documents in [4.25 - uCC AMA](https://tulane.instructure.com/courses/2186879/modules/3422007).

**Answer all 5 questions (15 pts each):**

1. Identify and assess unCommon Construction's mission utilizing the Collins and Porras framework (see slides). In addition to identifying the mission sub-components, include a rationale for why you chose specific elements of the mission and the strengths or weaknesses you see.
2. Identify and assess unCommon Construction's theory of change. What are some of the key inputs, outputs, and outcomes that are included? What assumptions and external factors can you identify? What are the strengths and weaknesses of this theory of change?
3. Identify the different ways that unCommon Construction assesses its impact. Discuss the complexities of measuring social value as it applies to unCommon Construction. I recommend that you utilize the class powerpoint as well as SSIR's "Measuring Social Value."
4. Identify the legal, business, and organizational structures (including funding strategies) that unCommon Construction utilizes to achieve its mission, and discuss the strengths and weaknesses of that approach. I recommend that you utilize the class powerpoint was well as Westaway's "Social Enterprise Models."
5. Discuss unCommon's current scale and scaling strategy. Based on what you have access to, which of the McConnell Foundation scaling strategies do you believe uCC is currently utilizing? What are the strengths and weaknesses of that approach?

**SISE 2010 Service-Learning Objectives**

Service-learning in SISE 2010 is a mandatory component of the course. The service-learning experience is critical for exposing students to the real world of social change, which is invaluable for aspiring social entrepreneurs and innovators, scholars, and future leaders. Student participation in service-learning represents a significant portion of the participation grade and is integral for producing the reflection assignments in the course.

Our partner is unCommon Construction, a nonprofit social venture that **uses the build process to enhance learning and empower youth in a real-world, hands-on learning environment**. We will work with the uCC apprentices to build a new home in a New Orleans neighborhood, as well as to develop relationships with the young people in the program.

This service-learning experience will encourage students to:

* Develop strategies for engaging with a multicultural community,
* Understand the role they can play in serving the communities where we live and work,
* Explore the functions of a nonprofit social venture,
* Interface with staff from a local social venture to learn what social change really looks like and what it takes to make social change on the ground over time, and
* Analyze how systemic social, economic, and environmental issues impact young people in New Orleans.

**SERVICE-LEARNING OVERVIEW**

unCommon Construction staff are considered Community Professors and will facilitate in-class and on-site sessions. To participate in this course, every student must be able to commit to the on-site service-learning schedule. Your participation is mandatory and is incorporated into both your participation and written assignment grades.

2.14 - unCommon Construction Orientation in class

2.16 - Saturday Service at uCC, Reily @ 7:45 AM to 4:30 PM

* 2.19 - Service-Learning Reflection #1: What is something that challenged or surprised you at uCC? How might your role as a returning volunteer impact the project and the apprentices? What connections have you made with uCC's work and what we've already discussed in class? (Min. 500 words; can include reflection based on in-class sessions and on-site experience)

3.21 uCC Session in class

3.23 - Saturday Service at uCC, Reily @ 7:45 AM to 4:30 PM

* 3.26 - Service-Learning Reflection #2: What role or impact does uCC have on the New Orleans community? Consider the apprentice and volunteer experience, and the eventual owner/resident of the house and their neighbors. (Min. 500 words; can include reflection based on in-class sessions and on-site experience)

4.6 - Saturday Service at uCC, Reily @ 7:45 AM to 4:30 PM

* 4.9 - Service-Learning Reflection #3: What knowledge or skills have you gained while working at uCC, and what impact has the experience had on you? How does what you’ve learned shape the way you think about contributing to your community? How might you continue any personal growth or transformation you've experienced? How might you continue any personal growth or transformation you've experienced? (Min. 500 words; can include reflection based on in-class sessions and on-site experience)

4.13 – Saturday Service Makeup at uCC, Reily @ 7:45 AM to 4:30 PM

4.25 - uCC AMA Session in class

**Service-Learning Reflection Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent (100%) | Satisfactory (85%) | Unsatisfactory (70%) |
| Description12.5% | Student describes activities sparingly; when appropriate, uses activity description to make connections to analysis and reflection.  | Student may have difficulty establishing how described activities connect to analysis and reflection. | Student spends too much time describing activities rather than moving to analysis or reflection of the experience. |
| Reflection35% | Student connects and extends analysis to their own participation; Student self-appraises their learning, shares areas of growth and/or frustration, asks probing questions about themselves, and seeks answer to these questions. | Student shares some personal insight, but may at times write without considering multiple perspectives; Student may ask probing questions, but does not engage in seeking answers to such questions. | Student is unable to move beyond superficial reflection; Student is unwilling to question potential areas of growth. |
| Analysis35% | Student demonstrates extensive evidence of critical thinking; Student creates their own academic perspective infused with course concepts and applies it to the experience. | Student demonstrates some evidence of critical thinking; Student acknowledges course concepts but does not integrate the information into other knowledge bases or the experience.  | Student demonstrates little or no evidence of critical thinking and/or little understanding or integration of course concepts. |
| Tone & Mechanics12.5% | Student utilizes a tone that is personal, yet thoughtful and precise; Few, if any, errors in mechanics or syntax; Student demonstrates they have proofread their work for errors and readability. | Student tone is reasonable, but may stray from professionalism; Some mechanical or syntax errors, but errors do not impede understanding. | Student tone is inappropriate for this context; Multiple and major mechanical and syntax errors interfere with the reader’s understanding; Obvious that the student failed to proofread before submitting. |

**NOTE ON DESCRIPTION COMPONENT:** In the context of this specific service-learning experience the entire class is participating together and instructors will be present. As a result, it is less important to describe specifics about activities that the majority of the group participated in (i.e. I learned the proper technique for using X tool, which is XYZ) but would be more important to move to how that activity had an impact on you (i.e. Learning how to use X tool was really important because it made me appreciate the work required to complete Y task).

**VISIONS MULTICULTURALISM TRAINING**

VISIONS is a time-tested, insight-driven training and consulting model that empowers participants to become catalysts for change and effectively engage all people in the deep, challenging, and rewarding work of authentic inclusion, personally and within their organizations and communities. VISIONS offers the tools and skills to:

* Communicate more effectively across difference.
* Create a non-judgmental atmosphere which allows for challenges and accountability without accusation and blame.
* Analyze complex issues regarding race, class, gender and other differences at the personal, interpersonal, institutional and cultural levels.
* Create strategies for inclusion that allow for engagement of all participants, so they can perform to their full potential.

VISIONS is a foundational module in this course, and our understanding of social innovation and social entrepreneurship will build off of frameworks and tools shared in our VISIONS sessions. Learn more at <https://www.visions-inc.org/>. Please reach out to Rebecca Otten at rotten@tulane.edu if you would like to connect with a VISIONS consultant that has participate in this process with our SISE 2010 course.

**VISIONS Journals**

These journal prompts are shared before or after specific VISIONS sessions in order to help students more deeply explore the content we discuss in class. Students are encouraged to reflect deeply throughout the VISIONS experience. The instructor just checks for completion and does not read responses; however, students can choose to receive written feedback or set up a time to discuss journal entries, if they are interested in exploring their answers further.

Journal 1:

* How do you identify racially, ethnically, and culturally?
* Describe your class background growing up. What is it currently?
* Name one thing you like about your cultural identity. What is something you don't like?
* How might your cultural background help you in your work? How might it hinder you?

Journal 2: Reflect on a situation working across difference where a guideline would have been helpful.

Journal 3: Think about your experience in the last class. How did you feel? How are you feeling now?

Journal 4: Continue to think about a time you were treated as "better than" because of your membership in one of the groups you've circled -OR- a time when you found yourself treating a person in a target group as "less than" (it may have been intentional or unintentional, conscious or subconscious). Where do you think you have you learned these things?

Journal 5: Where in society are you noticing messages about historically included or historically excluded groups?

Journal 6: Reflect on an incident or dynamic across difference that you have seen or experienced at Tulane. Apply the levels of oppression to this experience. Then, consider what a pluralistic approach might look like.

Journal 7: Reflect on a time that you have engaged in a behavior identified as modern oppression. Describe the experience in detail. Then, consider what an alternative behavior approach would look like.

Journal 8: Reflect on a time that you have engaged in a behavior identified as internalized oppression. Describe the experience in detail. Then, consider what an alternative behavior approach would look like.

**Course Schedule**

* Class presentations (always updating): <https://tulane.box.com/s/5ndgri21nrw34gxcl03jty54tbiy4bt1>
* Class agendas (always updating): <https://tulane.box.com/s/waso5ujhukaw9btt3v860pbcfo039f8k>

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| --- | --- | --- | --- |
| **Wk: Dy** | **Topic** | **Reading** | **Assignments** |
| 1:1 | Introduction to the course* Get to know classmates & instructor
* Share key info to ensure the course is a good fit for the student
* Identifying and defining social/environmental problems
 | * None
 | * None
 |
| 1:2 | Definitions* Get to know classmates & instructor
* Deep learning
* Reading discussion
* “The Syllabus Games” Activity
 | * Taylor Center website
* Syllabus and all assignment descriptions
* Martin & Osberg Intro
* Phills, Deiglemeier, & Miller (2008). Rediscovering Social Innovation. SSIR.
 | * Quiz/Ponder on reading
 |
| 2:3 | Definitions 2* Get to know classmates & instructor
* “Mapping Definitions” Activity
* Reading discussion
 | * Martin & Osberg ch. 1
* Bornstein ch. 1-2
 | * Quiz/Ponder on reading
 |
| 2:4 | Research Day* Session with librarian
 | * Videos and resources provided by Tulane librarian
 | * Social/environmental problem proposal
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| 3:5 | VISIONS* Cultural Sharing
* Guidelines
 |  | * VISIONS Journal 1
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| 3:6 | VISIONS* Historically included and historically excluded groups (HI/HE)
 | * Adichie. (2009). The danger of a single story. TED Talk.
 | * VISIONS Journal 2
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| 4:7 | VISIONS* Understanding culture, in-group dynamics
* Multicultural process of change
* Levels of oppression/change
 |  | * VISIONS Journals 3-5
 |
| 4:8 | VISIONS* Modern oppression
* Internalized oppression
* Alternative behaviors
 | * Batts, V. (2018). Is reconciliation possible?
* Bryant, A. R. (2006). Multicultural process of change – Assumptions and definitions.
 | * VISIONS Journal 6
 |
| 5:9 | Disparities & Power* Key definitions
* How power operates
* Synthesis of previous material
 | * Liu, E. (2014). How to understand power. TED Ed.
* Kuttner, P. (2016, Nov 1). The problem with that equity v. equality graphic you’re using.
 | * Research Annotation Worksheet
* VISIONS Journals 7-8
 |
| 5:10 | UnCommon Construction Orientation | * uCC Orientation video
* Rowe, M. (2009, March 5). Learning from dirty jobs. TED Talk.
* Crawford, M. B. (2009, May 21). The case for working with your hands.
* Review uCC website
 | * Quiz/Ponder on reading
* Complete risk acknowledgement form for service-learning
 |
|  | Service-learning Saturday |  |  |
| 6:11 | Module 1 Wrap-up* Service-learning reflection
* Peer review of essays
 |  | * Essay Set #1
* Service-learning reflection #1
 |
| 6:12 | Research Day* How to read, analyze, and synthesize research articles
 | * 3 exemplar studies in youth leadership (tying into service-learning)
 |  |
| 7:13 | Understanding Systems* Introduce systems mapping activity
* Reading discussion
* Brainstorm 5-7 large system elements, start exploring in pairs
 | * Complexity Labs (2017, May 6). What is a complex system?
* Stroh, D. P. (2015). Systems thinking for social change ch. 1-2.
* Vexler, D. (2017). What exactly do we mean by systems?
* Kendall-Taylor, N. (2017, June 14). How words change minds: The science of storytelling. TEDx.
* Stroh, D. P. (2015). Systems thinking for social change ch. 3-4.
 | * Show notes from readings.
 |
| 7:14 | Understanding Systems 2* In two groups, students will explore and map systems in New Orleans that relate to the work of our service-learning partner
* Pairs of students will research 1-2 elements and their relations/plotlines.
* Each pair will present what they’ve learning to their group.
* Groups will work together to integrate information into a system map.
 | * Research & material related to K-12 education/youth and housing/homelessness in New Orleans
 | * Show notes from readings.
 |
| 8:15 | Comparing Sectors & Change Strategies | * Martin & Osberg ch. 2-3
 | * Quiz/Ponder on reading
 |
| 8:16 | Comparing Sectors & Change Strategies |  | * Research project draft paper
 |
| 9:17 | Social Value | * Mulgan, G. (2010). Measuring social value. SSIR.
 | * Quiz/Ponder on reading
 |
| 9:18 | unCommon Construction Session 2 | * Readings selected by s-l partner
 | * Quiz/Ponder on reading
 |
|  | Service-learning Saturday |  |  |
| 10:19 | Mission & Theory of Change | * Martin & Osberg ch. 4
* Bornstein ch. 12, 16
 | * Service-learning reflection #2
* Quiz/Ponder on reading
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| 10:20 | Social Impact | * Community Toolbox. Developing a logic model.
* Fruchterman, J. (2016). Using data for action and for impact
 | * Essay Set #2
* Quiz/Ponder on reading
 |
| 11:21 | Social Impact 2 |  |  |
| 11:22 | unCommon Construction Session 3 | * Readings selected by s-l partner
 | * Quiz/Ponder on reading
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|  | Service-learning Saturday |  |  |
| 12:23 | Forms, Funding, & Founders | * Martin & Osberg ch. 5
* Westaway, Social Enterprise Business Models
* Urban Institute (2015). Nonprofit sector in brief.
 | * Service-learning reflection #3
* Quiz/Ponder on reading
 |
| 12:24 | Scaling Social Impact | * Martin & Osberg ch. 6
* Bornstein ch. 20
 | * Research project final paper
* Quiz/Ponder on reading
 |
| 13:25 | Scaling Social Impact 2 | * Martin & Osberg ch. 7
* Riddell, D. and Moore, M. (2015). Scaling out, scaling up, scaling deep. Pp. 8-33. McConnell Foundation
 | * Quiz/Ponder on reading
 |
| 13:26 | Qualities of a Social Entrepreneur | * Bornstein ch. 10, 18
* Dees, G. (2001). The meaning of social entrepreneurship.
 | * Quiz/Ponder on reading
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| 14:27 | TBD |  |  |
| 14:28 | unCommon Construction ask me anything (AMA) |  |  |
| 15:29 | Class wrap-up |  |  |
| FINAL |  |  | * Research Project Presentation
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