



Miller Center

for Social Entrepreneurship

Innovation for Social Justice – Winter 2017

Honors 20 -- Monday/Wednesday 3.30-5.15 pm

Dr. Keith Douglass Warner OFM, kwarnerscu.edu

Office hours: Wednesday 2.15-3.15 pm, and usually after class on Monday,
and by appointment

www.scu.edu/millercenter

(in Nobili Hall)

Bulletin description

Analyzes how, when and why disruptive technologies, frugal innovation and social entrepreneurship are addressing the economic justice goals of the UN Sustainable Development Goals. Investigates how social entrepreneurship, drawing from Silicon Valley acumen and the Jesuit ethical vision, can realize the vision of Laudato Si.

Course description

How can social innovation address the basic human needs of people living in poverty around the world while protecting the planet? Social entrepreneurship is a powerful social change methodology, drawing on the best of business strategy and other forms of social innovation. Miller Center for Social Entrepreneurship is the premier university-based social enterprise accelerator, and home of the Global Social Benefit Institute (GSBI). This class investigates how GSBI enterprises are advancing social justice, as envisioned by the UN Sustainable Development Goals. Students will develop comparative case studies, and present them using digital technologies. These will evaluate the transformative potential (and limitations) of social innovation and entrepreneurship to address basic human needs of energy, water, food, education, and livelihoods drawing from case materials derived from the Miller Center network of GSBI social enterprises.

Student learning objectives

As a result of this class, students will be able to:

1. Understand global social justice problems and imagine innovative solutions
2. Profile social innovations used by social enterprises
3. Compare entrepreneurial models to analyze their potential to scale social impact
4. Communicate the potential of innovation and entrepreneurship for social justice
5. Reflect upon innovation and entrepreneurship in their own lives, and imagine elements of their own vocation

Required texts (these two books are found in the bookstore):

ISE: Chahine, T. 2016. *Introduction to Social Entrepreneurship*. CRC Press.

GSBI: Martin, R. and Osberg, S., 2015. *Getting Beyond Better: How Social Entrepreneurship Works*. Harvard Business Review Press.

Student evaluation will be based on the following:

Grade %age	Due	Description
15%	Feb 2	1. Understand global social justice problems -- and imagine innovative solutions (document)
15%	Feb 16	2. Profile social innovations -- used by one GSBI social enterprise (webpage)
25%	March 3	3. Compare models of change -- can social enterprises scale impact? (update webpage)
25%	March 16	4. Communicate the potential of innovation and entrepreneurship for social justice (imovie in webpage)
15%	March 23	5. Reflect upon innovation and entrepreneurship in your own life, and imagine elements of your own vocation (document)
5%		In-class presentations and participation
100%		Total

Note that these deliverables build progressively upon each other. Assignments 2, 3, and 4 are submitted on one webpage, which you will build out through the arc of the class. You can see an example of a finished product here <http://blogs.scu.edu/jcaemmerer/>

All of the assignments are due electronically at 11.59pm. There are two modes of submission. If you are submitting a document:

1. You may format in Word, PDF, and Pages. I do not accept googledocs.
2. Name the file according to the following guideline:
Year.Course#.Assignment#.Surname For example, 16.20.1.Warner
3. Email this as an attachment to the student in-box folder in the cloud here student.tr8hgkfce7m7w5kt@u.box.com and copy yourself. Documents must be submitted as attachments. Always, always, always keep a back up copy by cc-ing yourself.

If you are submitting a webpage, please email the URL when you have completed the assignment (including when you update your webpage with new work). Please provide a distinct identifier in the subject line, according to the following guideline:
Year.Course#.Assignment#.Surname For example, 16.20.1.Warner

Overview of assignments

Assignment 1: Understand global social justice problems -- and imagine innovative solutions. This assignment asks you to describe a category of social justice problems, summarize some GSBI social enterprise solutions, and to explore the

potential role of innovation in addressing this justice issue. This assignment prepares you to successfully complete all the future course work. This assignment draws from ISE Introduction, chapter 2; GBB Introduction, chapters 1-3; and LS Introduction, chapter 1. This will be submitted as a document.

Assignment 2: Profile social innovations -- used by one GSBI social enterprise.

This assignment asks you to describe the social innovations exhibited by one GSBI social enterprise. This assignment draws from ISE chapters 3-6; GBB chapters 3-4; and LS 3. This will be the first assignment submitted on your digication webpage.

Assignment 3: Compare models of change -- can social enterprises scale impact?

This assignment asks you to undertake a comparative analysis of two GSBI social enterprises. You will evaluate how these enterprises deliver innovative solutions to social justice problems, develop business models and theories of change, measure impact, and have potential to scale. This assignment draws from ISE chapters 7, 9-10, 13; GBB chapters 5-6; and LS 4. This will be submitted on your webpage.

Assignment 4: Communicate the potential of innovation and entrepreneurship for social justice.

You will create an Imovie, drawing on the case studies developed and presented in assignment 3, but focused on communicating the broader lessons to external stakeholders and the public. This assignment draws from ISE chapter 12 and GBB 7. This will be posted on youtube and then inserted in your webpage.

Assignment 5: Reflect upon innovation and entrepreneurship in your own life, and imagine elements of your own vocation.

Drawing from readings, classroom discussion, and your personal research project, and your imagination, sketch out how you could foster innovation for social justice through your live choices. This assignment draws from LS chapters 5-6. This is a take home final.

Required readings

ISE: Chahine, T. 2016. *Introduction to Social Entrepreneurship*. CRC Press.

GBB: Martin, R. and Osberg, S., 2015. *Getting Beyond Better: How Social Entrepreneurship Works*. Harvard Business Review Press.

LS: Pope Francis. 2015. *Laudato Si: On Care for our Common Home* (found in the e-reader)

E-reader in Google drive.

Google drive for class. This has the e-reader, presentation sign-ups, and Keith's office hours sign ups. https://drive.google.com/open?id=0B2jyM_qaYLZ1b2tDdnI1NzRUbDg

Miller Center webpage <http://www.scu-social-entrepreneurship.org>

Global Social Benefit Fellowship webpage <http://globalsocialbenefit.institute/#intro>

Library research portal <http://libguides.scu.edu/hnrs20S>

DEM+AND <https://www.asme.org/about-asme/demand>

and http://www.asmedemand.org/demand/summer_2016?pg=1#pg1

Keith's biography and reflection on social innovation <http://blogs.scu.edu/gsbfb2012/>

Course schedule and readings

Part 1: Understand social justice problems

1a. Monday January 9. Introducing this class.

WWW. Wikipedia entry: Sustainable Development Goals.

https://en.wikipedia.org/wiki/Sustainable_Development_Goals

1b. Wednesday January 11. Introducing social innovation and entrepreneurship.

GBB Introduction.

ISE Introduction.

Lieberman, Andrew, Pamela Roussos, and Keith Douglass Warner OFM. 2015. The GSBI Methodology for Social Entrepreneurship: Lessons from 12 Years of Capacity Development with 365 Social Enterprises. Miller Center for Social Entrepreneurship.

No class meeting on MLK Day January 16

2b. Wednesday January 18. Innovation for disruption of unjust social equilibria

Students in teams tag GSBI Accelerator enterprises with SDGs

GBB 1, 2

ISE 2

Warner, K. 2016. A Holistic Vision Of Human Flourishing. Health Progress. May-June.

Cordes, L. 2011. Igniting change: a strategy for universal adoption of clean cookstoves and fuels. Washington DC: Global Alliance for Clean Cookstoves. Page 4-19 (executive summary, and background and need)

WWW. DEMAND - ASME Global Development Review. Read very carefully the articles "Clearing The Air Over Cookstoves" (Pp 8-13)

http://www.asmedemand.org/demand/fall_2013?pg=10#pg10 and "A Better Way Out" (Pp 24-9) http://www.asmedemand.org/demand/fall_2013?pg=26#pg26

3a. Monday January 23. Laudato Si, SDGs, and a vision for socio-ecological justice.

Students in pairs present on Demand case studies

LS Introduction, 1.

United Nations. 2016. The Sustainable Development Goals Report 2016.

3b. Wednesday January 25. Enterprises as organizational vehicles for social innovation

Students in pairs present on two GSBI social enterprises and their social innovations

R. Rao, M, and Kumar, U.D. 2014. The Jaipur Foot: Challenges in Leading a Free Service Organization. William Davidson Institute.

4a. Monday January 30. Defining social problems.

Students present on SDGs and social problem definitions

R: Neafsy, chapter 1.

Part 2: Profile Social Innovations

4b. Wednesday February 1. 2016 Global Social Benefit Fellows describe their work with GSBI social enterprises.

ISE 3.

Plus, skim and sign up for one of the following here (you will present February 6)

Aflaki, Sam and Andrea Masini. 2014. African Solar Rise: Electrifying Rural Tanzania. William Davidson Institute.

Velayudhan, SK, Meenakshi Sundaram R. and Thulasiraj R. D. 2011. Aravind Eye Care System: Providing Total Eye Care to the Rural Population. *Ivey Business School*. 1-17.

Mudde, Paul A. 2013. Hydraid: Safe Water for the Base of the Pyramid. *William Davidson Institute*. 1-24.

Shrimali, Gireesh, Charles Dhanaraj and Kirti Madhok Sud. 2011. Husk Power Systems. *Ivey Business School*. 1-14.

Maxie Matthiessen. 2015. A Delicate Balance for Ruby Cup: Profitability and Sustainability at the Base of the Pyramid. *William Davidson Institute*. 1-15.

5a. Monday February 6. **Students in teams present** business case studies.

ISE 4

GBB 3.

5b. Wednesday February 8.

ISE 5

Valentine, G. 2016. Do You Know How Your Business Actually Creates Value? Conscious Company.

430pm, in Library 331: Michael Gilkison on how to set up e-portfolios in Digication.

6a. Monday February 13

ISE 6

GBB 4-5

7b. Wednesday February 15

LS 3

No class meeting on Presidents Day, Monday February 20

Part 3: Compare models of change

7b. Wednesday February 22.

ISE 7, 9-10

8a. Monday February 27
ISE 13
GBB 6

8b. Wednesday March 1. Women rising.

Wong, Sam. 2009. "Climate change and sustainable technology: re-linking poverty, gender, and governance," *Gender & Development*, 17:1, 95-108.

Golla, A.M., Malhotra, A., Nanda, P. and Mehra, R., 2011. Understanding and Measuring Women's Economic Empowerment. International Center for Research on Women.

Wimmer, N. 2012. Green energy for a billion poor. *MCRE Verlag*. Chapter 1.

Part 4: Communicate the potential of innovation for social justice

9a. Monday March 6.

ISE 12

LS 5

430pm, in Library 331: Michael Gilkison on Imovie creation

9b. Wednesday March 8.

GBB 7

Part 5: Reflect upon innovation and entrepreneurship in your own life

10a. Monday March 13

LS 6

Neafsey, J. (2006). *A Sacred Voice Is Calling: Personal Vocation and Social Conscience*. Orbis Books. Chapters 2-3.

Warner, K., Lieberman, A., and Roussos, P. 2016. Ignatian Pedagogy for Social Entrepreneurship: Twelve Years Helping 500 Social and Environmental Entrepreneurs Validates the GSBI Methodology. *J. Technol. Management Innovation*. 11 (1) 80-85.

10b. Wednesday March 15

>>>*Student presentations on the vocation of innovation*

World's Top 25 For-Benefit Companies. Conscious Company.

Select one of the following, and be prepared to discuss in class and reflect upon in your final paper.

Fisher, Martin. "Income is development: Kickstart's pumps help Kenyan farmers transition to a cash economy." *Innovations* 1.1 (2006): 9-30.

Flannery, Matt. "Kiva and the birth of person-to-person microfinance." *Innovations* 2.1-2 (2007): 31-56.

Hughes, Nick, and Susie Lonie. "M-PESA: mobile money for the "unbanked" turning cellphones into 24-hour tellers in Kenya." *Innovations* 2.1-2 (2007): 63-81.

Madiath, Joe. "It Takes a Faucet: Realizing Village Development Through Water and Sanitation Initiatives (Innovations Case Narrative: Gram Vikas)." *Innovations* 4.3 (2009): 65-81.

Steve Jobs' 2005 Stanford Commencement Address (four parts)
<http://www.youtube.com/watch?v=UF8uR6Z6KLc>

>>>> *Showing of movies in Viewing & Taping A, in the Library*
Finals week: Monday March 20, 5:30-7 pm

Addendum:

This class is in the Values in Science and Technology pathway.

You can find information about Pathways on the Core Curriculum website <http://scu.edu/core> including specific Pathways, all courses associated with them, and the Reflection Essay prompt and rubric used to evaluate the final essay you will submit.

<http://www.scu.edu/provost/ugst/core/pathways/managing-your-pathway-work/>

SAVE YOUR WORK FROM THIS CLASS. If you declare this Pathway, you may use a representative piece of work from this course as one of the Pathway materials you will upload via eCampus during your junior or senior year. Therefore, we recommend that you keep electronic copies of your work using Dropbox or Google Docs, in addition to saving copies on your own computer or flash drives. This may ensure you will have a range of choices for retrieving your saved files when you analyze and assemble your Pathway materials in preparation to write the Pathway reflection essay.

Disabilities Resources, Academic Integrity, Sexual Harassment and Discrimination (Title IX), and Reporting Practices

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Academic Integrity Pledge

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class.

For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, go to www.scu.edu/academic-integrity

Sexual Harassment and Discrimination (Title IX)

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife/about/osl.cfm and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com or <http://stage-www.scu.edu/hr/quick-links/ethics-point/>

Extended Statement on Title IX and Reporting Practices (adapted, with permission, from Scott Lewis, J.D.)

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.

For example, if you inform me of an issue involving harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the Office of Student Life.

If you would like to reach out directly to the Office of Student Life for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the Wellness Center, the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.