

COURSE INFORMATION

Course title:	Social Entrepreneurship	Credits:	3
Course code:	COMM/COMR 485	Class location:	DLAM 009
Session and term:	2023W1	Class times:	Mon/Wed 9:30am -11:00am
Section:	101	Pre-requisites:	n/a
Course duration:	September 6 – December 6	Co-requisites:	n/a
Division:	Entrepreneurship & Innovation		

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

Social entrepreneurship is an innovative, growing, and rapidly evolving field in business that tackles social and environmental challenges using business principles and methods to build more inclusive systems.

Social entrepreneurs are distinctive in their focus on a social mission as the primary, driving force of their organization. Traditional business performance measures – such as growth and profit – are relevant and important to social entrepreneurs, but not as standalone outcomes; rather, the value of growth and profit is manifested in the organization's ability to achieve its social mission more quickly and effectively.

Social entrepreneurs see opportunity in the blurring of the traditionally separate roles of governments, non-governmental organizations, and companies. Social ventures can take a wide variety of forms ranging from non-profit to for-profit – and countless innovative hybrids in between.

COURSE FORMAT

COMM 485 is an applied course in which students will work with real social enterprises. Classes will utilize lectures, discussions, relevant readings, live cases, and field study (when possible) to explore the unique challenges faced by social entrepreneurs and the role they play in social innovation.





LEARNING OBJECTIVES





By the end of this course, students will be able to:







1. Explain the purpose and roles of social ventures, as well as the benefits to society provided through this form of entrepreneurship.
2. Define a social problem, demonstrating an understanding of the scope and parameters of the system that needs to be changed for the problem to be addressed.
3. Identify opportunities for innovation, collaboration, and new business development in response to evolving social and environmental issues.
4. Address unique funding and financial challenges facing social ventures.
5. Design appropriate methods to measure social impacts and ensure accountability.
6. Anticipate future developments and prospects in the field of social entrepreneurship.


SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). In this course, we will touch on topics that relate to the range of goals. (Please note that specific goals will be explored in more detail depending on the topics students select for Assignments 1 & 2. The client partner organization for Assignment 3 will also determine the specific SDGs addressed for Assignment 3.)

<p>Goal 1: No Poverty</p> 	<p><i>End poverty in all its forms everywhere</i></p> <p>Global Examples: access to basic goods and services, financial security, poverty elimination, income poverty, social services, poverty elimination, homelessness, thriving wage, skills training, income support, charitable donations</p>
<p>Goal 2: Zero Hunger:</p> 	<p><i>End hunger, achieve food security and improved nutrition and promote sustainable agriculture</i></p> <p>Global Examples: food security, malnutrition, equitable land access, healthy food, child obesity, regional food systems, farmer livelihoods, international food trade, urban agriculture, food waste, food byproducts use, food procurement, retail and distribution, food supply chains, circular food economy</p>
<p>Goal 3: Good Health and Well-being</p> 	<p><i>Ensure healthy lives and promote well-being for all at all ages</i></p> <p>Global Examples: disease prevention and response, addiction prevention and treatment, healthcare access, reproductive health, medication, mental health, aging, physical activity, quality of life, public health, workplace health and safety, health equity, pandemic response consumer, well-being, employee well-being, negative effects of advertising/consumption, health care optimization</p>
<p>Goal 4: Quality Education</p> 	<p><i>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</i></p> <p>Global Examples: eliminating disparities in access to education, skill development, literacy and numeracy, equity in education, Indigenous education, responsible management topics, quality university education, safe, inclusive, and effective learning environments, financial literacy, climate literacy, life-long learning</p>

<p>Goal 5: Gender Equality</p> 	<p><i>Achieve gender equality and empower all women and girls</i></p> <p>Global Examples: women's rights and safety, violence against women, unpaid/domestic work recognition and support, women leadership and ownership, gender pay gap, non-binary gender rights, gender equity, women in entrepreneurship, LGBTQIA+ issues, employment and pay equity, diverse leadership, reproductive health, gender pay gap, gender disparities in promotions</p>
<p>Goal 6: Clean Water and Sanitation</p> 	<p><i>Ensure availability and sustainable management of water and sanitation for all</i></p> <p>Global Examples: access to clean drinking water, adequate waste water treatment, integrated water resources management, water reuse and recycling, watersheds, rivers, streams, ground water, water treatment, conservation</p>
<p>Goal 7: Affordable and Clean Energy</p> 	<p><i>Ensure access to affordable, reliable, sustainable and modern energy for all</i></p> <p>Global Examples: access to clean energy, energy efficiency, energy policy, renewable energy, affordable clean energy, energy infrastructure upgrades, energy conservation, fossil fuel divestment, energy efficient buildings, renewable energy, community energy infrastructure</p>
<p>Goal 8: Decent Work and Economic Growth</p> 	<p><i>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</i></p> <p>Global Examples: economic diversification, small and medium businesses, fair trade, access to financial services, decent job creation, entrepreneurship, creativity and innovation, meaningful work, employment equity, income equity, labour rights, micro-finance, social finance, safe & inclusive workspace, alternatives to never-ending growth</p>
<p>Goal 9: Industry, Innovation and Infrastructure</p> 	<p><i>Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</i></p> <p>Global Examples: resilient infrastructure, inclusive and sustainable industrialization, innovation, access to transportation, micro-finance, access to credit, small-scale industry support, research and technology, entrepreneurship, access to technology, social enterprise</p>
<p>Goal 10: Reduce Inequality</p> 	<p><i>Reduce inequality within and among countries</i></p> <p>Global Examples: income equality, income support, inclusive employment policies, anti-racism, anti-discrimination, Indigenous reconciliation, disability, religion, race, equity, diversity and inclusion, wealth inequality, bias in AI, price discrimination, discrimination in segmentation, Indigenous inclusion, Indigenous participation</p>

<p>Goal 11: Sustainable Cities and Communities</p> 	<p><i>Make cities and human settlements inclusive, safe, resilient and sustainable</i></p> <p>Global Examples: transportation access, road safety, cultural/natural heritage, safe and affordable housing, urban planning, air quality, inclusive/safe/healthy public spaces, urban containment, urban governance, sustainable land use, effects of climate change on cities, valuing risk, sustainable transportation</p>
<p>Goal 12: Responsible Consumption and Production</p> 	<p><i>Ensure sustainable consumption and production patterns</i></p> <p>Global Examples: sustainable and equitable sourcing and production, sustainable procurement, sustainable distribution, food waste, life cycle analysis, recycling and reuse, ecological footprint, corporate social responsibility, fair trade, circular economy, consumer well-being, responsible sourcing, low emission supply chain design, responsible/ethical supply chain</p>
<p>Goal 13: Climate Action</p> 	<p><i>Take urgent action to combat climate change and its impacts</i></p> <p>Global Examples: natural disaster response, climate change mitigation, climate change adaptation, climate justice, climate policy, resilience, environmental externalities, low emission supply chain design, Environmental Disclosure, ESG accounting and reporting, Cap and Trade, Carbon Markets, Carbon Pricing;</p>
<p>Goal 14: Life Below Water</p> 	<p><i>Conserve and sustainably use the oceans, seas and marine resources for sustainable development</i></p> <p>Global Examples: fishing and fisheries, ocean and freshwater pollution, coastal laws and water regulation, water conservation, aquatic ecosystem health</p>
<p>Goal 15: Life On Land</p> 	<p><i>Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</i></p> <p>Global Examples: forests, wetlands, mountain and alpine ecosystems, sensitive ecosystems, biodiversity, soil health, endangered species, invasive species</p>
<p>Goal 16: Peace, Justice, and Strong Institutions</p> 	<p><i>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</i></p> <p>Global Examples: violence, corruption, government spending, public engagement, equity, advocacy, governance, leadership, laws and regulations, civic engagement, policy, accountable and transparent institutions, ethical institutions, responsive and inclusive decision making, ESG, data usage and transparency, transparency in financial reporting, environmental disclosure, codes of ethics</p>

<p>Goal 17: Partnerships for the goals</p> 	<p><i>Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development</i></p> <p>Global Examples: international cooperation, trade, taxes, access to technology, data collection and sharing, cross-sector collaboration, cooperation, collaboration, partnerships, collective action, inter-disciplinary</p>
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ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Online Pre-Assessments	10%
Social Problem Situational Analysis	20%
Selected Case Study + Team Presentation*	*15%
Applied Social Enterprise Team Project*	*30%
Reflection Paper	10%
Class Contribution + Participation	15%
Total	<u>100%</u>

*Individual grades on team assignments may be subject to adjustment based on instructor and peer evaluations.

Details of Assessments

Online Pre-assessments – 10%

With the goal of providing a more active learning experience during our time together, students will complete regular online pre-assessments to guide their class preparation. Such preparation will ensure class time can be dedicated to higher-level application of and interaction with key concepts, tools, and discussions.

Assignment 1 (Partners): Social Problem Situational Analysis – 20%

The purpose of a situational analysis written assignment is to help increase knowledge about the context of a social problem, identified and selected by the students. The selected problem may be local, national, global or specific to another country. With this in mind, it is important to understand the context and system of which the problem is a part, as well as the circumstances and influences that may have resulted in the situation. This type of exercise is essential to developing a deeper understanding of how any proposed future recommendations or initiatives might impact all communities and stakeholders.

In preparing the situational analysis please reference appropriate sources (literature and reports) and interpret and apply findings to regional issues (i.e. nutrition, health, education, the economy, environmental sustainability, etc.). This macro level background information will provide an important contextual backdrop. Elements of the situational analysis may include:

- Background ~ brief description of the situation in the region (i.e. country, province/state, city, etc.) in terms of economy, climate, political structure, religion, gender and other factors that could have an impact on the problem space you are exploring. Consider regional differences and particularities.
- Issue Status ~ research and statistics about the relevant issues.
- Causes of Issues ~ summary of factors (i.e. historical, political, cultural, climatic, etc.) that might be contributing to the current state of affairs relating to the current situation.

- Current Key Intervention Strategies ~ brief analysis of strategies that are currently being implemented to address the issues, including why the strategies may have been selected (consider appropriateness from a cultural and national perspective). What might be some of the challenges with these strategies?
- Resources ~ references clearly indicated for all sources used.

Assignment 2 (Teams): Selected Case Study + Team Presentation – 15%*

The purpose of this assignment is to allow students to learn about what social entrepreneurs have done or are doing globally to address systemic issues that they have identified. By researching and understanding best practices and “failures”, students will gain an understanding of the challenges and successes that social entrepreneurs experience in establishing social ventures.

This is a team assignment. Ideally, the selected case study will relate to an issue identified in Social Problem Situational Analysis (in the previous assignment).

Deliverables for this assignment will include a written report and a presentation to the class to share the team’s research, findings and conclusions.

** Individual grades on team assignments may be subject to adjustment based on instructor and iPeer evaluations.*

Assignment 3 (Teams): Applied Social Enterprise Team Project – 30%*

One of the most effective ways to integrate and synthesize course concepts is to apply them in real practice. The Applied Social Enterprise Project is a defined assignment for which students will conduct research and develop focused recommendations for a local social venture facing real business opportunities and challenges. This project is the main, “hands-on” element of the course that will allow students to integrate and apply the course concepts to benefit real organizations. Working in teams, students will have the opportunity to work on at least one specific applied project, as identified by the participating partner organization.

Final deliverables for this major team project will include a concise written report describing the team’s research, analysis and recommendations, as well as a brief presentation of the highlights. (Note: In some circumstances, the partner organization may request a team to present to the organization’s larger team.)

** Individual grades on team assignments may be subject to adjustment based on instructor and iPeer evaluations.*

Assignment 4 (Individual): Reflection Paper – 10%

Social entrepreneurship is a rapidly growing and evolving field with a vast array of definitions, forms, and applications around the world. Students will be encouraged to reflect on and explore more deeply the topics and cases that interest them during the semester. Students will be asked to write a reflective paper (“memo”) to share their individual insights arising from their experiences and their growing knowledge of the social enterprise field.

In-class Participation – 15%

Students are expected to actively participate in class discussions and activities – which will require reading/viewing of all assigned materials before each class, preparing personal positions on the topics raised, and sometimes even seeking out additional relevant materials in special areas of interest to share with the group.

Note: The quality of contributions is valued over quantity, and evaluation of in-class participation will emphasize experimentation, critical thinking, creativity, and practical application. Participation marks reflect each student’s contribution to class discussions, actively engaging with classmates during activities and online discussions.

Please Note: Simply attending class does not equal “participation”.

***Team iPeer Evaluation**

Each student will complete an evaluation of each team member's contribution (including their own) to the team's projects. Individual grades on team assignments may be adjusted accordingly. Client partner feedback and comments may be considered for grading.

PLEASE NOTE: More details about the written assignments and presentations will be provided online and in class.

LEARNING RESOURCES AND MATERIALS

Required Multimedia Materials: Class Prep instructions will be clearly outlined on the course blog, and students should check there regularly to ensure they are prepared for each class. Readings, videos, podcasts, and other course multimedia should be reviewed **before** the class for which they are assigned. Most of the media will be freely accessible online through various website links, Canvas, and the UBC Library site. This will minimize environmental and financial impact. For any readings not available online or class field trips, a small course fee may be levied to provide access. Detailed instructions will be provided at that time.

Course Websites:

- **Course Blog:** <https://blogs.ubc.ca/comm485thiruchittampalam2023w1/>
- **UBC Canvas:** The course will be supported in Canvas for readings, pre-assessments and assignment submissions.

NO DISTRIBUTION OF RECORDINGS

There is no distribution of recordings of class. Classes are designed as and are intended to be in-person. Your attendance is expected. If you are unable to attend, the policy regarding missed classes described in this syllabus applies. It is your responsibility to ensure that you have the materials you need for missed classes. It is strongly recommended that you make arrangements at the start of the semester for materials in case you miss class. For instance, you may wish to exchange contact information with a classmate who can provide you with notes in the event you miss class. If you believe you are an exceptional case that merits special consideration, please promptly reach out to your instructor to advise them of your circumstances.

ACADEMIC CONCESSIONS

Requests for academic concessions will be determined on a case-by-case basis in accordance with the UBC Senate [Policy V-135](#). Valid academic concessions requests (i.e. extensions for assignments) must be made well in advance of the assignment deadline. Please note that there will be no make-up assignments. In all instances, the academic standards of the course must be maintained.

Requesting Academic Concessions

If you experience unanticipated events or other circumstances that constitute valid grounds for academic concession as defined by [UBC's Academic Concession Policy](#), complete the [concession request webform](#). Concessions are time-sensitive and the webform should be submitted within 48 hours of the missed deadline. Upon submission, your request will be recorded in the UGO and you will also receive an email with further instructions. Please read this email carefully and be sure to also refer to the relevant course syllabus for each concession that you have requested. Please know that you should continue to work on the coursework for the course(s) which you submitted a concession for. You should anticipate being asked to submit work or write an exam as soon as the circumstances affecting your ability to fulfil your academic responsibilities are resolved.

POLICIES APPLICABLE TO UBC SAUDER UNDERGRADUATE COURSES

At UBC Sauder, professional behaviour aligns with the school's guiding values – rigour, respect and responsibility – and is upheld in the [UBC Sauder BCom Statement of Professionalism and Code of Conduct](#).

Respectfulness in the classroom

Students are expected to be respectful of their colleagues at all times, including faculty, staff and peers. This means being attentive and conscious of words and actions and their impact on others, listening to people with an open mind, treating all UBC Sauder community members equally and understanding diversity. Students who act disrespectfully toward others will be asked to leave the class and be marked as absent for the day. They may also be removed from a team, lose credit for in-class assessments and activities, or be asked to complete a group assignment individually.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Unless otherwise stated, assignments are to be submitted via Canvas by 6:00 pm PST on the due date. Late individual and partner assignments will be subject to penalty as follows: 15% penalty if submitted 5 minutes to 24 hours late; 30% penalty if submitted 24-72 hours late; and a grade of zero if submitted more than 72 hours late. Group assignments will be subject to a penalty of 15% if 5 minutes to 6 hours late and will not be accepted after 6 hours late (as they are required for group presentations).

Other Course Policies and Resources

Class Preparation: Guidance on how to prepare for each class will be posted to the course blog website. Each student is responsible for understanding what is required to complete assigned readings and pre-assessments, as well as complete other preparation, as indicated.

Attendance: Full and punctual attendance is expected in classes. Consistent late attendance or multiple missed classes, without advanced notification or proper documentation, will affect the contribution and participation grade significantly.

Electronic Devices:

- Laptops are not permitted in class unless required by the instructor for specific in-class activities or exercises. You will be notified in advance if you need to bring an internet-enabled device for a given class.
- Cell phones are not permitted in class. Remember to turn off or mute your cell phone before putting it away.

Respectful Classroom: Some of the issues discussed in class may be sensitive or affect some people in a very personal way. Students are expected to share only constructive feedback and participate in discussions and debates respectfully, open-mindedly, and inclusively.

Missed Pre-assessments: There are no make-ups for any missed online pre-assessments. You must complete those assessments during the assigned window of time that they are available online. Pre-assessments that were due prior to students joining the course, in the course add/drop period, will be taken into consideration for grading.

Note: Pre-assessments are meant to be completed individually.

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the university policies and codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, or other channels that subverts the fair evaluation of a class exercise, or assessment. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Use of Artificial Intelligence

Generative AI (Including ChatGPT) Not Permitted

Any work submitted must be your own original work. Any use of generative artificial intelligence (AI), including ChatGPT, is prohibited and constitutes academic misconduct. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. AI identification methods may also be employed by the instructor. After review, if it is determined by the instructor that submitted work likely contains AI generated content, the work may receive a zero and may be subject to further misconduct measures set out in the [UBC Academic Calendar](#).

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Audio or video recording of classes are not permitted without the prior approval of the Instructor. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Course Schedule

(Subject to change at instructor's discretion and with class consultation, where appropriate)

Reminder: Please note that readings are available on the course blog

(<https://blogs.ubc.ca/comm485thiruchittampalam2023w1/> and pre-assessments are accessed via Canvas.

Important: Thursday, October 12, 2023 has been designated as a "Make-up Monday" for the Term 1 academic schedule. Classes scheduled for Thursday, October 12 are cancelled, and will be replaced by the classes normally scheduled on a Monday. This includes our course. Please ensure you plan to attend our Monday class at its regular time and location on Thursday, October 12.

WK	CLASS DATE	CLASS TOPICS	WHAT'S DUE
1	Class 1 Wednesday, September 6	Introductions: Course Purpose, Personal Purpose The Power and Possibility of Social Entrepreneurship	Individual: Student Intros (student introduction information will be shared online)
2	Class 2 Monday, September 11	Social Innovation and Entrepreneurship	Individual: First online pre-assessment due by 9:00 am
	Class 3 Wednesday, September 13	Defining Social Problems + Assessing Opportunities 1	
3	Class 4 Monday, September 18	Social Enterprise Business Models 1 / Funding Social Ventures 1 (Guest Speaker)	
	Class 5 Wednesday, September 20	Defining Social Problems & Assessing Opportunities 2	
4	Class 6 Monday, September 25	Funding Social Ventures 2 – (Guest Speaker)	
	Class 7 Wednesday, September 27	Social Enterprise Business Models 2	
	Monday, October 2	Statutory holiday in lieu of the National Day for Truth and Reconciliation – NO CLASS	
	Assignment Tuesday, October 3	Assignment 1 (Partners): Social Problem Situational Analysis due	Assignment 1: Situational Analysis due 6pm (via Canvas)
	Class 8 Wednesday, October 4	Social Problem Situational Analysis Discussion	
6	Stat Holiday Monday, October 9	Thanksgiving – NO CLASS	

	Class 9 Wednesday, October 11	Team Formation	Team: Team Charter (completed in class)
	Class 10 Thursday, October 12	Critical Analysis + Ethics	
7	Class 11 Monday, October 16	Guest Speaker	
	Class 12 Wednesday, October 18	Accountability + Impact Assessment	
8	Assignment Sunday, October 22	Assignment 2 (Teams): Selected Case Study due	Assignment 2: All Selected Case Study Reports + Presentation slides due by 6:00pm regardless of presentation date (via Canvas)
	Class 13 Monday, October 23	Assignment 2: Selected Case Study Team Presentation + Discussion 1	Assignment 2: due by 6:00pm October 22 (via Canvas)
	Class 14 Wednesday, October 25	Assignment 2: Selected Case Study Team Presentation + Discussion 2	Assignment 2: due by 6:00pm October 22 (via Canvas)
9	Class 15 Monday, October 30	Assignment 2: Selected Case Study Team Presentation + Discussion 3	Assignment 2: due by 6:00pm October 22 (via Canvas)
	Class 16 Wednesday, November 1	Assignment 3 (Teams): Applied Social Enterprise Team Project Introduction/Briefing	
10	Class 17 Monday, November 6	Scaling the Venture	Individual: Peer and Self-Evaluations due (on iPeer, via Canvas)
	Class 18 Wednesday, November 8	Guest Speaker (tbc)	
	Mid-term Break November 13-15	Mid-term Break – NO CLASSES	
11	Class 19 Monday, November 20	Partnerships & Community Engagement	
	Class 20 Wednesday, November 22	Project Coaching	

12	Class 21 Monday, November 27	Guest Speaker (tbc)	
	Assignment Tuesday, November 28	Assignment 3: Applied Social Enterprise Team Project due	Assignment 3: All Project Reports + Presentation Slides due by 6:00 pm Tuesday November 28 regardless of presentation date (via Canvas)
	Class 22 Wednesday, November 29	Assignment 3: Applied Social Enterprise Team Project Final Presentations 1	Assignment 3: due by 6:00 pm November 28 (via Canvas)
13	Class 23 Monday, December 4	Assignment 3: Applied Social Enterprise Team Project Final Presentations 2	Assignment 3: due by 6:00 pm November 28 (via Canvas)
	Class 24 Wednesday, December 6	Future of Social Entrepreneurship	Future of Social Entrepreneurship
	Assignment Friday, December 8	Assignment 4 (Individual): Reflection Paper due	Assignment 4: Reflection Paper due by 6:00 pm (via Canvas)
	iPeer – by Friday, December 8	Individual: Peer and Self-Evaluations due	Individual: Peer and Self-Evaluations due (on iPeer, via Canvas)