

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2022
Discipline:	Management
Course Number and Title:	MGT 360 Social and Sustainable Venturing
Division:	Upper
Faculty Name:	Diane Holt
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

Many consider businesses as vital players in addressing the global challenges highlighted in the United Nations Sustainable Development Goals. Since the mainstreaming of environmental issues into business discourse in the late 1980s and early 1990s, many different business models have emerged that place their social and/or environmental goals at the heart of their activities. It is now also widely accepted that the largest corporates will also have active environmental management and corporate social responsibility programmes. This explosion in the number 'social' for-profit, non-profit and hybrid business models includes B Corporations, social enterprises and fairtrade to name a few. Their business models reflect the market opportunities offered by changing norms and values in the societies in which they are set. They respond to sustainability issues such as poverty, inequality, lack of healthcare, financial exclusion, lack of educational opportunities, inadequate sanitation, poor waste management and global issues such as climate change. This course explores how these different ventures leverage markets to address specific social and/or environmental challenges across the regions visited. It explores how context influences these organizations and the specific issues they seek to address. This course will use lectures, real-life case studies, fieldwork, group exercises and presentations to gain in-depth understanding of the major issues addressed by these enterprises, the different models used in differing contexts, and the specific challenges they confront.

LEARNING OBJECTIVES

After completing this course, the successful student will be able to:

- Understand how historical events shape knowledge and awareness of environmental/social issues in society;
- Reflect on how enterprise-based initiatives have developed to respond to different societal concerns and shifting values, and the 'opportunity' spaces such issues create;

- Reflect on the different types of enterprises that have emerged in the non-profit and for-profit environment including social enterprises, sustainable businesses and B Corps;
- Demonstrate an enhanced knowledge of how different contexts influence these different types of mission-driven enterprises, their beneficiaries and the business models adopted;
- Identify and explore how such firms innovate, create value and measure their impact;
- Consider how unintended consequences, trade-offs and negative impacts might occur and the implications of this for sustainable and social businesses;
- Gain applied research and analysis skills focused on mission-driven business models; and
- Improve both written and oral presentation skills.

REQUIRED TEXTBOOKS

There is no specified textbook for this course. Instead, there are a range of required readings (which will be confirmed at the start of the module) which are available in your teaching resources. You will also watch a number of films and documentaries that will enhance your experiences on this module

TOPICAL OUTLINE OF COURSE

*In the first session after each port there will be a reflection on what students saw in that port that related to this module with selected students sharing their field journal information

** Class exercises should be handed in via Moodle before the day of their discussion in class.

Date	Topic	Activity for after the class and before next.
Embarkation Day – September 9		
1:	Course Overview – what is sustainable and social venturing? Discussion of community norms	Watch a fierce green fire before next class
2.	Mainstreaming sustainability into business – from silent spring to the SDGs. Reflection on a fierce green fire.	Watch Evolution of Organic
3.	Opportunities for business creation from societal agendas. Discussion of Evolution of Organic Hand in class exercise 1	Watch Poverty Inc
4.	*Sustainable Businesses – Greening operations and practice in traditional firms. Discussion of Poverty Inc & Exercise 1	Watch Being Poor in the World's Richest Country
5.	*The mainstreaming of CSR. Hand in class exercise 2	Watch Black Gold

6.	The emergence of small social purpose ventures (and their evolution). Discussion of Exercise 2.	Watch (i) Walmart high price of low cost (ii) Global sourcing IKEA
7.	*Fairtrade and its pioneers. Hand in class exercise 3	Watch the True Cost.
8.	Yunus and Social Business. Introducing microfinance Reflection on exercise 3.	Watch Addicted to shopping
9.	Social Enterprises.	
10.	*Hybrid Enterprises.	Watch Living the Change Inspiring stories for a sustainable future
11.	Supporting start-ups through social incubators. Scaling up social purpose ventures. Reflection on Living the Change Hand in class exercise 4	Watch Why Global Supply Chains May Never Be the Same
12.	*Reflections on exercises etc. Charity/Community enterprises	Watch Wastelands
13.	B Corps. Reflection on wastelands	Field report due in (section 2)
14.	Themes: trade-offs (good vs good choices for consumers)	
15.	Themes: Understanding the creation, capture and measurement of value	Country Briefing report (Group) due in
16.	*Groups present their findings from Exercise 5 findings Hand in class exercise 5.	
17.	*Exploring social innovation.	Watch Plastic China
18.	Themes: Context. Does geography matter? The role of institutions	
19.	Themes: The importance of the informal economy for hybrid social enterprises and the poor	Watch the Dark Side of Chocolate
20.	Themes: Financial in/exclusion	
21.	*Presentation/discussion of country-vignettes	Hand in Field Journal (Individual) Dec 4th
22.	Presentation/discussion of country vignettes	
23.	Post port reflection When things don't work - the unintended consequences of social and sustainable businesses. Hand in class exercise 6	
24.	Themes: The hero entrepreneur. The role of collaborative relationships	Hand in country vignettes and analysis (individual)
25.	Post port reflection. Module wrap up	Independent Field Assignment (section 1)
Disembarkation Day – December 22		

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Fall 22 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute 20% of the contact hours for each course.

Field Class Title: Supporting and exploring social and sustainable ventures

Outcomes:

Field Class Learning Objectives:

- To explore an example of a social enterprise incubator to examine the kinds of initiatives that they undertake;
- To understand how they select and support their clients;
- To consider the kinds of organizations supported, the missions they adopt and the impact they may have; and
- To gain insights into the focus, challenges, and operational practices of such enterprises.

Activities:

This field day will focus on those that support the start-up and growth of social purpose ventures, for instance social enterprise incubators. It also explores some of the organizations that have benefited from these initiatives.

We will begin by visiting with a socially-orientated incubator/accelerator and meet with representatives to explore how they target and support their clients. Then we will be visiting a range of mission-driven organizations across our port location. They will comprise a mixture of those who prioritize environmental issues or social issues, or both. During the visits to these organizations (such as social enterprises, community organizations, B Corps etc) we explore the dynamics of social and sustainable venturing in the specific country context.

Assessment: Group (20%)

The assessment for the field class consists of a reflection with associated poster image, undertaken as part of a group (Maximum group size 4).

Groups should first select one of the case examples seen during the field visit to produce their poster image.

Poster: Produce a poster that tells the story of how this organization can have an impact on the issues in the SDGs. The poster should have details on the background of the organization, it's mission and which SDGs it does (or might) relate to.

[Make it on one power point slide and save as a picture – attached to the back of your reflection]

Reflection: In the reflection present a discussion of.

- (1) The role that incubators, accelerators, or other forms of mentoring and/or support has had on the organization.
- (2) Then focusing on your specific example explore the key social, environmental, and/or economic issues this specific business model is seeking to address.
- (3) The potential positive/negative impacts and value creation this organization may have across social, environmental and economics dimensions.

This report should be 3-4 pages (excluding references and images), in Times New Roman 11-point, 1" margins. This should be submitted at the latest by Dec 19th. All names should be listed on the front cover of the report.

Comparative Experiential Project: Field Journal (20%)- Individual

The CEP is the required comparative assignment that span multiple countries.

In each country that we visit (excluding our embarkation/disembarkation port), you will observe different social and/or environmental problems observed in each country visited. When you come across examples of social, environmental, hybrid businesses that are addressing specific issues or opportunities in these countries you should take photographs (only when possible/with permission) and make a note of their details. So, the photos can represent an issue where you suggest a business idea or actual business that addresses various issues.

Immediately on your return to the ship after each port you should select two examples per country and pick 2-3 photographs (that represent this business seen or the context) and write a short 300-500 word entry for that country. The write up focuses on the business examples seen in the field (or know about/suggest) and what specific contextual issues or opportunities they were seeking to (or might address) address and/or that exist in the country.

Students are advised to take a notebook with them on their travels in port to take these notes. During the subsequent classes I will call upon different students to reflect on what they saw on their time in-country, asking them to present their specific journal entry.

At the end of this report prepare a 1500-word over-arching reflection of the cases and issues seen in the field across the various countries.

You need to submit a field journal entry for at least 6 locations. One grade will be given across the journal but if you submit less than 6 entries each one missing receives a 1/6th of the final mark deduction. Each entry must be made by the next morning on port departure,

ready for the post-country reflections in class. I may ask you to email these to me at various points in the schedule.

#Assignment 1: Country briefing paper - (10%) – Group

Each person in the class will be allocated to a specific country. In country-based groups you will then prepare a country report that details:

- the B Corp landscape (how many B Corps's are registered in the country and insights into their distribution/nature, growth etc)
- the social enterprise landscape (regulatory framework, support from government etc)
- the fair-trade landscape (uptake, types, growth, consumer demand etc)

This briefing report will be based on secondary data. I suggest you collect this over the first few stops on the voyage. In your teams you should plan who will collect what data, download, and bring back to the ship for subsequent analysis. You will have 6 port stops to do this. The report is due in on *November 9th*. All names should be listed on the front cover of the report. You should schedule meetings regularly and take minutes. I may ask to see these notes if I need to arbitrate if groups feel a team member is not contributing

This report should be no more than 8 pages in length.

#Assignment 2: Country Vignettes and Analysis – Individual (25%)

You will present three examples for your allocated country (can be any from a B Corp, a social (or hybrid) enterprise or a fair-trade firm). **PART 1:** Present a 500-800 word analysis of each using the template presented in the learning materials. The template will ask you to comment on things like their background, mission, activities, types of products/service, the SDGs they respond to and key beneficiaries.

PART 2:

Then present a 1500-2000 word analysis, drawing on your country report information as well as your wider reading, to consider one of these cases in light of the theory/knowledge gained in the module. In particular consider aspects such as the role of the informal economy, institutions, engagement in social innovation, trade-offs, and potential unintended consequences

#Assignments 3(a-e) Class Exercises – (25%)

These will consist of 6 individual or group exercises to be submitted across the semester, comprising 25% of your grade. Each completed exercise submitted on time will receive an A-D grade depending meeting the brief set, on quality of writing, standard of presentation, evidence of independent thought and where appropriate critical reflection regarding readings and course materials. If you do not submit in class without an adequate reason, then you will fail to gain the mark for that exercise. There are no 'right' or wrong answers for these exercises. I will give feedback on at least one early submission to show where you might improve. Grades across these exercises will be released at the end of the course.

Each of the group exercises can be completed individually if there are any issues within groups or if you prefer to do solo.

METHODS OF EVALUATION

These dates apply to both section of this course. You can, where appropriate, submit early.

Field Class Report/poster - Group	20% (due 19 Dec)
CEP: Field Journal - Individual	20% (submit by 4 Dec)
Assignment 1: Country Briefing paper - Group	10% (due 11 Nov)
Assignment 2: Country vignettes and analysis - Individual	25% (due 8 Dec)
Assignment 3 (a-e) Class Exercises- Group and Individual	25% (see schedule for dates)

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

Assignment 3 and CEP

“A” range: Excellent. On time, meets set brief completely, well presented with no errors, insightful, clear independent thought, where appropriate reflecting critical understanding of the readings and course materials. (Field Journal – all submissions reflect this high standard)

“B” range: Good. On time, meets set brief fully or in the main, well presented with no more than 3 typographic errors, shows some insight, some independent thought, where appropriate reflecting understanding of the readings and course materials. (Field Journal – the majority of submissions reflect this standard)

“C” range: Average. On time, meets set brief fully or in the main, well presented with no more than 3 typographic errors, shows some insight, some independent thought, where appropriate reflecting understanding of the readings and course materials. (Field Journal – the majority of submissions reflect this standard with one or two of poor quality)

“D” range: Poor. Individual elements on time, but does not really meet the set brief, and/or significant errors in presentation. Little if any insight/little independent thought, and where

appropriate does not reflecting understanding of the readings and course materials. (Field Journal – the majority of submission is poor and reflect this standard)

“F” range: Late submission of a class exercise or none completion. For the field journal a missing entry will be given a 1/7th mark deduction (zero for the element) and remaining elements marked as above

Field report with poster, Assignment 1 & 2

I will use the rubric below to guide grading. Assignments received after the submission deadline will be reduced a letter grade (10%) per day late. Assignments received more than a week (7 days) after the submission deadline will receive a score of zero.

Grade	
A	Excellent work! There is a clear focus on what the assignment should achieve, and it is structured accordingly. Demonstrates integrative, innovative and original thinking, and arguments are convincingly articulated and supported. Work is well written and free of errors. Demonstrates thorough understanding of key issues in course readings, accurately applies a range of course concepts; and clearly references relevant readings. Demonstrates serious reflection, sophisticated analysis, and insightful discussion with clear examples. Written and oral work is insightful, clear, sophisticated and vivid.
B	Good, competent, informed work well supported by course content. Well planned, organized and written. Demonstrates a clear understanding of some of the key issues in the course and readings. Clearly references relevant readings and includes some independent thought, but could go into more depth. Demonstrates good written and oral communication.
C	Adequate or satisfactory work. The basic requirements have been carried out. Demonstrates a general understanding of the major issues, but reflection and analysis is superficial. Applies relevant material and course concepts in a limited way but could go into much more depth. Competent written and oral communication, but could be improved.
D	Work does not fulfil the necessary requirements for the assignment. Does not demonstrate clear understanding of the major issues. Responds incompletely or inaccurately to the assignment with limited reflection, analysis and application of course concepts. Ideas are not clearly expressed.
F	Unacceptable work. Shows little understanding of the issues, and ideas are poorly expressed.

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Sen, A.
TITLE: Development as freedom
PUBLISHER: Oxford Paperbacks.
ISBN: 978-0192893307
DATE/EDITION: 2001

AUTHOR: Yunus, M.
TITLE: Building social business: the new kind of capitalism that serves humanity's most pressing needs.
PUBLISHER: New York: Public Affairs
DATE/EDITION: 2010

AUTHOR: Moon J
TITLE: Corporate social responsibility: a very short introduction
PUBLISHER: OUP Oxford
ISBN: 978-0199671816
DATE/EDITION: 2014

AUTHOR: Marquis, C
TITLE: Better Business: How the B Corp Movement is remaking capitalism
PUBLISHER: Yale University Press
ISBN:
DATE/EDITION: 2020

AUTHOR: Honeyman, R & Jana T
TITLE: The B Corp Handbook, Second Edition: How You Can Use Business as a Force for Good
PUBLISHER: Berrett-Koehler Publishers
ISBN:
DATE/EDITION: 2019 (2nd)

AUTHOR: Collins, D., Morduch, J., Rutherford, S. & Ruthaven, O.
TITLE: Portfolios of the poor how the worlds' poor live on \$2 per day
PUBLISHER: Princeton, NJ: Princeton University Press
ISBN: 978-0691148199
DATE/EDITION: 2009

AUTHOR: Szekely, F., Dosser, Z, Hollender, J
TITLE: Beyond the triple bottom line: eight steps toward a sustainable business model
PUBLISHER: MIT press
DATE/EDITION: 2017

AUTHOR: Krishna, A.
TITLE: One illness away. Why people become poor and how they escape poverty.
PUBLISHER: Oxford, UK: Oxford University Press
ISBN: 978-0199693191
DATE/EDITION: 2015

AUTHOR: Geyer R
TITLE: The Business of Less: The Role of Companies and Households on a Planet in Peril
PUBLISHER: Routledge
ISBN: 978-0367755850
DATE/EDITION: 2021

AUTHOR: Dean, T.J. & Castillo, J.T
TITLE: Sustainable venturing: entrepreneurial opportunity in the transition to a sustainable economy
PUBLISHER: Boston: Pearson
ISBN: 978-0136044895
DATE/EDITION: 2014

AUTHOR: Sachs, Jeffrey
TITLE: The age of sustainable development
PUBLISHER: Columbia University Press
ISBN: 978-0231173155
DATE/EDITION: 2015

AUTHOR: Alex Nicholls, Julie Simon, and Madeleine Gabriel (eds)
TITLE: New frontiers in social innovation research
PUBLISHER: Palgrave Macmillan
ISBN: 978-1137506795
DATE/EDITION: 2015

AUTHOR: Grayson,D., Coulter, C. Lee M
TITLE: The Sustainable Business Handbook: A Guide to Becoming More Innovative, Resilient and Successful
PUBLISHER: Kogan Page
ISBN: 1398604046
DATE/EDITION 2021

AUTHOR: Berners-Lee, M
TITLE: There Is No Planet B: A Handbook for the Make or Break Years
PUBLISHER: Cambridge University Press
ISBN: 978-1108821575
DATE/EDITION 2021

FILMS

TITLE OF FILM: The dark side of chocolate
DISTRIBUTOR: Bastard Film & TV presents

TITLE OF FILM: A fierce green fire the battle for a living planet
DISTRIBUTOR: Mark Kitchell

TITLE OF FILM: Ikea's global sourcing challenge
DISTRIBUTOR: prepared by Christopher Bartlett

TITLE OF FILM: Poverty, Inc. : fighting poverty is big business
DISTRIBUTOR: Roco Films ; Brainstorm Media ; Tugg ; Acton Media

TITLE OF FILM: WalMart the high cost of low price
DISTRIBUTOR: Brave New Films

TITLE OF FILM: Black Gold
DISTRIBUTOR: Speak-it Films in association with Fulcrum Productions ;

TITLE OF FILM: The True Cost (2015)
DISTRIBUTOR: Life is my movie

TITLE OF FILM: Evolution of Organic (2016)
DISTRIBUTOR: Mark A Kitchell

TITLE OF FILM: USA Being Poor in the world's richest country (2019)
DISTRIBUTOR: LES FILMS DE L'ODYSSÉE

TITLE OF FILM: Plastic China (2017)
DISTRIBUTOR: CNEX Beijing, Journeyman Pictures

TITLE OF FILM: Living the Change Inspiring stories for a sustainable future (2018)
DISTRIBUTOR: Happen Films

TITLE OF FILM: Addicted to cheap shopping (2008)
DISTRIBUTOR: BBC Education & Training; produced & directed by Leo Telling.

ELECTRONIC COURSE MATERIALS

There will be a list of interesting articles from journals and book chapters available as pdf files in your own cloud. These will be placed in the course folder at the start of our voyage (and at varying points throughout) to enhance your access to wider reading so check the folder regularly. A list of these will be provided in due course.

ADDITIONAL RESOURCES

Students will be required to undertake some research using the internet when they reach a port, for their country briefing assignment. There will be 5+ port stops available to do this