# Foundations in Social Entrepreneurship
## The Harris School of Public Policy

WTR 2021 | Syllabus
Will Gossin, gossintw@uchicago.edu
Office Hours: TBD

Mondays: 4:00 - 5:50pm

--- Fully Remote ---
---No Prerequisites Req'd ---

## Course Objectives

**This course aims to give students a comprehensive overview of the social entrepreneurship ecosystem and how they could contribute to it.** Rather than focus purely on new venture creation, this course will give students experience in the three mains areas of the ecosystem. Students will learn the roles of: Impact Investors/Foundations, Founders, and Product Managers. As we explore each area of the ecosystem, students will learn the perspectives, mindsets, and tools that practitioners use to advance their declared impact in each area. By the end of the course, students will have produced deliverables in all three areas and understand how the mindset, incentives, and values of each area interact with and influence the others.

## Course Description

This is an introductory course that will explore the three fundamental areas of the social entrepreneurship ecosystem. The course aims to provide the skills and mindset for deeper engagement with other courses focused on social impact and innovation at Harris and across the University. Additionally, it serves to guide students in their career considerations: what role do you want to play in creating impact? How is that role affected by the others? What will you need to be good at to be effective?

Expectations for student preparation and out of class work are high. The readings aren't difficult to get through, but the concepts will be new to many of you, especially in this combination.  Completion of each reading is required to make each class session worthwhile for all of us.

Students will have a high degree of autonomy in choosing the focus of their assignments, but will be required to include consideration of some criteria in their project.

**Funders: Impact Investor/Foundations**
We'll begin with the investor mindset which ultimately sets the standard for how the social entrepreneurship ecosystem functions. There is a tremendous diversity in this area with dramatic ranges for how even the concept of impact is defined and measured. We will explore the diversity of approaches and students will produce a core deliverable used to guide investment decisions within these organizations.

**Founder**:
Having learned in the first phase of the class what investors are looking for, we will shift to learning the foundational skills for effectively starting a new organization. Students will learn business model design, financial modeling, and how to prepare an investor presentation.

**Contributor/Product Manager**:
We will finish the course by zooming into the day-to-day work of a social venture. Students will learn how interdisciplinary teams work together to develop new products and services and get practice working on such a team. We'll explore human-centered design and prototyping to produce deliverables that enable effective coordination across teams and advance the mission of the organization.

# Administrative Information

**Instructor**:
Will Gossin
Lecturer in Entrepreneurship and Innovation
*Harris School of Public Policy and the Law School*
Email: gossintw@uchicago.edu

**Teaching Assistants**:
Madhav Bindal

# Course Experience

As of October 2019, the Winter 2020 section will be **fully remote**. We'll have asynchronous (recorded) content to watch each week as well as synchronous class discussions and workshops. There will be regular office hours available for individuals and teams.

For team based projects, students are expected to schedule and meet as a small group and include the TA or professor when needed.

*By attending course sessions, students acknowledge that:*
- *They will not: (i) record, share, or disseminate University of Chicago course sessions, videos, transcripts, audio, or chats; (ii) retain such materials after the end of the course; or (iii) use such materials for any purpose other than in connection with participation in the course.*
- *They will not share links to University of Chicago course sessions with any persons not authorized to be in the course session. Sharing course materials with persons authorized to be in the relevant course is permitted. Syllabi, handouts, slides, and other documents may be shared at the discretion of the instructor.*
- *Course recordings, content, and materials may be covered by copyrights held by the University, the instructor, or third parties. Any unauthorized use of such recordings or course materials may violate such copyrights.*
- *Any violation of this policy will be referred to the Area Dean of Students.*

# Course Requirements

**Evaluation of Students' Work**:

    70% - Phase Assignments
- 1/3  Investor Deliverable (Individual)
- 1/3  Founder Deliverables (Group)
- 1/3  Contributor/Product Manager Deliverable (Pairs)

    15% Participation
    15% Reflection Memos

    **Peer Evaluation (adjustment to final grade)**: At the end of each team assignment, students are required to evaluate the relative performance of all team members. If an individual is rated negatively by 2 or more team members, their grade for the assignment may be adjusted downward up to 2 full letter grades. If an individual is rated very positively by 2 or more team members, their grade may be adjusted upward.

**Reflection Memos**: This course aims to change your mindset and perception of social sector problems. Change requires reflection, experimentation, and integration. Therefore, students will submit two reflection memos on that process. The memos deserve your attention. I'll use them to understand what you've learned. The fact that the memos are brief means I expect more thoughtfulness as you'll have fewer words to capture the essence of what you'd like to share. The challenge of communicating persuasively in a brief period of time will be a theme across the assignments. My hope is the practice and coaching will serve you well as you pitch your ideas-- in this course, in the workplace, and on into the future.

**Class Participation**: Class sessions will be interactive with workshops, case discussions, and presentations. Active engagement is essential for getting the most out of the class and diverse participation is necessary to make the class work well. The quality of the experience depends on your critical and creative contributions as well as your feedback to your peers. We'll spend part of our first week establishing an inclusive course culture using a method that I've found to speed up the trust of groups and the quality of their work.

# Academic Materials

We'll work to get as many excerpts of the readings onto Canvas where whole books aren't required. But there are a few texts you should buy or check out from the library. And since you've made it this far in the syllabus, you must have some ambition to tackle challenges in the future and the required (and most of the recommended) books will serve you well in your personal library.

# Texts

**Required Texts**:
- Weeks 1-3
    - *Uninhabitable Earth*, Wallace-Wells
- Week 4-6
    - *Winners take All*, Anand Giridharadas
- Week 7-10
    - *Invisible Women*, Caroline Criado Perez
    - *Talking to Humans* & *Testing with Humans* (free online and on our Canvas)

- *+ See Canvas Weekly for articles and pods*

**Recommended for Library**
- Sprint, Jake Knapp
- Slideology, Nancy Duarte
- Business Model Generation, Osterwalder

# Additional Course Information

**Accommodation Policy**: If you require any accommodations for this course, as soon as possible please provide the instructor with a copy of your Accommodation Determination Letter (provided to you by the Student Disability Services office) so that you may discuss with him/her how your accommodations may be implemented in this course. The University of Chicago is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the University's programs or services,

you are encouraged to contact Student Disability Services as soon as possible. To receive reasonable accommodation, you must be appropriately registered with Student Disability Services. Please contact the office at 773-702- 6000/TTY 773-795-1186 or disabilities@uchicago.edu, or visit the website at disabilities.uchicago.edu. Student Disability Services is located at 5501 S. Ellis Avenue.

**A Note on Sexual Misconduct and Harassment:** The University of Chicago is a community of scholars dedicated to research, academic excellence, and the pursuit and cultivation of learning. Members of the University community cannot thrive unless each is accepted as an autonomous individual and is treated without regard to characteristics irrelevant to participation in the life of the University.  Our university is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibits discrimination on the basis of sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at our university.

Our university encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our university can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact Bridget Collier (Associate Provost for Equal Opportunity Programs and Title IX Coordinator for the University) at bcollier@uchicago.edu or 773.834.6367.

Our university is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As an instructor, I am also required by our school to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.