Social Innovation, social entrepreneurship, impact investment, and social impact have become very popular buzz words particularly in the past two decades. So-called “social entrepreneurs” have been rising exponentially and scholars and practitioners have been working hard to strengthen the field of social enterprise. Whether operated by a non-profit organization or by a for-profit company, a social enterprise has two goals: to achieve social, cultural, community, economic or environmental outcomes; and, to earn revenue. On the surface, many social enterprises look, feel, and even operate like traditional businesses. But looking more deeply, one discovers the defining characteristics of the social enterprise: a social mission is at the center of business, with income generation playing an important supporting role.

This course highlights innovative approaches and strategies that have evolved to addresses and further global social and economic development. It introduces students to critically analyze the concept of social entrepreneurship and how it is expanding globally across sectors and organizations. Students will examine the ever-changing demands and contexts in a globalizing world and learn to identify and evaluate the elements required to build and operate effective social enterprises. They will be introduced to business strategies and challenges in designing these interventions, products or services in less “developed” and underserved markets. Aspects of economic development and how it relates to social progress and issues of sustainable development are highlighted. The course also addresses the challenges and opportunities social entrepreneurship offers through partnerships with diverse social actors. Students will learn how companies, governments and social entrepreneurs may create new and innovative sustainable business and organizational models that provide social value and also generate financial returns to both build and serve new markets at the bottom of the pyramid (BOP). But they will also learn that power relations are always at its core, and there are always winners and losers.

This is not a course on how to become a social entrepreneur or how to build a social enterprise, although some students may be so inspired as a result. The theory, promise and practice of this emerging and dynamic movement and discipline, as well as its criticisms, will be closely examined and tools to create sustainable social enterprises will be introduced.

Focusing on the most pressing social issues for those at the BOP in cities in the USA, Uganda, India and Brazil, gives us a context to look at social entrepreneurship as one more approach to addressing complex and
systemic problems. Issues and controversy are part of the terrain. The course will also explore the following questions:

- What is social entrepreneurship and how is it understood in 4 different countries?
- Are market-based interventions more effective in reaching vulnerable populations than distribution models of government, aid agencies or NGO’s? Should they be a substitute?
- What is the potential of social entrepreneurship as a catalyst for social change?
- What are the barriers, limits and constraints to measuring and achieving social impact?
- How do we evaluate the role of environmental sustainability, profit maximization and scalability in meeting the needs of the bottom billion?
- Who benefits and who loses from these social enterprises? What are the power relations present?

**Learning Objectives**

The *Social Entrepreneurship in Global Comparative Context* course comprises 60 class hours of instruction and field experience (4 credits). Upon completion of the course, students will be able to:

- Critically compare the expansion, depth and breadth of social innovation and entrepreneurship in addressing structural, social and environmental issues in diverse cultural contexts.
- Develop a working knowledge of the implications of local and global poverty-related issues related to social and financial exclusion, health and education, agriculture and food, environmental degradation, in the US, Uganda, India, and Brazil.
- Acquire conceptual fluency with regards to social enterprises/ventures/ businesses, cross-sector partnerships, impact investment, corporate social responsibility, social entrepreneurship, and social impact.
- Understand and explain how social entrepreneurs can play a role in creatively addressing poverty-related social and environmental issues.
- Analyze management practices at tactical and strategic levels in social enterprises and cross-sector partnerships.

**Methodology**

This course is organized into one introductory session in San Francisco, USA, and nine other sessions in three Country Modules taught in Uganda, India and Brazil. Each Module consists of 3 sessions and you will have Local Faculty members responsible for teaching that segment of the course. The Local Faculty members have unique backgrounds in the scholarship and practice of social entrepreneurship in their locales. Local Faculty and the Program Director, together identify and choose readings for their class sessions, give lectures and facilitate activities according to the theme of each session, and grade assignments due before the end of the specific country program. The course is augmented by additional guest lectures, site visits, and field activities and is thereby wed to the experiential pedagogy of the program.

**Readings**

Students are expected to complete all readings specified in the course schedule before arriving to class.

*NOTE: An updated reading list will be distributed as you arrive in each country.*

**Pre-Departure Readings**


Course Schedule

Students will be informed of the corresponding dates of class sessions in the specific country Program Calendars.

SAN FRANCISCO, UNITED STATES

Taught by: Katy de la Garza

SESSION 1: Introduction to Social Entrepreneurship

A social innovation that has gained traction in the past twenty years is “social entrepreneurship”. The buzz term has been gaining ground and there has been a visible increase in the entrepreneurs that are developing models that blend business and a social mission to address long-term social and environmental needs. In this class students will engage with the questions: What is social entrepreneurship? Where did it come from? Why did it emerge? Social entrepreneurs are incubating groundbreaking models including new synergistic partnerships with governments, communities, companies, traditional non-profits and foundations and building businesses incorporating technology to create new solutions and opportunities. In this session, students will learn about the rise of social entrepreneurship (SE), its different meanings, the field, challenges, critiques and debates in the United States.

Other concepts and “buzz words” such as social enterprise, social business, social innovation, social intrapreneur, impact investment, amongst others, will be introduced so that students begin to develop their own working definitions.

In the classroom and during site visits, students will be presented the SE ecosystem in the Bay Area and an overview of the challenges of structuring, funding, scaling and evaluating social ventures. The intricacies of remaining mission-driven, managing and sustaining growth, measuring impact and leveraging cross sector partnerships and resources will also be discussed as the stage is set for critically examining the social enterprise movement in the United States as well as exploring this topic and growing phenomenon across cultures and continents.

Required Readings:


Watch:

Suggested Readings:

The Challenges of Social entrepreneurship (Google):
http://www.inc.com/resources/leadership/articles/20080401/dschmidt.html

http://www.som.cranfield.ac.uk/som/dinamiccontent/media/social%20intrapreneurs%20occasional%20paper.pdf

“Social Capitalists” in Fast Company Magazine, by Cheryl Dahle:
http://www.fastcompany.com/47992/social-capitalists

Conscious Capitalism Movement: https://www.consciouscapitalism.org/

KAMPALA, UGANDA
Local Faculty: Daniel Bukenya Yiga

SUMMARY
Sessions in Uganda

<table>
<thead>
<tr>
<th>Session</th>
<th>Lecture Topic</th>
<th>Key Topics &amp; Concepts</th>
<th>Site Visits or Guest Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE 3</td>
<td>Social Business Investment Landscape in East Africa</td>
<td>Financial markets (in East Africa) Access to finance for SEN (in East Africa) International funding and crowd funding sources Cross-sector partnerships</td>
<td>Fundi Bots Millennium Development Villages- Ruhiira Airtel Money</td>
</tr>
<tr>
<td>SE 4</td>
<td>Social Business Management</td>
<td>Legal dispensations for set up of social enterprises Growth and management of social businesses Business model canvass</td>
<td>BRAC Entusi Anuel</td>
</tr>
</tbody>
</table>

SESSION 2: The Journey of Social Entrepreneurship in East Africa

This class will provide students with an overview of the East African Community’s economy (with a focus...
on the major states) highlighting social problems arising from public and private sector failures. A more diagnostic overview will be done on causes of entrepreneurship and the new focus on youth driven innovation and entrepreneurship. We will analyze how these failures have presented social business opportunities for some entrepreneurs (one key example will be Golden Bees Limited.) A set of four compelling Social Businesses (two from Uganda and one from Kenya and Tanzania) that have risen to solve diverse social problems will be shared. With these examples, the class will analyze the challenges faced by social entrepreneurs, the growth in importance of social impact investment as an alternative source of finance. We will study in more detail the theory of change as a foundation of developing impactful and sustainable social businesses.

Social problems in Uganda and Greater East Africa are related to poor health, education, unemployment, water and sanitation, energy insecurity, amongst others. In order to make “solution delivery by social business” vivid, students will learn from examples of social businesses such as Tugende Golden Bees limited (Apiary), Sun transfer –Kenya Limited (Renewable energy), and Women Craft – Tanzania (Livelihoods), and Bana pads WASH.

### Required Readings:


### SESSION 3: Social Business Investment Landscape in East Africa

Access to finance is a challenge for all businesses and particularly for those that define themselves as ‘social businesses’. However, that is changing with more investment in the social enterprise realm. Kenya, has been the beachfront for this in the East African region. Uganda and Rwanda are the 2nd and 3rd destinations of most social business investors who start out from Kenya. Currently, the businesses that were shackled with the demands of mainstream finances are finding friendly ground for cheaper and patient capital deployed by way of loans.

This session will explore the social business investment landscape in Uganda, Kenya and Tanzania and how to differentiate the funding offered by banks, fund managers and venture capital from the funding offered by social business financiers. Processes and concepts to be analyzed include: sourcing, acceleration, due diligence, investor readiness & structures, capital raising and portfolio management.

### Required Readings:


### SESSION 4: Social Business Management

In East Africa, there are many organizations formed or arrayed to solve social problems. These include community based organizations (CBO’s), non-governmental organizations (NGO’s), and International Non-Governmental Organizations (INGO’s). Social business as a conduit for solving social problems is a new phenomenon in the region. There is no legal framework for the existence and operation of “social businesses” in East Africa. As such they must fit within the existing legal framework of registration while
maintaining a distinct identity as social businesses. In this session, we will study the different legal forms available to social businesses and the seven principles of social business (as defined by Nobel Laureate - Prof. Muhammad Yunus)

We shall have an overview of other key players in the Social enterprise space making a difference in the lives of persons at the bottom of the pyramid. We will look at social business models and focus on the impact they set out to achieve while insulating them from mission drift/creep. Examples of models used successfully in the Grameen and Yunus Social Business community will be shared to support the concepts introduced in this session.

**Required Readings:**


Yunus Social Business © Social Business Model Canvas and the case of Golden Bees.

**Recommended Readings:**


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**NEW DELHI, INDIA**

*Local Faculty: Manisha Gupta*

**SUMMARY**

**Sessions in India**

<table>
<thead>
<tr>
<th>Session</th>
<th>Lecture Topic</th>
<th>Key Topics &amp; Concepts (please revise)</th>
<th>Site Visits or Guest Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE 5</td>
<td>India- an active hub of social entrepreneurship</td>
<td>Traits of a social entrepreneur How social entrepreneurs in India are tackling poverty, social and economic exclusion and the challenges of health, education and environmental degradation How social entrepreneurs in India define impact</td>
<td>Technology and markets for marginal Indian farmers – by social entrepreneur Vijay Pratap Aditya of Ekgaon Technologies Pvt Ltd</td>
</tr>
<tr>
<td>SE 6</td>
<td>How social entrepreneurs create impact and scale their models</td>
<td>Challenges of scaling social enterprise models Creative approaches taken by social entrepreneurs for replicating impact Scaling innovation through markets</td>
<td>Goonj Naz Foundation Chintan</td>
</tr>
<tr>
<td>SE 7</td>
<td>Strategic Planning and Models for a Social Enterprise</td>
<td>Frameworks for doing strategic planning for social enterprises The building blocks of a successful strategic plan</td>
<td>Azad Foundation and Sakha ZMQ</td>
</tr>
</tbody>
</table>
SESSION 5: Understanding social entrepreneurship in the Indian Context

India is the largest and fastest growing hub of social entrepreneurship in the world. The first-ever initiative of social entrepreneurship was launched in India in 1985 by Ashoka: Innovators for the Public. Social entrepreneurs have shaped policies and programs that have been adopted by the Indian government; they have partnered extensively with business to create inclusive India.

This session will provide the context of social entrepreneurship in India. Students will explore its evolution, identify the key traits of Indian social entrepreneurs; and understand how social entrepreneurs define impact. The learning will happen through presentations and case studies of social entrepreneurs.

Required Readings & Viewings:


Watch:

https://www.youtube.com/watch?v=l8ppaY1GtrE
http://www.tedxgateway.com/portfolio/sonam-wangchuk/
http://www.tedxgateway.com/portfolio/joe-madiath/
http://www.tedxgateway.com/portfolio/aparna-hegde/

Suggested Readings:

Intellecap (2013). Pathways to Progress – A Sectoral Study of Indian Social Entrepreneurs

SESSION 6: How social entrepreneurs create impact and transformation through markets

In this session, students will distill how social entrepreneurs in India create impact and scale their models. Through analyzing examples of social entrepreneurs and interactions with leading social enterprises, students will be able to identify key strategies through which markets can lead to behavior and identity change.

Required Readings:


Case studies on leading Indian social enterprises:
  a) Enable India
  b) Yuva Parivartan
  c) Water Health International
  d) Daily Dump

Suggested Readings:

Beyond Organizational Change: How Social Entrepreneurs Create Systemic Change
Case studies on leading Indian social enterprises:
   a) Entrepreneurs Associate
   b) ZMQ

SESSION 7: Strategic Planning and models for social enterprises

How do social enterprises create a successful strategic plans and operational models? What is different about these plans that include the “social”? In this session students will first learn about the key elements that go into creating a winning strategic plan for social enterprises. Then, through a workshop, students will learn to develop a strategic plan for a social enterprise of their choice.

Required Readings:
ARUNIM, National Trust, NSDC, EY and Start Up! Economic Enterprise and Empowerment Challenge 2010: Business Plan Development Tool Kit.

Suggested Readings:

SAO PAULO, BRAZIL
Local Faculty: Andreas Ufer

SUMMARY
Sessions in Brazil

<table>
<thead>
<tr>
<th>Session</th>
<th>Lecture Topic</th>
<th>Key Topics &amp; Concepts (please revise)</th>
<th>Site Visits &amp; Guest Lectures</th>
</tr>
</thead>
</table>
| SE 8    | Social Entrepreneurship in Brazil | Social impact
SEN ecosystem in Brazil
SEN and poverty-related social and environmental issues | History of Brazil
Plano CDE
Panel: The Ethics of Entrepreneurship |
| SE 9    | The Business of Change in the periphery | Revenue models | Vivenda
Viela
A Banca |
| SE 10   | Prototyping | Hands on approach to frameworks and tools to plan and model social enterprises | Instituto Tellus
CIES
Fazenda da Toca |

SESSION 8: Social Entrepreneurship in Brazil

Brazilian entrepreneurs leverage their deep intellectual, social, and natural resources to drive greater prosperity and create wealth. A country and culture known for its extraordinary capability to embrace change and uncertainty and while doing so produce incredible innovation. It is no wonder Brazil is home to the second-
greatest number of Ashoka Fellows on the planet (India is first). What is it about Brazilian culture and the country that has created such a fertile ground for social enterprise? Who are these innovators creating social impact on the field? Which organizations support these entrepreneurs? What does the ecosystem look like?

**ASSIGNMENT (take home):**
Each group member thinks about a problem within their course Case Study Themes theme, which they would like to contribute to address and think of finding solutions for.

**Required Readings:**


**Optional Readings:**

Social Entrepreneurship in Brazil: Surviving a Crisis http://ssir.org/articles/entry/social_entrepreneurship_in_brazil_surviving_a_crisis?utm_source=Enews&utm_medium=Email&utm_campaign=SSIR_Now&utm_content=Title


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**SESSION 9: The Business of Change**

Like all business pioneers, social entrepreneurs are absolutely determined to drive change with their innovative ideas. Both aim to disrupt a status quo they see as sub-optimal. We need change-makers; we need their agency -- the creativity, discipline and drive they bring to the challenges confronting humanity and the planet. But what is it more specifically that makes successful Brazilian change-makers so distinctive and disruptive? What does it take to become such a change-maker? What role can and does business play in helping in transforming the way we think about and address some of the greatest challenges facing our world? In this class students will learn about these Brazilian entrepreneurs; what they do, why and how; and the different revenue models they use for social impact.

**ASSIGNMENTS:**

Choose Group Problem (in class): Each student shares with their group the problem they would like to solve within their theme. As a group, students will decide which of all the posed problems they will like to
solve together and move towards “Prototyping”.

**Research (take home):** In-depth research of the chosen problem using on-line sources, interviews, observations, etc.

**Required Readings:**


Opportunities in Technology for the Base of the Pyramid
[https://www.ciaonet.org/attachments/27549/uploads](https://www.ciaonet.org/attachments/27549/uploads)

**Optional Readings:**


**SESSION 10: Prototyping**

As students will have learned in San Francisco, Uganda, India and Brazil, to create a social enterprise has a lot to do with empathy and exploration. An essential aspect of the venture design is diving deep into the problem you expect to solve. Even though this process has a very practical part and a great deal of field-work, there are different approaches and toolsets to help entrepreneurs design, plan and test their enterprises.

This week students will learn about tools that can help them design social enterprises, planning their different dimensions and considering a variety of perspectives. They will be challenged to simulate an organizational model based on their experience throughout the course and especially from their field-work for their thematic case study in Brazil. This exercise will take case studies one step further, and allow participants to think more analytically about customers, beneficiaries, communication channels, internal organization and financial flow of their simulated enterprise.

**ASSIGNMENT:**

With your case study theme groups, students will have one week to prepare for “pitching” their prototype to the IHP learning community. More detailed instructions will be given during class.

**Required Readings:**


**Optional Readings:**
Evaluation and Grading Criteria

The components of student grades for the Social Entrepreneurship in Global Comparative Context course are:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA Module:</td>
<td></td>
</tr>
<tr>
<td>Pre-Departure assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>UGANDA Module:</td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Report</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>INDIA Module:</td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Report</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>BRAZIL Module:</td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100%</strong></td>
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ASSIGNMENTS

CASE STUDIES ASSIGNMENT

Rationale:
Case studies, are the main assignments for the Social Entrepreneurship in Global Comparative Context course. Case study projects will allow students to “learn by doing” and “dig deeper” into the world of social entrepreneurship and better understand the promises and barriers social enterprises hold and experience as they strive to contribute to social change.

The case study assignment also enables students to do research on an IHP Social Innovation program theme in a more comprehensive manner where they can draw from additional resources such as homestay families, observations while on public transportation, interviewing local SIT/IHP staff, etc.

General Objectives:
The following are three main objectives of the case study assignment:

1. **PROGRAM THEMES**: To explore an program theme (Environment, Social & Financial Inclusion, Education, Health, Food & Agriculture) more in depth in the diverse country contexts.
2. **THE ENTERPRISE**: To analyze the model of the social enterprise that is addressing an issue within those themes and examine its challenges to sustainability, scalability and social impact.
3. **THE PROCESS**: To experience a learning process which begins by: framing your SE theme and your questions within it; analyzing the social enterprise chosen and its role in addressing the issue; observing, researching and interviewing other sources and obtaining various perspectives on your research question and the theme being explored.

How it works:
**TOPICS**: During the program launch in San Francisco, USA, students provide their top-three SE themes of
interest and general research questions within those guiding themes that they would like to explore.

GROUPS: Case studies will always be carried out in groups that share the same SE guiding theme of interest. The groups and their research theme will remain the same throughout the semester.

COUNTRY-SPECIFIC: Case studies are country-specific, and coordinated by the Country Coordinators, local faculty and program director. You will be informed of the local organizations you will have access to once you arrive in each country. Please keep in mind that case studies are organized somewhat differently in Uganda, and India due to time restrictions, language, resources, programming, etc. Also, the task that will be given, will vary from country to country. Special instructions will be provided upon arrival.

RESEARCH QUESTIONS: Each group will come up with a research question in each of the countries where a case study assignment is required. The Country Coordinators, Faculty and local staff will help you create this research question and make sure the question:
- Poses a problem
- Isn’t too broad or too narrow
- Shapes the problem into a testable hypothesis
- Is researchable within the given time frame, location and available resources.

RESEARCH METHODS: The Design Thinking and Development and the Anthropology and Social Change courses will provide students with several tools and research skills (such as field notes, interviewing, participant observation, etc.) that will help explore the research questions. Students can also draw on other methods and techniques.

THE CASE: With the help of Country Coordinators and Faculty, students will carry-out targeted research visits to social enterprises that address the SE guiding theme of your group. In addition to having access to discussions with individuals in a social enterprise, each group should draw on the relevant course readings, guest speaker lectures, site visits and additional resources, as they closely analyze their case.

GUIDING QUESTIONS: Student groups develop main research question(s) that they analyze in each case study. They meet, observe and learn from the research visit encounters, program activities and the academic courses. When doing so, students are also expected to perform their research with the following questions in mind related to mission, innovation, sustainability, design, scale and social impact:
- Who created this social enterprise?
- What is the mission of the enterprise?
- What is the desired social impact or change?
- Why does this country offer a market for it?
- Who are the main beneficiaries?
- What is innovative about the social enterprise? What is different about this venture that makes it entrepreneurial?
- What are the enterprises sources of funding? Does it offer services to gain profits? If so which and how much revenue comes from these?
- How does the pricing of product/service compare to that back in your home country?
- How was the first product/service developed and by who?
- What were the design considerations?
- What are some of the challenges and constraints the enterprise faces?
- Is the current model scalable?
- How is social impact measured or evaluated?
- How can you find additional information besides that given to you by the organization to have a more comprehensive picture?
- Is it possible to interview the beneficiaries?

OTHER SOURCES: The social enterprise visit is just one way of getting information to answer your research
question. To have a more accurate and comprehensive picture of the issue at stake, the role of the social enterprise within it, and your role as a researcher, students need to draw on additional sources.

You will have access to other sources of research through site visits, rural excursions, guest lecturers, IHP/SIT staff, homestay families, etc. Student groups should also draw on relevant course readings and resources they have learned about in San Francisco, Uganda and India, as they closely analyze their case.

GROUP PRESENTATIONS
At the end of the country program, student teams will present their findings to student peers, faculty and local staff (See Case Study Presentations by Country section below). While groups have substantial creative freedom to craft their presentations to best fit their projects, all group presentations should address the following broad prompts:

- **FRAMING:** The audience listening to your presentations do not necessarily know about the theme you are exploring. Consequently, it is important to present, contextualize and justify your choice of social issue or problem, as well as your refined research question to your audience. Helpful questions you might want to address include: What issue are you exploring within the social entrepreneurship theme of your group? Why is it important in this country? What is the social enterprise you are visiting doing about it? How do they contribute to the issue?

- **BACKGROUND & QUESTIONS:** Provide some background of the researched social enterprise, the theme it addresses and share some of the answers to the guiding questions.
  
  *SB MODEL CANVAS:* Use the social business model canvas to provide an overview of the social enterprise you visited (available in your DropBox).

- **METHODS:** Explain the research methods used. Which methods worked well and which did not? Specify where audio and/or visual and interactive methods provided insights that might not have otherwise been available.

- **SOURCES:** Besides the social enterprise you visited, which other sources did you use?

- **ETHICS:** What ethical issues did you negotiate during the research? How did culture, gender, race and class play into the power dynamics experienced in the field?

- **FINDINGS:** What did you find? What were the most interesting/exciting findings and insights? What are some of your preliminary conclusions?

- **LIMITATIONS:** What were the limitations of this research? How could these be addressed?

- **FUTURE:** What are the future directions of this project? If you were to extend and deepen this research, what would you do, what would you need to make it happen, and how might you do it differently? If you had to start your own enterprise to address the theme you are exploring, what would you do differently?

**CASE STUDIES PRESENTATIONS BY COUNTRY**

**UGANDA:** Case Study Group Presentation I (20 minutes, + 10 minutes for Q&A)
**INDIA:** Case Study Group Presentation II (20 minutes, + 10 minutes for Q&A)

**INDIVIDUAL REPORT**
In Uganda and India, students will write a short (1,000 word) report that succinctly summarizes your case study experience and findings. The reports should reference at least 3 key concepts, theories, themes, readings, and/or methods learned in any of the four program courses and how they are specifically tied to your case study and theme. Papers should include relevant citations and a complete bibliography, if warranted.

**DUE DATE:** same day as the case study presentation.

**GRADES:** Except in rare cases, the same grade will be given to all members of your case study group for your case study presentation (and the work leading up to it), so teamwork is essential! Written reports, will be evaluated individually. (See section below on grading)
Prototyping Assignment

IN BRAZIL: Starting with the first Social Entrepreneurship class in Brazil, students will begin to think about a social problem they are interested in solving within their case study theme. Students will participate in a one-day workshop at Sense Lab. Together with their case study groups, students will experience the design thinking process through activities that will help them frame their group problem (define), propose a solution (ideate), define the model (prototype) and learn how to pitch their models. Students will have a week to prepare their “model prototype” pitch and present it to the learning community. More detailed instructions will be provided in class by Andreas (Brazil Local Faculty) during your first class session.

ASSESSMENT

Case Study Group Presentations

The following criterion and rubric will be used as the base for grading your case study presentation:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Group preparedness            | A-Presentation shows very cohesive and comprehensive preparation time; all members exhibit strong certainty in roles.  
B-Presentation responsibilities well distributed, and all members well prepared albeit with limited uncertainty.  
C-Presentation shows limited preparation time, but members comfortable with material.  
D-Presentation deficient in preparedness, members show uncertainty with some key points.  
F- Presentation poorly planned, lack of sufficient preparation time very evident. |
| Organization and methodology  | A-Presentation fluidly addresses a number of different topics, while presenting a clear discussion of further paths of inquiry.  
B- Presentation is organized, but does not address a complete variety of ideas. Key findings are present; conclusions are clear.  
C- Presentation is somewhat organized, but clear findings are difficult to discern.  
D- Presentation lacks organization, and does not connect observations to key findings.  
E- Presentation is disorganized and inhibits an understanding of group’s ideas. |
| Content                       | A-Content is very clearly presented, reveals important insights and follows assignment prompts.  
B- Content is analyzed and discussed well, but falls short of using all prompts.  
C- Content adequately analyzed and discussed, but conclusions and prompts are not present.  
D- Content insufficiently analyzed, and lack of in-depth analysis is evident.  
E- Content focus is unclear, and with little or no relevancy to the study theme. |
| Clarity of presentation       | A-Presentation is engaging and creative. Presentation effectively communicates major key points. Teamwork is evident.  
B- Presentation is effective at communication of key ideas, but lacks some creativity.  
C- Presentation is somewhat effective at communication of key ideas, but is not organized or clear.  
D- Presentation is not effective at communication of key ideas, but has some elements of creativity.  
F- Presentation is poorly designed, and does not effectively present ideas. |
| Time usage                    | A-Presentation succeeds in covering all relevant issues within, or very closely approximating, allotted time period.  
B- Presentation covered all relative material, but allotted time was exceeded to a minor but significant degree.  
C- Presentation needed to be markedly hurried in order to stay within a reasonable range of the time allotted, and concluded irregularly.  
D-Presentation time insufficient for adequate coverage of all relevant material.  
F- Presentation ran significantly over time or under time allotted, and either way was insufficient for adequately covering material. |

Note on Group Grades: Grades for case studies will largely be given as group grades. However, your country coordinator, and case study facilitators will be actively checking in on group dynamics and participation to
ensure that all members are participating and contributing equally to a great research experience. In select cases where faculty and staff deem appropriate, an individual grade may be given in the place of a group grade.

**Individual Case Study Written Reports**

The following criteria and rubric will be used as the base for grading your written report:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td><strong>Responsiveness to prompts</strong></td>
<td>A – Very effectively summarizes case study and findings.</td>
</tr>
<tr>
<td></td>
<td>B – Clearly summarizes case study, may respond to some aspects more comprehensively or effectively than others.</td>
</tr>
<tr>
<td></td>
<td>C – Adequately summarizes case study, but includes slight relevant and pertinent aspects.</td>
</tr>
<tr>
<td></td>
<td>D – Indicates confusion about what was learned in the case study and overall assignment, or significantly neglects important aspects.</td>
</tr>
<tr>
<td></td>
<td>F – Suggests an inability to summarize case study, or to respond meaningfully to prompts.</td>
</tr>
<tr>
<td><strong>Organization and clarity of expression</strong></td>
<td>A – Very coherently organized, with ideas/statements consistently supported by strong reasons or examples.</td>
</tr>
<tr>
<td></td>
<td>B – Well organized and developed, with frequent examples.</td>
</tr>
<tr>
<td></td>
<td>C – Adequately organized and developed; generally supports ideas/statements with appropriate reasons or examples.</td>
</tr>
<tr>
<td></td>
<td>D – Poorly organized and/or undeveloped; lacks support from data and/or experience.</td>
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<tr>
<td></td>
<td>F – Undeveloped; provides little or no relevant support or rationale.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>A – Thoughtfully and analytically incorporates all references requested in prompt.</td>
</tr>
<tr>
<td></td>
<td>B – Incorporates all references and provides sufficient analysis.</td>
</tr>
<tr>
<td></td>
<td>C – Partially includes references and provides very general analysis.</td>
</tr>
<tr>
<td></td>
<td>D – Partially includes references and doesn’t demonstrate sufficient analysis.</td>
</tr>
<tr>
<td></td>
<td>F – Does not include any references in prompt; provides no analysis.</td>
</tr>
</tbody>
</table>

**Prototyping Group Presentation**

The following criterion and rubric will be used as the base for grading your prototyping presentation worth 25%:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem definition and research (5%)</strong></td>
<td>A- The problem is well defined and extensively supported by information and data collected online and/or through interviews and field trips.</td>
</tr>
<tr>
<td></td>
<td>B- The problem is well defined and supported by some basic research.</td>
</tr>
<tr>
<td></td>
<td>C- The problem is well defined, but poorly supported by research.</td>
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<tr>
<td></td>
<td>D- The selected focus of the project has a clear potential to create positive impact, but the group failed to frame the problem adequately.</td>
</tr>
<tr>
<td></td>
<td>F- It is unclear if the project is addressing or has the potential to address any social or environmental issue.</td>
</tr>
<tr>
<td><strong>Model consistency (5%)</strong></td>
<td>A- The model is well defined in all its dimensions (focus, relationship, organization and financial flow) and its consistency is evident.</td>
</tr>
<tr>
<td></td>
<td>B- All the dimensions are well addressed, albeit there is limited uncertainty about its consistency.</td>
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<tr>
<td></td>
<td>C- General model is clear, but the project is not detailed in all its business dimensions.</td>
</tr>
<tr>
<td></td>
<td>D- There is some clarity about the general model, but the value proposition and customers were not framed adequately.</td>
</tr>
<tr>
<td></td>
<td>F- It is unclear what the commercial service or product is. The customer is not defined.</td>
</tr>
<tr>
<td><strong>Impact model consistency (5%)</strong></td>
<td>A- The impact model is clear and consistent and the group presented coherent evidence and/or a consistent theoretical framework of how the impact model can contribute to significantly solve the social problem.</td>
</tr>
<tr>
<td></td>
<td>B- The general impact model is clear and the logic model of how impact will be generated seems consistent.</td>
</tr>
<tr>
<td></td>
<td>C- General impact model is clear, but there are some evident flaws in the logic model of how the social benefit shall be achieved.</td>
</tr>
<tr>
<td></td>
<td>D- There is some clarity about the general impact model, but the social value proposition and beneficiary are not framed adequately.</td>
</tr>
</tbody>
</table>
|                                    | F- It is unclear what impact the project is supposed to create. The beneficiary or impact focus is not
Adherence to reality / Model validation (5%)

A- The model is based on robust information and data, including external views and opinions collected during field trips and/or interviews. The final model was refined by third party feedback.
B- The model is based on robust information and data, including external views and opinions collected during field trips and/or interviews. The final model was not validated through third party feedback.
C- The model is based on some information and data, including a few insights collected with field work.
D- The model is based on very limited and uncertain information and demonstrates very little support in the observed reality.
F- There is no evidence that the model is based on real information and insights or was discussed in any form with external sources.

Presentation (5%)

A- Presentation shows very cohesive and comprehensive preparation time; all members exhibit strong certainty in roles.
B- Presentation responsibilities well distributed, and all members well prepared albeit with limited uncertainty.
C- Presentation shows limited preparation time, but members comfortable with material.
D- Presentation deficient in preparedness, members show uncertainty with some key points.
F- Presentation poorly planned, lack of sufficient preparation time very evident.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>Above Average</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
<td>C</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td>C-</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>below 64%</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Explanation: An “A” represents truly outstanding work that exemplifies through analysis, superior insights and crystal-clear presentation. A “B” signifies highly competent work that accomplishes the task at hand very well, through considerable thought, reasonable analysis and an organized presentation. A “C” represents adequate work that meets basic requirements but does not demonstrate distinction in terms of analytical insight or organization. A “D” is characterized by poorly or partially completed work that reflects a lack of initiative, inconsistent analysis and/or erratic presentation. Plus and minus indicate relatively better or poorer work within each category. There is no A+.

Papers/reports/presentations without thematic ideas or arguments- those that lapse into mere narration or description, or whose arguments are buried within the text- will be graded with low level of organization.

Expectations and Policies

Participation: IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation, not generally to be rewarded with class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved of by IHP staff, faculty, or Fellow.

Class Preparation: Show up prepared and have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone. This program is built upon the strong belief that your experiences result in deep insights and powerful learning. Course
Assignments are created to facilitate learning opportunities and experiences. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is very important. As a learning community, each one of us will influence the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

**Meeting deadlines:** All assignments have to be turned in on the date indicated on the specific country module schedule. Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner. In keeping with IHP policy, late papers will drop one point per day, unless other arrangements have been made in advance. Course assignments are due at the beginning of the day.

**Technology in the classroom:** Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. Students, faculty, and visitors are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions – except under extenuating circumstances that have been discussed in advance with the faculty member.

**Academic Integrity:** Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to, obtaining or giving unauthorized aid on an examination, having unauthorized prior knowledge of the content of an examination, doing work for another student, having work done by another person for the student, and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person’s ideas or product as one’s own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another’s written work, using phrases, charts, figures, illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the course; using all or part of a literary plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material to cited, quoted, paraphrased, or summarized, & research or critical papers should acknowledge sources in footnotes or by use of footnotes.

**Respect differences of opinion:** (classmates’, lecturers, local constituents engaged with on the visits) You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Please refer to the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.