PRINCIPLES AND PRACTICES
OF SOCIAL ENTREPRENEURSHIP

SPEA V559

Tuesdays, Thursdays 5:30 p.m. – 6:45 p.m.
SPEA PV 272

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Description of course: “Social entrepreneurship” is a phrase widely used today in the nonprofit sector, business, and even government. But what exactly is it? How does it work? What is different about it? And what does it really accomplish?

This course will provide students with an introduction to principles and practices in social entrepreneurship. Social entrepreneurship can be defined minimally as the establishment and management of successful social mission-driven ventures. While entrepreneurship for commercial gain (in for-profit organizations) has been studied extensively, the study of entrepreneurship for social gain is in its infancy. This course is designed to give current and future nonprofit, business and government managers and leaders an overview of a range of topics in this emerging field. This course will focus particularly on social entrepreneurship in the nonprofit sector and government.

Upon successful completion of this course, students can expect to have:

- familiarity with major works in the social entrepreneurship literature
Students seeking the Social Entrepreneurship Certificate or intending to apply for a Social Entrepreneurship internship in the summer are required to take this course. However, any student with an interest in the subject is welcome to take this course as an elective.

**Texts:** The following books will be read:


**Recommended**

* Electronic edition available.
A number of chapters, reports, cases, and articles from books, magazines and journals will also be discussed. These will be available on electronic reserve or directly linked through the syllabus. Most, if not all of the articles can be found through the electronic resources (such as JSTOR and EBSCO) of the Indiana University library, or on OnCourse.

Formidable as this reading list might seem, it barely scratches the surface of the many (and growing number of) worthwhile books and articles about social entrepreneurship. Students with special interests in topics not covered in this syllabus, or who wish to delve more fully into any of the topics that are, should not hesitate to consult the instructor.

All students should be familiar with and comfortable using OnCourse. The course will make extensive use of this tool, including for all course-related communications. Students should also plan on reading *The Chronicle of Philanthropy* regularly. Although it is available in university libraries, the principal instructor, who is also a regular contributor to that publication, will try to arrange for students to have an electronic subscription to it for the duration of the course.

Students are expected to have done the required reading before the class in which we will be discussing it.

In developing the list of required books, the instructor assumed that students would purchase them from the most economical supplier. He also tried to choose books that are well-written.

Since this is a new course, additional readings may be added during the semester. Students are also encouraged to suggest materials their classmates would benefit from perusing.

**Requirements:** In addition to attending and participating in class, as well as completing assigned readings, students will be required to pass a take-home final exam. Doctoral students who are taking this class are required to submit a research-based term paper of at least 20 pages in lieu of this exam.

Each student will also be required to complete a social entrepreneurship project. This analysis could take one of several forms:

1. Design a proposal for a social venture.
2. Compare, analyze, and critique similar social ventures in different sectors.
3. Since this is a course on social entrepreneurship, something else that is related to the topic.

Whatever approach you take, your analysis (which need not be longer than ten double-spaced pages) should apply issues and concepts discussed in the course to a “real-world” situation. Topics must be approved by the instructor, who will also suggest some possibilities, as well as help identify sources of information. Students will make presentations on their topics during class. With approval of the instructor, students may work in groups, but each member of a group will receive the same grade. Further details about this assignment can be found on OnCourse.
Each unit of the course contains at least one case study related to the topic under
discussion in that unit. Students are required to analyze at least two of these cases,
starting from questions provided by the instructor. These analyses should not be more than 1000 words in
length (and double-spaced); they will be graded, as well as discussed in class. Questions will be
posted on OnCourse under the Assignments tab.

In Democracy in America, a 19th-century French visitor to the United States, Alexis
deTocqueville famously described the importance of civic associations to the success of
American democracy. He also noted the close connection between associational activity and
newspaper readership. (See Volume II, Part 2, Chapter Six.) Since many of the topics covered
in this course, as well as others that are relevant to the course’s themes, are frequently discussed
in widely available publications, the instructor has created a Class Blog in Discussion Forums in
OnCourse for students to post clippings that they believe other members of the class would be
interested in. Students should also include a brief explanation of the relevance of the clipping to
understanding issues related to social entrepreneurship. Students are encouraged to comment on
the clippings and a few minutes of each class will be devoted to discussing the most interesting.
Students who post at least 10 original and relevant clippings, or make particularly insightful and
worthwhile comments, during the course, (i.e., a total of 10 posts) will receive an “A” for this
requirement, with fewer clippings and comments resulting in proportionately lower grades.

Please refrain from posting grant announcements, public relations releases, personnel
changes, or similar events, unless you believe they have broader implications for social
entrepreneurship generally (which you will, of course, explain). And please be sure your
clipping illustrates some aspect of social entrepreneurship (i.e., it is not merely about a
development in business, government or the nonprofit sector that is claimed to be innovative,
etc.)

Students taking the course should be familiar with the nature, scope and functions of
business, government and voluntary institutions in the United States.

Grading: The grade each student receives in this class will reflect a balanced appreciation of the
totality of his or her work. However, the various course requirements will count roughly as
follows:

- Class participation --10 percent
- Clippings – 10 percent
- Case analyses – 20 percent
- Term Paper – 25 percent
- Final exam – 35 percent

While the instructor encourages students to discuss the course, exchange ideas, and critique each
other’s work as much as they desire, he also expects that all work submitted for grading will be
done in a manner consistent with the university’s academic rules and requirements. Links to the
relevant sections of the IU academic handbook will be found on OnCourse, as well as a
statement of the instructor’s attendance policy.
SYLLABUS

August 31
September 2, 7

Introduction

Video: The New Recruits (PBS)


September 9, 14

Social Entrepreneurship: Changing the World?

David Bornstein and Susan Davis, Social Entrepreneurship: What Everyone Needs to Know


September 16, 21

The Search for Social Entrepreneurship

Paul C. Light, The Search for Social
Entrepreneurship


Social Entrepreneurship in the Nonprofit Sector

Joseph J. Cordes and C. Eugene Steuerle, eds., *Nonprofits and Business*


**Social Entrepreneurship in the Public Sector**

William D. Eggers and Shalab Kumar Singh, *The Public Innovator’s Playbook: Nurturing Bold Ideas in Government*


Case: Janet Reingold, Jennifer Wootton, and Andrew Hahn, *The Indy Story: Urban Systems Reform and Community Revitalization in*

October 14, 19, 21

Social Entrepreneurship and Business

David Vogel, *The Market for Virtue: The Potential and Limits of Corporate Social Responsibility*


October 26, 28

November 2

Investing in Social Entrepreneurship
Paul Brest and Hal Harvey, *Money Well Spent: A Strategic Plan for Smart Philanthropy*


Social Entrepreneurship in Education

Frederick M. Hess, *Education Unbound: The Promise and Practice of Greenfield Schooling*


Case: *The KIPP Schools: Deciding How to Go to Scale*, Kennedy School of Government. Online at OnCourse.


Social Entrepreneurship in Neighborhoods

Jerome Baggett, *Habitat for Humanity: Building Private Homes, Building Public Religion*


**Social Entrepreneurship in International Perspective**

Dambisa Moyo, *Dead Aid: Why Aid is Not Working and Why There is a Better Way for Africa*


Case: “For Tomorrow: The Toms Shoes Story,” DVD. Link in process.


November 30
December 2, 7

December 9

Student Reports

The Future of Social Entrepreneurship


