

**Social Enterprise**

**Professor Andrew Russo**

**PPPM 407 / 507**



**Welcome to the Course**

On behalf of the School of Planning, Public Policy and Management, welcome to Spring Term. As your professor, my goal is to create a welcoming and collegial environment where we can all learn together. We will be following the life-cycle of Tom's Shoes (their classic footwear pictured above) as an ongoing case to study and learn from as we build towards proposing our own social enterprise. I expect high quality work from each of you, as well as collaboration and small group participation in class.

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## Critical Components to Succeed Here

- Textbooks and Readings: All readings must be completed before class begins. I will call on students to discuss the readings during class.
  - If you miss a class session, please plan to make up the work or notes on your own. However, if you are going to be absent due to an illness, health struggles, taking your dog to the vet, etc., simply email me with "I won't be in Social Enterprise today." Nothing else needs to be said.
  - Class Timeliness: I acknowledge different cultural perceptions of timeliness. Please aim to arrive within the first 10 minutes of the class start time.
  - Support: If you encounter difficulties in the course, don't hesitate to discuss them with me. I'm here to help ensure your success.
  - Freedom to Step Out: Feel free to step out of the classroom if needed.
  - My Role: I'm here to facilitate your learning and provide a foundation for you to build upon.
  - Diverse Perspectives: Embrace the diversity of experiences among each person. Class participation is an excellent way to benefit from this diversity.
  - Assignments must be completed fully and on time. Late submissions are not accepted, so please plan to ensure you meet deadlines. Extensions may be granted in exceptional circumstances if requested up to 24 hours before the due date."
  - Openness to Learning: It's okay not to know everything. Knowing how to find answers and solve problems is vital in our field and contributes to your success and reputation.
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## What You Will Learn

- Develop knowledge of and skills required to research and work within a social enterprise model.
- Understand the balance between revenue, social impact, and stakeholder needs.
- Find and interpret case studies of success and failure.
- Design clear and useful business plans.
- Design user-oriented reports to convey findings.
- How to collaborate in small groups.

The course is organized to follow an earlier social enterprise model through its start, operation, and demise. We'll be using Tom's Shoes to learn about social enterprises and gain foundational experience. In Week 5, we will adjust to apply those broad lessons towards solving our own selected social problem(s) with a proposed social enterprise. Our reading schedule:

Be Prepared to Discuss By	Media	Content (All unless specified)
Monday April 1st	Textbook	Introduction
Wednesday April 3rd	Textbook	Chapter 1
	Video	<a href="#">The Case for Letting Businesses Solve Social Problems</a> 🔗
Monday April 8th NO CLASS - Andrew at Oxford	Textbook	Chapter 2
Wednesday April 10th NO CLASS - Andrew at Oxford	Video	<a href="#">One Day Without Shoes</a> 🔗
Monday April 15th	Textbook	Chapter 3
Wednesday April 17th	Video	<a href="#">CBS Interview with Blake Mycoskie</a> 🔗
	Textbook	Reread Chapter 3 Section "A Design Process to Try"
Monday April 29th	Textbook	Chapter 4
Wednesday May 1st	Harvard Business Review	<a href="#">Tony's Chocolate</a> 🔗
Monday May 13th	Textbook	Chapter 5
Wednesday May 15th	Journal Article	Rawhouser, H., Cummings, M., & Newbert, S. L. (2019). Social Impact Measurement: Current Approaches and Future Directions for Social Entrepreneurship Research. <i>Entrepreneurship Theory and Practice</i> , 43(1), 82-115. <a href="https://doi.org/10.1177/1042258717727718">https://doi.org/10.1177/1042258717727718</a>
Monday May 27th	Textbook	Chapters 6 & 7
Wednesday May 30th	Textbook	Chapter 8
Monday June 3rd	Textbook	Chapter 9

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## Important Policies

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### Citations

All written assignments in this course must adhere to the **APA Style (7th edition, student edition)** for both in-text citations and references. This includes proper formatting for:

- In-text citations for paraphrased and quoted material
- Reference list entries for all sources you consulted.

**Important Note:** The 7th edition of APA introduced some changes to formatting. **Please use the student edition specifically, as it offers simplified guidelines for common source types. I'm also not a stickler; if you try to get it right and miss a comma, that's ok.**

#### Resources:

- Purdue Online Writing Lab (OWL) APA Style:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/index.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html)Links to an external site.

#### Consequences of Improper Citation:

Papers with missing citations will be considered incomplete. Why? Citations are crucial for demonstrating that a student has consulted and engaged with relevant sources. Without them, it's impossible to assess the credibility of arguments or the depth of research undertaken. Furthermore, it makes evaluating your work extremely difficult because it is unclear which ideas are original and which are referenced. You are graduate students, I expect citations to support your work, arguments, and analysis.

### Contract Grading and Late Assignments

Students are required to complete *The Learning Contract*, *The Mid-Term*, and *the Final*. Students may earn up to 100 points by completing the following:

- All Learning Contract Assignments (20 pts)
- four (4) out of eight (8) Course Assignment Weeks (40 pts)
- Review Feedback and Resubmit Changes (10 pts)
- Participation (10 pts)
- The Mid-Term (10 pts) and The Final (10 pts)

There are no partial points. For example, one assignment will never garner 4.5 pts out of 5 pts. You either complete the assignment for full points or do not.

Within a Contract Grading system, individual assignments are not given grades. Let me repeat. You are not given grades on individual assignments. However, you will be awarded an incomplete if the assignment does not follow instructions or is not completed. Additionally, you have the option of receiving detailed feedback but must select that option to receive it with each assignment turned in.

Assignments are broken down into clusters, allowing each of you to pick which assignments are appealing and help you advance your goals. You only need to pick one (1) assignment out of each week's options. Each complete assignment will earn you points that contribute to your final grade:

Total Points	Letter Grade	GPA Grade
60 or Below	F	0
> 60 but < 70	D	1
> 70 but < 80	C	2
> 80 but < 90	B	3
90 or Above	A	4

### **“ + & - ” Grades**

Having either a " + or - " associated with your grade is generally at the discretion of the instructor. If your work is generally poor quality, you will receive a "-" associated with your grade. If your work is generally of high quality, you will receive a "+" associated with your grade. Your GPA will reflect this change.

### **“A+” Grades**

An A+ is an extraordinarily rare achievement, reserved for those students that not only accomplish the criteria for an A, but submit work of the highest quality. In short, a student goes above and beyond and demonstrates mastery of new or unfamiliar concepts introduced in this course. These are exceptionally rare and are awarded at the discretion of the professor.

### **Incomplete, Extension, and Late Assignment Policy**

Assignments must be completed in full and on time. Late submissions are not accepted, so please plan ahead to ensure you meet deadlines. Extensions may be granted in exceptional circumstances if requested up to 24 hours before the due date.

## **Participation Policy**

This course utilizes contract grading, where your grade hinges on completing specific tasks and demonstrating mastery. Active participation is a crucial element, contributing both to your own learning and a rich classroom environment. Remember, learning is the key! Participation goes beyond simply talking; it's about actively engaging with the course material. This can involve asking insightful questions, contributing to discussions by building upon classmates' ideas, and demonstrating understanding by applying concepts or offering alternative perspectives.

We all learn and contribute differently. Feel free to participate in ways that work best for you, such as asking clarifying questions, sharing personal experiences relevant to the topic, actively participating in group activities and discussions, offering concise and insightful comments, sharing your notes/work via Canvas, or presenting research findings or creative work to everyone.

However, to ensure a positive learning experience for everyone, there are some things to avoid. These include dominating discussions or interrupting others, making irrelevant comments or jokes, coming to class unprepared, and disengaging activities like sleeping, shopping online, or excessive texting.

The 10 participation points will be awarded based on the quality and consistency of your engagement throughout the term. Active participation that demonstrates an effort towards learning will be rewarded. I will consider the diversity of participation styles when evaluating student contributions.

If you're unsure how to participate, don't hesitate to speak with me during office hours or after class. Additionally, participating in group discussions outside of class can be a valuable way to learn and demonstrate engagement.

## **No Class Days**

**During Week 2, from Monday the 8th through Friday the 12th, we will not be in person. I will be in Oxford, UK for research intensive. As such, the class will move to a virtual/Canvas only format for that week.**

## **Documented Disabilities**

Students who have a documented disability and anticipate needing accommodation in this course should make arrangements with AEC as soon as possible. I cannot grant accommodations or adjust them. AEC must do that. You can speak with AEC at any point before or during the course if you want to assess and have accommodations recorded.

## **Academic Misconduct**

You are always expected to do your own work. Copying content from other students or other authors and submitting it as your own work is grounds for failing the class. The University

Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from me. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with me before committing the act. Additional information about a common form of academic misconduct, plagiarism, is available at: [www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students).

### **Class Artificial Intelligence Use Policy**

In this mixed graduate and undergraduate class, the use of Artificial Intelligence (AI) tools and technologies is not only permitted but actively encouraged to enhance your learning and research experiences. AI can be a valuable resource for your assignments, projects, and research endeavors within the scope of this course. However, to ensure transparency and maintain academic integrity, we must establish some guidelines for the responsible use of AI in this learning environment.

You are required to submit the prompts or input data you used when using AI-generated content. This step is crucial to maintaining transparency in your work. By providing the prompts, you allow me to assess your understanding of the assignment and the AI's role in completing it. It also ensures that your use of AI aligns with the course's learning objectives. When submitting prompts, please ensure they are clear, relevant to the task, and adequately document any modifications made during the AI generation process. We value your creativity and innovation but also seek to evaluate your proficiency in setting up AI tools effectively.

As the instructor, I am here to support your exploration of AI technologies. Though we will not discuss AI until the final week, I will provide guidance on the appropriate use of AI tools and technologies to help you maximize their benefits. I will also evaluate your AI-generated content based on the provided prompts and offer feedback on both the output and the quality of the prompts. These prompts, if AI is used, will be part of your assignment grade.

Misuse of AI, including failure to submit prompts or using AI for academic misconduct, will have consequences in line with the university's policies on academic integrity. However, in cases of unintentional misuse or a lack of understanding, I am committed to providing education and guidance to help you use AI tools ethically and responsibly.

### **Inclusion & Duty to Report Sexual Assault**

The School of Architecture and Allied Arts, the administrative home of the PPPM department, is a community that values inclusion. We are committed to equal opportunities for all students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please let me know. If you are reluctant to speak

to someone in person, please know that the University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by phoning 541-346-2037.

In addition, we are also committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender based stalking. If this happens to you or a student you know, I will counsel you/and or the student to seek confidential assistance at the University Health Center and the University Counseling Center. I am required by the University to report this to the PPM Department Head and the Office of Affirmative Action and Equal Opportunity so that the incident can be investigated and appropriate action taken.

### **Overall**

Respect and understand each other's shared humanity; our challenges; our backgrounds; our dreams; and our desire to lead rich and fulfilling lives.