



SO/IB 351 - SOCIAL ENTREPRENEURSHIP AND SOCIAL INNOVATION IN EUROPE

IES Abroad Freiburg

DESCRIPTION:

Social entrepreneurship is one of the most high-impact and sustainable innovations for solving society's most difficult challenges in Europe and across the globe. Social Entrepreneurs have won Nobel Peace Prizes, radicalised health care systems, brought endless citizens out of hopeless situations of poverty, and led change to reduce corruption, crime and racism. Social innovators that support the movement have found endless ways to create positive change in almost every sector imaginable. Social innovation and social entrepreneurship in the EU is as diverse and rich as the Member States themselves.

This course will provide you with an entrepreneurial, business and social understanding of the phenomena of social innovation and social entrepreneurship. Your ability to view and understand solutions for solving society's challenges with an analytical and entrepreneurial approach will be developed. Whether you plan to work in politics and policy, business, finance, education, social service, development, health, peace or any other field, social innovation and social entrepreneurship are relevant to your future. During this semester we will seek to understand the many facets of social innovation, the movement of social entrepreneurship and its development and practice within Europe. What you will learn is certain to inspire and may also spark the changemaker within.

CREDITS: 3

CONTACT HOURS: 45 (including course related trips, for detailed explanation see below)

LANGUAGE OF INSTRUCTION: English

ADDITIONAL COST: None

PREREQUISITES: A course in PO or BUS/COM or SOC

METHOD OF PRESENTATION:

- Lectures
- Video Clips
- Student presentations, exchange and discussion
- Student simulations, scenarios and entrepreneurial-based problem-solving
- Study of current events demonstrating societies' challenges (environment, climate, social, conflict, poverty) and application to the topic
- Workshop activities within class
- Field study to learn from local social innovators in the Freiburg region as well as applying EU Member States Study Trip observations to course content

The course will be supplemented with local and current articles as well as current research. The work of one social entrepreneur in Europe will be presented then discussed by students in each class.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation - 20%

- Personal Statement on Social Entrepreneurship and Social Innovation - 5%
- Final Term Project Proposal - 10%
- Mid-term Exam - 15%
- Team Project - 15%
- Team Presentation - 10%
- Final Term Project - 25%

Course Participation (20%) that will be assessed as follows:

- Active demonstration of knowledge of class readings - 5%
- Involvement in class activities - 10%
 - Specific contributions assigned for class
 - Impromptu class activities
- Professional commitment and approach to learning - 5%
 - towards classmates, professor, field study hosts, learning etc.

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way and shows lack of interest in constructing over others' ideas.

Personal Statement on Social Entrepreneurship and Social Innovation (5%)

To be handed in on class session 4. (Approx. 250 words or 1 page) You will hand in your impressions of what social innovation and social entrepreneurship mean to you. You must include your first ideas for your Social

Entrepreneurship-based business or project plan. Be sure to state why you have chosen this idea and what social problem it will address.

Course Term Project Proposal (10%):

Social Entrepreneurship Business Plan Outline for your proposal for using a social-innovation and entrepreneurial-based approach for solving a European problem that concerns you to be handed in in class session 7. The readings and guides from Session 13 will help you to prepare and a guideline will be provided by the instructor. (Maximum 2 pages that follow the guidelines)

In this assignment you will include corrections revisions to your first assignment for the problem and the niche. In addition, you will share first thoughts and strategies on the following:

- Key Stakeholders
- What you will do to solve the problem: initial thoughts for the Action Plan (or roll-out)
- An outline of types of costs for implementation (budgets / EUR amounts not required at this stage)
- Ideas for sources of funding for these costs
- Projected Social Return on Invest or Impacts to solve the problem
- Risks that could prevent success of your venture
- How you might grow if you are successful
- Marketing and publicity (name, strategy how you will reach who you need to reach)

Do not forget to provide your sources. URLs only will not be accepted.

Mid-term exam (15%):

A mid-way evaluation (session 11) to ensure that the basic concepts behind social entrepreneurship and innovation have been clearly understood.

Team Project (15%):

EU Social Entrepreneurship Case Study. You will choose a European Social Entrepreneur and prepare a case study that will include:

- an overview of the person or group implementing the innovation
- what problem they set out to solve
- what challenges you believe that they now face
- what personal traits and organizational strategies are key to success or hinder their progress for the future.
- what lessons could be learned for replication of the innovation

The case study will be handed in on Session number 14.

(Maximum 4 pages, in a group of at least 3 students)

Team Presentation (10%):

EU Social Entrepreneurship Case Study with post-IES Member State trip reflection. You will present your case study to class and add reflections of at least three observations or experiences from your Member State Trip. These could include problems that you saw on your trip that could benefit from the SE/SI approach, or inspirational SE/SI experienced that you observed that should be shared. Your presentation will be followed by exchange within the group.

Final Term Project - Social Entrepreneurship Business Plan and Inspiration for your journey for Change and Innovation (25%)



To be handed in before the start of the last class session. You have developed your business or action plan based on your Term Project Business Plan proposal. All key elements of a business plan for social change as outlined in class, in your research (primary and secondary) will be included in a summarized form of maximum of 10 pages including graphics and images. (Maximum 10 pages, or 2500 words)

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Understand the evolution of social entrepreneurship and the economic, business and social relevance behind the innovation.
- Based on field study and course lectures, experience and analyze the social entrepreneurship movement in practice in Europe, its diverse application and how social entrepreneurs use innovation to solve social problems.
- Appreciate and apply the pre-conditions of social innovation and social entrepreneurship, such as leadership, critical and creative thinking, ethical conduct, entrepreneurship, empathy and civic engagement.
- Develop the ability and aptitude to think critically about society's challenges and have the confidence to propose innovative solutions.
- Discern the economic and social impact as well as policy implications of social entrepreneurship.
- Create a business/action plan for social innovation within a European context.
- Articulate and launch a personalized approach for leadership and application of the principles of social entrepreneurship and innovation for creating change locally and globally.

ATTENDANCE POLICY:

All IES courses require attendance and participation. Attendance is mandatory per IES Abroad policy. Any unexcused absence will incur a penalty on your final course grade (1 absence - 1%, 2nd absence -2%, 3rd absence – 3%). Any student who has more than three (3) unexcused absences will receive an “F” as the final grade in the course. Any student who misses more than 25% of a course, whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course. Absences due to sickness, religious observances, and family emergencies may be excusable at the discretion of the Center Director. In the case of an excused absence, it is the student's responsibility to inform the Academic Dean of the absence with an Official Excused Absence Form, as well as any other relevant documentation (e.g. a doctor's note), and to keep a record thereof. The absence form must be turned in as soon as possible before the class, in the case of a planned absence, or immediately upon return to the Center, in the case of an unplanned absence, in order for the absence to be considered excused. It is also the student's responsibility to inform the professor of the missed class. Students can collect and submit the Official Excused Absence Form from the office of the Academic Dean.

TESTS, QUIZZES, OR PRESENTATIONS MISSED DURING UNEXCUSED ABSENCES CANNOT BE MADE UP!

ASSIGNMENTS NOT HANDED IN ON THE DUE DATE WILL BE SUBJECT TO A 3% PENALTY PER DAY POST-DUE DATE (with the exception of students who have an excused absence).

CONTENT:

Week	Content	Assignments
I. The Evolution of a Movement for Change and Innovation		
Session 1	<p>Welcome to a New Way of Seeing the World</p> <p>Course Introduction</p> <p>This session will focus on group introductions as well as a review of the course content, evaluation, student deliverables and learning outcomes. Through a participatory workshop, we will attempt to discern where we stand in the social innovation and social entrepreneurship space to support the preparation of a one page “Personal Statement on Social Entrepreneurship and Social Innovation” due in class session 3.</p> <p>Expectations will be clearly communicated so that you understand the importance of your “learning investment” versus your “learning return on investment” and we will set the course of our three-month journey that may just make you think differently about almost everything you do.</p> <ol style="list-style-type: none"> 1. Welcome and Introductions 2. Review of course syllabus 3. Social Entrepreneurship workshop – how do you define the movement? 4. Class exchange on goals and expectations 	<p>Required Reading:</p> <p>Bornstein, D. 2004. How to Change the World: Social Entrepreneurs and the Power of New Ideas. New York. Oxford University Press. pp 1-60, Chapters 1-5.</p> <p>Recommended Reading:</p> <p>Martin, R. and S. Osberg. “Social Entrepreneurship: The Case for Definition” in Stanford Social Innovation Review. Spring 2007, pp 28-39.</p>
Session 2	<p>Understanding Social Entrepreneurship and Social Innovation</p> <p>Social Entrepreneurship and the innovation that serves as its beacon, will be of the most important forms of global leadership in the decades to come.</p>	<p>Required Readings: (in this order for content logic)</p> <p>Phills Jr. J., K. Deiglmeier, and D. Miller. “Rediscovering Social Innovation” in Stanford Social Innovation Review Fall 2008, pp. 34-43.</p>

	<p>This session will help you understand the basic (and debated) concepts of social innovation and social entrepreneurship that will guide you throughout the term.</p>	<p>Brooks. A. Social Entrepreneurship: A Modern Approach to Social Value Creation. Upper Saddle River, N.J. Prentice Hall. 2009, pp. 1-22 (Chapter 1- An Introduction to Social Entrepreneurship).</p> <p>Recommended Reading:</p> <p>Praszkier, R. and A. Nowak. Social Entrepreneurship: Theory and Practice. New York. Cambridge University Press. 2012, pp. 1- 25.</p>
Session 3	<p>Solving the World's Problems: Whose Job is it?</p> <p>Here we will discuss poverty, violence, racism, discrimination, environmental degradation, unemployment, illness, education and other societal challenges. Our debate may focus on the competing strategies to tackle these challenges, like charity vs. capitalism, social work vs entrepreneurship, indigenous knowledge vs. new technologies. Who should do what?</p>	<p>Required Readings:</p> <p>Schwartz ,B. Rippling: How Social Entrepreneurs Spread Innovation throughout the World. San Francisco, Jossey-Bass. 2012. Part 3. Chapter 11.</p> <p>Mitra C. and A. Borza. "The Role Of Corporate Social Responsibility in Social Entrepreneurship" in Management & Marketing Challenges for Knowledge Society. 2010. Vol. 5, No. 2, pp. 63-76.</p> <p>Recommended Reading:</p> <p>Changemakers – Trends. http://pulse.changemakers.com/categories/all/trends/</p>
Session 4	<p>From Say to Schumpeter to Drucker: What is Entrepreneurship?</p> <p>What is entrepreneurship and who are entrepreneurs? We will examine entrepreneurial thought and how it has evolved to date. Together we will discuss what makes entrepreneurship different when one places the word "social" in front of it. We will analyze 1-2 simple business and social problems and determine how an entrepreneur would seek to solve them.</p>	<p>Required Readings:</p> <p>Mirjam van Praag, C. "Some Classic Views on Entrepreneurship" in De Economist 147, No. 3, 1999.</p> <p>Samer Abu-Saifan. "Social Entrepreneurship: Definition and Boundaries" in Technology Innovation Management Review. Feb. 2012, pp. 24-27.</p>

		<p>Review: Bornstein: (from Session 1)</p> <p>Recommended Readings:</p> <p>Boddice, R. "Forgotten antecedents: entrepreneurship, ideology and history", in An Introduction Entrepreneurship Voices, Preconditions, Contexts. (ed.) R. Ziegler. Cheltenham, UK. Edward Elgar, 2009.</p> <p>Swedberg, R. "Schumpeter's full model of entrepreneurship: economic, non-economic and social entrepreneurship" in An Introduction Entrepreneurship Voices, Preconditions, Contexts. (ed.) R. Ziegler. Cheltenham, UK. Edward Elgar, 2009.</p>
Session 5	<p>Empathy: The Precursor to Social Innovation and All that it Brings</p> <p>Empathy is the ability to understand how others feel. It is at the core of our existence as human beings and compels us to act compassionately while reasoning alone often leads us to act in our own interest. The absence of empathy is one of the causes of bad business practices and politics, corruption, aggression and violence, apathy towards the environment, conflict, neglect and racism to name a few. Have we lost our empathy as we focus our goals on personal and professional success alone? We will discuss how CEOs, lawyers, politicians, scientists, teachers, social workers, parents and everyone else need to treat empathy as a skill and not just an emotion, why it guides social entrepreneurs and why it is a precursor to social innovation.</p>	<p>Required Readings:</p> <p>Schwartz ,B. Rippling: How Social Entrepreneurs Spread Innovation throughout the World. San Francisco. Jossey-Bass. 2012. Part 5 - Cultivating Empathy (Introduction)+Chapter 16</p> <p>Required Video: Summary of Jeremy Rifkin's Empathetic Civilisation http://www.youtube.com/watch?v=l7AWnfRc7g</p> <p>Recommended Reading:</p> <p>Illouz, E. "The culture of management: Self-Interest, empathy and emotional control" in An Introduction Entrepreneurship Voices, Preconditions, Contexts. (ed.) R. Ziegler. Cheltenham, UK. Edward Elgar. 2009.</p>

		Participation Assignment: <ul style="list-style-type: none"> Workshop: rethink the Roots for Empathy Programme for Children model. You will come up with an active empathy strategy for one or more of the following: <ol style="list-style-type: none"> Profit-oriented CEOs Re-election oriented politicians Goal-oriented NGO Managers Social Housing Project residents with high pollution/low recycling participation (the easiest of the three) (PREPARATION: required readings for this session)
Session 6	Leadership for Social Innovation and Social Change <p>Leaders from all walks of life and of all styles are crucial for the social change needed in today's world. We will examine the role of leadership in creating entrepreneurial and innovative approaches to society's challenges for today and the future. What role does leadership play in the SE/SI movement? How does leadership act as a catalytic function of system change needed where the status quo is no longer "working"?</p> <p>During this class session we will also discuss your personal leadership role in life and as a changemaker. What are the tools, skills and experiences are best suited to your style and goals, and who you are and how might you support and lead social innovation?</p>	Required Readings: <p>Praszkier, R. and A. Nowak. Social Entrepreneurship: Theory and Practice. New York. Cambridge University Press. 2012. Chapter 11. A New Kind of Leadership, pp. 140-154.</p> <p>Alvord, S. L. Brown, and C. Letts. "Social entrepreneurship leadership that facilitates societal transformation— an exploratory study". Harvard Kennedy School Centre for Public Leadership Working Paper. 2003 (FOCUS ON LEADERSHIP TOPIC PP. 145-48).</p> Recommended Reading: <p>Brown. T and J. Wyatt. "Design Thinking for Social Innovation" in Stanford Social Innovation Review. Winter 2010.</p>
II. Diverse, Unique and Complex: Social Entrepreneurship in Europe		

Session 7	<p>Workshop: Getting you ready for your term project. The problem, the idea and the plan to get to the solution.</p> <p>Have you ever gone through the process of putting bringing your idea of solving a societal problem to the implementation and solution stage? Using your social entrepreneurship and innovation business plan proposal, we will review what is expected of you for your final term proposal (due in Session 8) and your final term business / project plan (due in last class). From this point on, you will develop your idea based on your research and on content in future class lectures.</p>	<p>Required Reading:</p> <p>Social Ventures Australia. A business planning guide for social enterprises.</p>
Session 8	<p>Understanding SE in the European Context: How is the space in Europe unique?</p> <p>Social Entrepreneurship was a term first coined in North America in the 1970s and 80s. How then, is social entrepreneurship seen and understood in Europe? Is it possible to define social entrepreneurship in the European context given the vast differences in history, culture and language in the European continent? We will attempt to understand the differences and look at social entrepreneurship and social innovation through the European lens.</p>	<p>Required Readings:</p> <p>Defourny, J. And M. Nyssens. "Conceptions Of Social Enterprise And Social Entrepreneurship in Europe and the United States: Convergences and Divergences" in Journal of Social Entrepreneurship. Vol. 1, No. 1, March 2010, pp. 32–53.</p> <p>Hulgård, L. "Discourses of social entrepreneurship: Variations of the same theme?" EMES European Research Network Paper. 2010.</p> <p>Recommended Readings:</p> <p>BEPA (Bureau of European Policy Advisors). Empowering people, driving change. Social Innovation in the European Union. European Commission. 2011</p> <p>OECD. 2010. "Social Entrepreneurship and Social Innovation". Chapter 5. SMEs, Entrepreneurship and Innovation. OECD.</p>
Session 9	<p>Social Entrepreneurship in Germany</p>	<p>Required Readings:</p>

	<p>Is Germany the land of the “Sozialunternehmer” (Social Entrepreneur) or is there a unique German social innovation within the land of the “Wohlfahrtsverbände” (public welfare organizations)? We will look at the unique German social innovation and entrepreneurship space that exists within a country with a strong history of welfare state and domination of public welfare organizations. Where are the innovative ideas, where is the impulse for innovation for social change what challenges does the movement face within Germany?</p>	<p>Schwartz, B. Rippling: How Social Entrepreneurs Spread Innovation throughout the World. San Francisco. Jossey-Bass. 2012. Chapter 1 “Power to the People” – Germany” pp 22-30.</p> <p>Leppert, T. “Social Entrepreneurs in Deutschland – Ansätze und Besonderheiten einer spezifischen Definition”. University of Hamburg Paper. 2008. (English summary will be provided)</p> <p>Selected case studies from German social entrepreneurs and their work based on publications available in English from Ashoka and the Schwab Foundation for Social Entrepreneurship will be provided for this class session.</p>
Session 10	<p>Social Entrepreneurship in European “Welfare States” and in New EU Member States: different challenges and different innovations?</p> <p>In this session we will begin by looking into the innovation, trends, challenges for social entrepreneurs and social innovators in countries such as Belgium, Denmark, Finland, France, the Netherlands, Sweden and the UK. The discussions will prepare students for social innovation-based observation for the EU Member States trip.</p> <p>We will also focus in this class will be new European Member States in countries such as Poland, Hungary, Romania and others. Is social innovation and entrepreneurship in these European countries much more in line with movement in developing country-contexts? If so, how? How has the lack of a welfare state impacted on social innovation in these countries?</p>	<p>Required Readings:</p> <p>Defourny, J. and M. Nyssens. “Social Enterprise In Europe: Recent Trends And Developments”, in Social Enterprise Journal. Vol. 4 Iss: 3, 2008, pp. 202 – 228.</p> <p>Defourny, J. “Social Enterprise in an Enlarged Europe: Concept And Realities” EMES European Research Network, 2004.</p> <p>Recommended Readings:</p> <p>Paola Grenier. “Social entrepreneurship in the UK: from rhetoric to reality” in An Introduction Entrepreneurship Voices, Preconditions, Contexts. (ed.) R. Ziegler. Cheltenham, UK. Edward Elgar, 2009.</p>
Session 11	<p>Mid Term Exam – (15%)</p>	

III. The Road to Becoming a Changemaker: Social Entrepreneurship and Innovation in Practice

Session 12	<p>The Practice of Social Innovation and Social Entrepreneurship</p> <p>From goal-setting to implementation, from ideas to real change: how do the changemakers put it all into practice? There are many answers and approaches to this question. Social entrepreneurs usually begin by seeing dead-ends and impossible solutions as incredible opportunities for change.</p>	<p>Required Readings:</p> <p>Brooks, A. Social Entrepreneurship: A Modern Approach to Social Value Creation. Upper Saddle River, N.J. Prentice Hall. 2009. pp 23-50.</p> <p>Ideas and Opportunities and Developing the Social Enterprise Concept Social Ventures Australia. A Business Planning Guide for Social Enterprises. Making Money"- pp. 9-15 and "Making it Work"- pp. 19-24.</p> <p>Recommended Readings:</p> <p>Dees, G. "Social Ventures as Learning Laboratories" in Innovations: Social Innovation in a Post Crisis World, 2009.</p> <p>Mulgan, G. Social Innovation. What it is, Why it Matters and How it can be Accelerated. University of Oxford-Saïd Business School. 2007, pp. 4-20.</p>
Session 13	<p>The Concept of Social Capital and Value and the Networks that Help to Build Them.</p> <p>What do we mean by "social capital"? The key difference between social capital and other forms of capital is that social capital is embedded in relationships between individuals, seen within in the resources acquired through relationships and networks and how these resources influence an innovator to act. We will look at this non-traditional definition of capital in the SE/SI context and examine and discuss the importance of social capital within the social entrepreneurship sphere and beyond.</p>	<p>Required Readings:</p> <p>Praszkier, R. and A. Nowak. Social Entrepreneurship: Theory and Practice. New York. Cambridge University Press. 2012, pp. 80-106. Social Capital and Social Networks: The Bedrock of Social Capital.</p> <p>Auerswald, P. "Creating Social Value" in Stanford Social Innovation Review. Spring 2009.</p>

<p>Session 14</p>	<p>Putting it all together – let’s review your business plan for Social Change.</p> <p>As we’ve seen, social entrepreneurs need to put their ideas into a business or action plan, just like traditional entrepreneurs. Entrepreneurs and innovators, however, do not always have the most experience and even aptitude for the “business” and management side of making their ideas succeed and grow. In this session, we will visit look at the importance of business plans and what is unique (and not) about business planning for social innovation and social enterprise. We will also engage in several rounds of speed pitching, to help you continue to develop your term business/project plans.</p>	<p>Required Readings:</p> <p>Brooks. A. 2008. Social Entrepreneurship: A Modern Approach to Social Value Creation. Prentice Hall, NJ. Social Enterprise Business Plans and Measuring Social Value, pp. 51-84.</p> <p>Forth Sector. A Business Planning Guide to Developing a Social Enterprise. 2009. (UK-based).</p> <p>Recommended Reading:</p> <p>Root Cause. Business Planning for A Social-Entrepreneurial Approach to Solving Social Problems Enduring Social Impact. 2008. (US-based)</p>
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Session 15	<p>Understanding the Social Investment Space.</p> <p>Finding the right financing remains one of the greatest challenges to planning, launching and scaling a social enterprise. In this session we will look at the dynamics from the social entrepreneur perspective and the investor or “social investor” perspective.</p>	<p>Required Readings:</p> <p>Brooks. A. Social Entrepreneurship: A Modern Approach to Social Value Creation. Upper Saddle</p> <p>River, N.J. Prentice Hall. 2009. pp 123-151. Entrepreneurial Fundraising and Marketing –Launch, Growth and Goal Attainment.</p> <p>Credit Swiss and the Schwab Foundation for Social Entrepreneurship. Investing for Impact. How Social Entrepreneurship is Redefining the Meaning of Return. 2012.</p> <p>Recommended Reading:</p> <p>Schwab Foundation for Social Entrepreneurship and Munich Technical University. Social Investment Manual: An Introduction for Social Entrepreneurs. 2011.</p> <p>Clark, C., J. Emerson, B. Thornley. Impact Investor People & Practices Delivering Exceptional Financial & Social Returns. Pacific Community Ventures, Inc. (PCV), Impact Assets, and Duke University’s Fuqua School of Business. 2012</p>
Session 16	<p>Student Case Study Presentations and Student Exchange (10%)</p> <p>Team EU Social Entrepreneurship case study presentations with post-IES Member State trip reflections will be presented during this</p>	

	<p>session. Students will present case studies to class and add reflections of at least three observations or experiences from their Member State Trip. These could include problems observed that could benefit from the SE/SI approach, or inspirational SE/SI experience that should be shared. The presentations will be followed by a group exchange.</p>	
Session 17	<p>To Scale or not to Scale. What to do if your business plan works?</p> <p>The point in time where a first goal or success has been obtained is as challenging as it is rewarding. What should be done next? Like knowledge, innovative social solutions for change should be shared and where appropriate, replicated. Scaling ideas and practices and the factors that must be considered will be examined during this session</p>	<p>Required Readings:</p> <p>Elkington, J. P. Hartigan and A. Litovsky, "From Enterprise to Ecosystem: Rebooting the Scale Debate", in Bloom, P and E. Skloot (eds). Scaling Social Impact., New York. Palgrave MacMillan.</p> <p>2010.</p> <p>Dees, G., B. Anderson, J. Wei-Skillern. "Scaling Social Impact: Strategies for spreading social innovations" in Stanford Social Innovation Review. Spring 2004</p>
Session 18	<p>What Kind of Changemaker Will You Be?</p> <p>This session we will review students' term projects, and reflect upon how the "Personal Statements on Social Entrepreneurship and Social Innovation" have evolved (or not) during the term.</p> <p>Together we will establish a strategy for the application of what we have learned to the IES Model</p> <p>Can you play the role of social innovation "mentors" to your student colleagues during the Model EU.</p> <p>The role of mentorship (mentoring and being mentored) - crucial to spreading the SI/SE movement - will be discussed as well as what</p>	<p>Required Readings:</p> <p>IES Model EU Agenda</p> <p>Light, P. Social Entrepreneurship Revisited. Stanford Social Innovation Review, Summer 2009</p> <p>Schwartz, B. Rippling: How Social Entrepreneurs Spread Innovation throughout the World. San Francisco. Jossey-Bass. 2012. Chapter 19.</p> <p>Hovis, K. "Students Embrace Social Entrepreneurship", in E-Ship Magazine. Cornell University. Fall 2011.</p>

	knowledge and experiences from the term may (or may not) accompany students as they continue their journey to fulfilling personal and professional goals.	
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COURSE RELATED TRIPS:

- Franco-German History Trip: Alsace, France– 1 day

During the first course related trip you will visit two significant historical and cultural landmarks in Franco-German history. You will have guided tours and learn about how age-old controversies and catastrophes in the heartland of Europe are represented, the role of memorials in constructing a European identity, and the challenges of overcoming centuries of conflict and rivalry.

- Germany in Europe: Then and Now Trip: Berlin, Germany – 5 days

During the course-related trip to Berlin, you will continue to learn about the past and present of German culture, economy and politics of Germany. Historically this capital is a crucial place if one wants to understand the importance German politics has for the dynamics of European integration. In Berlin you will learn about the fall of the Berlin Wall, the reunification of Europe after the end of the Cold War, the challenges that emerged during the process of post-communist transition and about Germany's hegemonic position within the EU.

- EU Parliament Trip: Strasbourg, France – 1 day

During this one-day trip, which is thematically linked to the EU Institutions trip you will visit the European Parliament in session in Strasbourg, France. There you will attend the parliamentary session and meet a Member of European Parliament who will discuss current events and elaborate on the workings of the European Parliament.

- EU Institutions Trip: Brussels, Belgium and Paris, France – 7 days

This course related trip will take you first to Brussels, the EU's institutional power center. In Brussels you will have the opportunity to meet with not only EU officials but also representatives of national delegations to the EU, think tanks and NGOs, as well as academic experts. The EU institutions you will visit include the European Commission, the Council of the EU and the European Council and you will have a chance to discuss with those actors who draft, shape and finally take decisions in the European Union. You will continue to have first-hand experience of the EU by visiting various agencies, institutions, and museums in Paris, you will meet French academic experts to discuss French culture, economy, politics and society.

- EU Funds in the Region Trip: South Baden, Germany– 1 day

This day trip will start with a meeting where an expert from the region will introduce you to EU's agricultural and structural funds and their implementation with examples from the region. Following the meeting you will visit a family farm that is typical for South Baden.

- EU Member States Trip - 7 days

Students choose 1 out of the three following course related trip options, e.g.:

- 1) Stockholm, Sweden; Warsaw, Poland/Prague, Czechia
- 2) Rome, Italy; Budapest, Hungary
- 3) Athens, Greece; Sofia, Bulgaria/Bucharest, Romania

The destinations may vary according to the topicality and nature of challenges of the EU and its integration process. The member states of the EU are still characterized by different state structures, economic ideologies, and cultural identities. This last course-related trip gives you the opportunity to choose between three different trip options. On these trips, you will learn about the current challenges of European integration. Experiencing the particularities and cultural diversity of these societies is essential in order to understand the variation in terms of domestic debates and national preferences when it comes to such important issues like, for instance, immigration, macroeconomic integration as well as European security.

REQUIRED READINGS:

- Alvord, S. L. Brown, and C. Letts. "Social entrepreneurship leadership that facilitates societal transformation— an exploratory study". Harvard Kennedy School Centre for Public Leadership Working Paper. 2003
- Arpinte, D et al. "The Social Economy in the European Union." *Calitatea Vieții*, XXI, nr. 1–2, 2010, p. 137–160
- Auerswald, P. "Creating Social Value" in *Stanford Social Innovation Review*. Spring 2009
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