

Honors College
Global Social Entrepreneurship
IDH 3035, Section U15
Syllabus Spring 2018

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Course Description and Purpose

There is an ongoing debate regarding whether social problems should be addressed by non-profit (charitable) organizations or by for-profit companies. Those advocating non-profit approaches tend to have an inherent mistrust of the profit motive, arguing that the pursuit of profit distracts from the social mission itself. Those who advocate for-profit approaches understand that any organization needs a revenue model in order to sustain itself for the long-term and that for-profit organizations will likely have more resources to invest in the social issue they seek to address. In this course, we examine both points of view, but focus for-profit corporations that generate profits responsibly in order to sustain their good works and impact.

Course Overview

During the fall 2017 semester in the first half of the Global Social Entrepreneurship course, we explored what it means to be a social entrepreneur and the pressing social issues that need addressing in countries throughout the world. We researched and reported on organizations and people who have been successful in creating ventures that relieve pressing global social problems. Alana Athletica served as a case study for us all semester, a startup company seeking to help women survivors of domestic abuse in Sri Lanka. To finish off the semester, the class was formed into three teams that each developed companies to address one of the United Nations' Sustainable Development Goals. Each of these teams pitched in the FIU regionals of the international HULT competition. Two of our teams won first and third place in this competition. The first place winning team, Pumping Life, will compete in the

HULT national competition in February 2018, the winner of which will be entered into the HULT global competition later in the year.

In the second half of the course, Spring 2018, we will build on what we learned during the fall term, requiring each student to start their own company that addresses a global social problem. Students may continue with their HULT teams or may form new companies. We will review all the key entrepreneurship disciplines learned during the first semester, but will apply them in greater depth with the student's Spring Term companies. These concepts include significant use of design thinking, understanding and developing customer value proposition, sustainable competitive advantage, clear and fully developed business models, financial modeling and metrics.

Required Book

Thinking Fast and Slow, by Daniel Kahneman, Available in the FIU Bookstore and on amazon.com.

Course Requirements and Grading

Discussions and related essays

Mid-term presentation

Final presentation

Weight

30%

35%

35%

IMPORTANT INFORMATION

Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least **20 citizenship points** each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate **10 citizenship points**. See

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement

of each of five key student learning outcomes over the 4-year Honors experience. See <http://honors.fiu.edu/students/honors-advising-center/portfolio-for-graduating-seniors/>.

Honors Education in the ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See <http://honors.fiu.edu/hearts/>.

Honors College Academic Misconduct Statement

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures and Penalties

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (<https://honors.fiu.edu/honors-policies/>), and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html> .

Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://integrity.fiu.edu/>

College Student Handbook – <http://studentaffairs.fiu.edu/about/student-handbook/>

FIU Honors College Policies – <http://honors.fiu.edu/students/policies/>

Courses designated as Global Learning courses (IDH 3034-3035) must list specific Global Learning outcomes. Assignments must be able to assess the students’ ability to demonstrate these outcomes. Questions on Global Learning should be addressed to Allen Varela, <mailto:alvarel@fiu.edu>.

Global Learning Outcomes

Upper Division classes have been designated as Global Learning courses. For

questions regarding GL requirements, please contact Allen Varela at the Honors College.

GL Learning Outcomes for IDH 3034-5

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- **Course Learning Outcome:** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- **Global Perspectives:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
- **Course Learning Outcome:** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- **Global Engagement:** Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
- **Course Learning Outcome:** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.