Voyage: Spring 2015  
Discipline: Commerce  
SEMS 2500-501 & 502: Global Comparative Social Entrepreneurship (Sections 1 & 2)  
Division: Lower  
Faculty Name: Dr. Susan Müller  
Credit Hours: 3  
Contact Hours: 38

Pre-requisites: The course is designed for students to explore the topic and the potential of social entrepreneurship with its different facets and formats in various cultural and economic contexts. The course is appropriate for students of any academic major or background; while a business or economics background is helpful it is not required.

COURSE DESCRIPTION
This is a research and practice-oriented course providing students with the opportunity to learn how social entrepreneurship can increase the well-being of individuals and societies in different cultural contexts. The course consists of the following three parts:

First, students will review and discuss social entrepreneurship theory. Second, in small teams students will collect data on the status of social entrepreneurship and selected social businesses of three different countries visited during the voyage. Based on this research there will be classroom discussions and reflections around the following main questions: What is the role of social entrepreneurship in these countries? What are the differences compared to “commercial” entrepreneurship? Does social entrepreneurship contribute to the societal wealth in these countries and if so how? Among others, students can draw on data provided by Ashoka and the Schwab Foundation; two organizations that provide profiles of hundreds of social entrepreneurs active in all parts of the world. Third, throughout the voyage students will get the chance to train their entrepreneurial skills – specifically opportunity recognition, problem solving, and business modelling skills – through small assignments and exercises that draw on the itinerary of the voyage. For example, students will be asked to identify severe societal problems that are prevalent in the different regions visited during the voyage. These problems will then serve as the basis for opportunity and business modelling exercises.

COURSE OBJECTIVES
At the end of the voyage, students should:
- Be familiar with social enterprises in various countries
- Understand how these social enterprises create social value
- Be able to identify societal problems that can be mitigated by social entrepreneurs
- Be able to design solutions and business models to mitigate societal problems
REQUIRED ARTICLES AND PORTRAITS
An e-course reader will be provided that includes the following papers and book chapters:


Portraits of social enterprises and social entrepreneurs

Portait of “Carepro”, founder: Takashi Kawazoe, country: Japan, focus: health care

Portait of “Duck Revolution”, founder: Takao Furuno, country: Japan, focus: agriculture, environment, rural development

Portait of “Duck Revolution”, founder: Takao Furno, country: Japan, focus: agriculture, environment, rural development

Portait of “EarthRights International”, founder: Katie Redford, country: USA, Global, focus: human rights

Portait of “WASH United”, founder: Thorsten Kiefer, country: Germany but active in Asia and Africa, focus: health, sanitation

Portait of “Wholesome Wave”, founder: Michel Nischan, country: USA, focus: agriculture, nutrition


Data that can be used for the comparative data analysis of social entrepreneurial activity

### TOPICAL OUTLINE OF COURSE

#### Depart Ensenada - January 7:

**Section 1:** B-Day: 10:50 - 12:05  
**Section 2:** B-Day: 09:25 - 10:40

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<tr>
<th>CLASS DAY</th>
<th>TOPIC</th>
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<tr>
<td>B1-January 10:</td>
<td>Introduction/Course Overview</td>
<td>Course Outline</td>
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**Hilo: January 14**

| B3-January 15: | Comparing social entrepreneurial activity throughout the world: introduction to course assignment and methods of data collection and analysis | Portrait of US-based social enterprise “Wholesome Wave” (focus: agriculture, nutrition) |
| B4-January 17: | Commonalities and differences between commercial and social entrepreneurship | Austin (2006) |

**Study Day: January 20**

| B6-January 23: | Opportunity recognition: social and ecological problems you care about | Reflect and be ready to share in the classroom: What are problems you really care about? |
| B7-January 25: | Social entrepreneurship in industrialized countries: role, formats, topics | ● Portrait of “Carepro”, founder: Takashi Kawazoe, country: Japan, focus: health care  
● Portrait of “Duck Revolution”, founder: Takao Furuno, country: Japan, focus: agriculture, environment, rural development |

**Yokohama: Jan. 26-27**

**In-Transit: January 28**

**Kobe: January 29-31**

Brown & Wyatt (2010)  
Portrait of the Chinese-based social enterprise "Beijing Cultural Development Center for Rural Women" (focus: women empowerment), Schwab Foundation (2012), p. 57 |

**Shanghai: February 3-4**

**In-Transit: February 5-6**

**Hong Kong: 7-8**

| B9-February 10: | Designing solutions: Design thinking for social innovation II | Portrait of "Hagar”, a social enterprise active in Cambodia, Vietnam and Afghanistan (focus: human trafficking), Schwab Foundation (2012), p. 70 |

**Ho Chi Minh: February 11-16**

<p>| B10-February 18: | Designing solutions: Business modeling for social enterprises | Portrait of the Singapore-based social enterprise &quot;aidha” (focus: education, migration, women), Schwab Foundation (2012), p. 53 |</p>
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<tr>
<th>CLASS DAY</th>
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<tr>
<td>Singapore: February 19-20</td>
<td>Social entrepreneurship in developing countries: role, formats, topics</td>
<td>Portrait of the US-based social enterprise &quot;EarthRights International&quot; that also fights for the rights of Burmeze citizens (focus: human rights)</td>
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<td>Study Day: February 21</td>
<td>B11-February 23:</td>
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<td>Social entrepreneurship in developing countries: role, formats, topics</td>
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<td>B12-March 3:</td>
<td>Midterm review</td>
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<td>B13-March 5:</td>
<td>Implementing solutions</td>
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<td>Rangoon: February 24-March 1</td>
<td>B14-March 13:</td>
<td>Social Value Creation</td>
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<td>B15-March 16:</td>
<td>The Market of the Bottom of the Pyramid</td>
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<td>B16-March 19:</td>
<td>Student presentations &quot;Comparing Social Entrepreneurial Activity of three countries&quot;</td>
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<td>B17-March 22:</td>
<td>Student presentations &quot;Comparing Social Entrepreneurial Activity of three countries&quot;</td>
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<td>B18-March 24:</td>
<td>Inclusive business in Sub-Saharan Africa</td>
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<td>B19-April 1:</td>
<td>Impact Measurement</td>
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<td>B20-April 8:</td>
<td>Increasing the impact: scaling and replicating social innovations</td>
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<td>B21- April 11:</td>
<td>Microcredits and microfinance</td>
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<td>B22-April 13:</td>
<td>What is the impact you want to have on the world</td>
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<td>B23-April 16:</td>
<td>The role of social entrepreneurship in different economic systems</td>
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<td>B24-April 23:</td>
<td>Review</td>
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<td>B25-April 26: B Day Finals</td>
<td>Final exam</td>
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<td>April 24: Study Day/Global Lens Finals</td>
<td>Prepare open questions for exam preparation</td>
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<td>April 29: Arrive in Southampton</td>
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FIELD LAB

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

Field Lab for Section 1: “Exploring Bottom of the Pyramid Markets”
South Africa: Day 6 - Monday, 30 March
The field lab will take students to vibrant townships of Cape Town. Students will have the chance to meet with local entrepreneurs from different areas, such as financial services, retail, housing, and energy. The journey is designed to be a personal experience. We will therefore travel in two groups with each group being accompanied by crew-leaders coming from the communities we meet. Each group will have the chance to meet entrepreneurs from two different fields. After meeting the local entrepreneurs, all students will meet for a reflection session: What have we learned about opportunities and challenges at the “base of the pyramid”? What challenged our thinking? What do we see differently now? Throughout our trip and during the reflection session we will be accompanied by Nicolas Pascarel and Pierre Coetzer from Reciprocity, experts on inclusive business and “base of the pyramid” markets.

Learning objectives

- Gain a better understanding of the economic ecosystem at the Base of the Pyramid
- Deconstruct your conventional thinking about poverty and low-income communities
- Learn how innovative business models improve the lives of people in low-income communities

Field Lab for Section 2: “Collaborating with Moroccan Social Entrepreneurs”
Morocco: Day 1 - Saturday, 18 April
The field lab will bring us to the New Work Lab in Casablanca and its founder Fatim-Zahra Biaz. The New Work Lab is a working and learning environment for entrepreneurs and startups: It accelerates the growth of startups by providing entrepreneurs with many tools and opportunities: co-working space, workshops to promote entrepreneurship etc. In just one year, New Work Lab has become a major venue for entrepreneurs and startups in Casablanca. Students will have the chance to visit the New Work Lab and collaborate with social entrepreneurs on possible solutions for social problems prevalent in Morocco. Ideas and prototypes will be developed using the design thinking method.

Learning opportunities and objectives

- Get to know and collaborate with Moroccan Social Entrepreneurs
- Gain a better understanding of social problems prevalent in Morocco
- Apply the Design Thinking method
FIELD ASSIGNMENTS
Students are asked to accomplish two field assignments and compare the results of both assignments in one report. The first assignment is to be accomplished in an Asian country, the second in an African country. The task: Students have to find an innovative approach to find out more about a severe problem in the respective countries and its consequences for the people living in these areas. Students are supposed to select information about the problems themselves (e.g. air pollution, poverty, malnutrition). Whether the research about the problem and its consequences for the living conditions of the people is done by taking photos, conducting small interviews or a “mini-survey”, or producing a short video is up to the students. Students are expected to write one report in which they reflect on both field assignments. The report should include the following issues:

- Description of the two problems and its consequences (about 2 pages)
- Applied research approach (about 1 page)
- First ideas how the two problems could be addressed in a social entrepreneurial way. Two ideas should be provided per problem. It can be first rough ideas (1/2 page per solution maximum)
- Students should then choose one of the ideas and develop a business model using the business model canvas. The business model and its components should be described visually and in writing (about 2 pages including the graphic)

Besides the report the students are asked to talk about the problems they discovered in the classroom right after they gathered the information. However, these contributions will be part of regular class participation and not graded separately. During the voyage we will jointly create a map of challenges and solutions in Asia and Africa.

METHODS OF EVALUATION / GRADING RUBRIC
Grading
a) Learning Journal
The students are asked to keep a learning journal that will help them to reflect on learning processes – including both increase of knowledge and changes of attitudes. The students are required to make entries regarding the following issues:

- For articles: Summaries of the main idea and their major take away points with regard to the required readings for the different class sessions (short summary of less than 250 words is sufficient)
- For portraits: one element of the idea, business model, founder, impact etc. the student found specifically interesting
- Reflections on their learning progress
- Reflections on their own entrepreneurial aspirations and potentials

b) Presentation of comparative data analysis
In small teams students will collect data on the status of social entrepreneurship and selected social businesses of three different countries visited during the voyage. The groups will present the results of the comparative analysis in 15 minute presentations and will facilitate a classroom discussion for about 10 minutes. The analysis should focus on the following questions:

- What is the status of social entrepreneurial activity in the selected countries?
What are examples of social entrepreneurial activities in the selected countries?
Which role does social entrepreneurship play in the selected countries?
How does the role differ between the three countries?

c) Field lab

Students need to write a 5 page report about the field lab. The report should include the following items:

- The main idea of a selected social enterprise that they encountered during the learning journey with reciprocity (section 1 students) or during the work with the New Work Lab in Casablanca (section 2 students)
- How the social enterprise creates social value
- Whether the social enterprise potentially has negative consequences as well
- How the social enterprise could increase its positive impact
- Reflection: How did the field lab change your attitudes and increase your knowledge?

d) Field assignments

Students are expected to write one report to reflect on both field assignments. The report should include the following issues:

- Description of the two problems and its consequences for the people (about 2 pages)
- How did you find out about the problems and its consequences? (about 1 page)
- Which opportunities do you see for social entrepreneurs to tackle the two problems? Provide two possible approaches for each of the problems and shortly describe them (1/2 page per solution approach maximum)

e) Final exam

This will be a comprehensive exam that includes material covered in the lectures, required readings, field assignments, and classroom discussions.

f) Class participation

Participation in classroom discussion will be graded. This includes quantity and quality of your contributions, arguments, and analysis. Attendance in class is mandatory and will be taken during every class meeting.

Grading

a) Learning Journal 10%
b) Presentation of comparative data analysis 30%
c) Field lab 20%
d) Field assignments 10%
e) Final exam 20%
f) Class participation 10%

RESERVE BOOKS AND FILMS FOR THE LIBRARY
No books are reserved in the library. You will find the reading material in your eCourse Reader.

**HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “signed.”