FUNDAMENTALS OF SOCIAL ENTREPRENEURSHIP:
Problem Solving & Innovation

New York University
Robert F. Wagner Graduate School of Public Service
Stern School of Business
Fall 2012

Professors
Ellen McGrath, Ph.D., ellen.mcgrath@nyu.edu
Harry Wexler, Ph.D., hkw6@nyu.edu
Office Hours: E-mail to schedule

Section 1
Tuesdays, 11:00-1:45
4 Washington Place, Meyer Hall, Room 261

Section 2
Tuesdays, 6:45-9:30pm
25 West 4th Street, Room C-13
COURSE DESCRIPTION:

This course will introduce students to the social entrepreneurs, innovators, and visionaries who are creating new strategies for solving society’s problems. Students will examine traditional and contemporary methods of social change from history. These innovative case studies will highlight the successes of social change advocates in restoring the environment, resolving conflicts, curing diseases, overcoming poverty, and addressing other problems of social injustice. Pertinent articles, made available on Blackboard, provide an overview of the current issues, challenges, and opportunities in the quickly changing field of social entrepreneurship. Best practices for profit, not-for-profit, and NGO’s will also be explored and discussed. For their first assignment, the Social Entrepreneurship Process paper, students select a social problem that resonates with them, researches an innovator or social entrepreneur who has worked to solve it, and then propose their own unique solution.

In the process of studying these examples, students will also learn and practice the CORE 4 skills and strategies for becoming an effective change agent and a successful social entrepreneur. Specifically, they will learn and have a chance to practice state-of-the-art coaching strategies to become more effective connectors, communicators, contributors, and strategists. Throughout the course, students will use a Transformative Coaching Portfolio to help them develop these skills and strategies discussed in class to apply in their own lives and better support their social action projects.
ABOUT THE PROGRAM FOR SOCIAL INNOVATION

The Program for Social Innovation (PSI) includes a number of courses, and several internships to practice skills in the field. Four of the courses can be applied towards the NYU Wagner/Stern Minor in Social Entrepreneurship:

1. Fundamentals of Social Entrepreneurship (Fall, 4 credits)
2. Advanced Social Entrepreneurship (Spring, 4 credits)
3. Global Social Entrepreneurship & Innovation (Spring, 4 credits)
4. Practicum in Social Entrepreneurship: Social Enterprise Incubator (Fall, 4 credits)

All of our courses include an overview of the most relevant social entrepreneurship issues, success skill-building through experiential learning, a focus on action and results, funding for student projects, and opportunities to realize social ventures and business while at NYU and after graduation.

Each year, the PSI also selects and develops several global and US internships of highest interest to our students. This year the internships include:

1) Coaching USA-bound Chinese students at the SE start-up, Succeed Oversees in Qingdao and Shanghai, China;
2) Working at the Amity Circle Tree Ranch to coach and empower distressed families in Tucson, Arizona and developing the first National Social Entrepreneurship Center for Native Americans;
3) Developing a business for affordable solar energy in a student developed and run program called SunGiant in Liberia, Africa.

Students apply for internships and are selected depending on program fit and skills. For more program information, please visit www.programforsocialinnovation.org
Ellen McGrath, Ph.D.

Bridge Coaching Institute
President, Founder, and Master Coach
Brooklyn, New York
mcgrathdr@me.com

New York University
Clinical Associate Professor
Wagner Graduate School of Public Service
ellen.cgrath@nyu.edu

Dr. McGrath, a clinical psychologist currently practicing in New York City, is consistently rated as one of America’s most “outstanding” psychologists. Author of three books on stress and depression management and four books on executive coaching, Dr. McGrath is the only Senior Media Consultant to the American Psychological Association. She was the psychology expert on ABC’s “Good Morning America” for two years, and continues to appear on ABC News, 20/20, and other national media. She is a past President of both the Media Psychology Division and the Division of Psychotherapy of the APA, and an APA Council Representative.

Listed by three national magazines as one of the top therapists in the country, Dr. McGrath was honored again in 2001 as the Outstanding Psychologist of the Year by the Psychotherapy Division of the APA. In 1995, she was chosen “Business Woman of the Month” by Orange Coast Magazine. As a retreat leader for the Women’s Young President Organization, she is also an international speaker and teacher on the newest success skill applications.

With over thirty years of experience, Dr. McGrath also works with a number of Fortune 500 Executives, family-owned businesses, entrepreneurs, and innovators. She is the President and Founder of the educational and training center, Bridge Coaching Institute, and leads numerous trainings for various profit and not-for-profit organizations.

Dr. McGrath spent twelve years on the faculty at the University of California Irvine Medical School, and four years at the University of Rochester School of Medicine. Currently, she teaches as a full time clinical associate professor at New York University in the Wagner Graduate School of Public Service and the Stern School of Business. She teaches four courses on social entrepreneurship: 1) a Fundamentals class for students practice success skills and study the history and trends of social entrepreneurship, 2) an Advanced, and 3) Incubator course to support students on starting their own social impact projects, and 4) a Global course that ravel to Shanghai, China to study international entrepreneurship and innovation. Her classes are consistently rated #1 by the students and received feedback such as, "This class changed my life!," and "This class is the best at NYU!" Her new book, CORE 4: Just Connect It., is used as one of the textbooks for all the classes.

Dr. McGrath is an inspiring presenter and teacher who is able to genuinely connect with her audience, while making her classes and workshops fun! A mother of now-grown sons, Dr. McGrath combines a warm, energy with the knowledge and wisdom of 30 years of experience as a social innovator and executive consultant to bring out the best in all of her clients, students, and those around her.
Harry Wexler, Ph.D.

**Bridge Coaching Institute**  
CEO and Master Coach  
Brooklyn, New York  
hkwexler@aol.com

**New York University**  
Assistant Adjunct Professor  
Wagner Graduate School of Public Service  
hkw6@nyu.edu

Dr. Wexler is a teacher, clinical psychologist, and researcher. During his last 45 of practice, Dr. Wexler has acquired a national reputation as an innovator in the areas of substance abuse policy, treatment and research during the last 45 years. He is widely known for his landmark studies of the effectiveness of the therapeutic community in the community, prisons and aftercare. He has been engaged in prison reform since 1987 and lead up numerous federally funded national technical assistance projects that established prison treatment programs in 20 states. In 2005 he co-founded and served as the Co-director of the Center on Evidence-Based Interventions for Crime and Addictions at Treatment Research Institute in Philadelphia. In 2007 he was appointed as a member of the Governor's Strike Team to help guide the process of reforming the California correctional system. In 2011 he completed a seminal Prison Journal Special Issue Reforming the Criminal Justice System: Issues and Recommendations for Corrections and lead a Federal Congressional Briefing on criminal justice reform in November 2011. Currently, Dr. Wexler is an Assistant Professor at the NYU Wagner Graduate School of Public Policy, Senior Research Adviser for Spectrum Health Systems, Senior Research Scientist Emeritus at National Developmental Research Institutes, Inc. (NDRI), lectures internationally and practices psychology in New York City. Social entrepreneurship in the public sector has become a main focus of Dr. Wexler’s work at NYU and he sees it as an exciting and productive approach to system improvement in the private and public sectors.

Dr. Wexler is a recognized teacher, clinical psychologist and researcher.. Currently, Dr. Wexler teaches at the NYU Wagner Graduate School of Public Policy, lectures internationally and practices psychology in New York City. During a long collaborative relationship with Dr. Ellen McGrath he has helped develop “Core 4”, a highly effective innovative approach to training success skills that brings together the best of psychology and management practices to help entrepreneurs and others actualize their potential. The Core 4 approach is being taught at NYU and other universities across the country and internationally and it serves as a basis for a startup incubator and executive coaching program.

**REQUIRED READING:**
(Made available to students in class on the first day at a discounted rate.)

(available in NYU Bookstore)

Other readings will be made available through Blackboard

OTHER SOCIAL ENTREPRENEURSHIP READING RESOURCES:


SOCIAL ENTREPRENEURSHIP WEB RESOURCES:
Fellowships
   Ashoka Foundation: www.ashoka.org
   Echoing Green: www.echoinggreen.org
   Schwab Foundation: www.schwabfound.org
   Skoll Foundation: www.skollfoundation.org
   Starting Bloc: www.startingbloc.org
   Dell Social Innovation Competition: http://www.dellsocialinnovationcompetition.com/

Career
   Idealist, Jobs to Change the World: http://www.idealist.org/

Networks
   Omidyar Network: http://www.omidyar.com/
   Net Impact: www.netimpact.org

Training
   Skillshare, a community marketplace for classes: http://www.skillshare.com/

Crowdsourcing and Funding
   Kickstarter: http://www.kickstarter.com/
   IOBY: http://ioby.org/

News
   Social Edge: http://www.socialedge.org/
   Change. Org: http://socialentrepreneurship.change.org
   Next Billion: www.nextbillion.net
   Alltop: www.alltop.com
   Corporate Responsibility Newswire: http://www.csrwire.com/
   Good Magazine: http://www.good.is/

Social Investors/Venture Philanthropy
   Acumen Fund: www.acumenfund.org
   Tides Foundation: www.tidesfoundation.org
   REDF: http://www.redf.org/
   UNLTD: www.unltd.org.uk

Organizations
   Center for Social Innovation: http://socialinnovation.ca
   Charity Navigator, to evaluate charities: www.charitynavigator.org
   Free The Children: www.metowe.org
   BRAC: http://www.brac.net/
## COURSE SCHEDULE

### Week 1  
**Sept. 4**  
*Introduction to the Course*

We begin with a brief history of social change strategies, and the evolution of social entrepreneurship in all sectors. By examining many inspirational changemakers, innovative Fortune 500 corporations, governments programs, we will see the success as well as the limitations that these strategies have had in the past. As a new model for contemporary social entrepreneurship, we will also introduce the concept of coaching as a tool for solving problems and creating change in one’s own life and society at large. Additionally, we introduce students to the Program for Social Innovation through: it’s courses, internships, past funded projects, and alumni network.

**Readings:**  
David Bornstein—Part 1 Defining SE (pp. 1-47)  
*CORE 4* (C4)—Read the Introduction

**Homework:**  
1) Transformative Coaching Portfolio, Part 1 (questions 1-2), &  
2) Research definitions of social entrepreneurship and then design your personal definition to bring to class  
3) Take the CORE 4 Challenge online and bring in a print out or hand drawn copy of you CORE 4 Challenge results in a chart (see page 20-21 of C4 for guidelines) do this before reading Chapter 2 of C4

### Week 2  
**Sept. 11**  
*Historical Foundations of SE & Introduction to the CORE 4 Skills*

Following the reading and research homework assignment, we explore what "social entrepreneurship" really means. By contextualizing SE in its historical development, we can see more clearly where the field is now, and guess where it might be going.

In addition, we will look at the innovative CORE 4 coaching model that combines essential skills training and best-practice approaches to problem solving and support of goal completion in any field. The “CORE 4,” which include connection and communication skills, bottom-line/boundary skills, conversion of negative to positive energy, and strategic skills for effective planning and execution, have been proven to help individuals and organizations reach new levels of productivity, balance, and success. For these reasons, CORE 4 is particular useful for social entrepreneurs and innovators.
Week 3  
Sept. 18

New Models of Sustainable Social Innovation and Entrepreneurship

Today’s businesses and organizations are faced with various challenges in our fast-paced, quickly changing, interconnected world, and many struggle to stay afloat. Social entrepreneurs and innovators must be able to think on their feet, be creative, and utilize best practices of both the for-profit and not-for-profit sectors. Today we will look at some examples of successful social ventures and the powerful leaders behind them.

Readings: Bornstein—Part III “Envisioning an Innovative Society” (p. 75-130)  
C4—Chapter 3 “Connector”

Homework: SE Process Paper, write Section 2

Week 4  
Sept. 25

The Landscape of SE & Connector Skills Training

The landscape of social entrepreneurship and innovation is diverse and rapidly changing. Today we look more at historical movements of social change and how social innovators and entrepreneurs emerged out of these times. We also discuss the pathway SE can follow such as CSR, government, 501(c)3’s, crowdsourcing and funding, and more.

For the coaching and training portion of this class we will explore connector skills. In the past, social change and innovation strategies of the past have often fostered antagonism, division, and an adversarial stance of “us versus them.” Yet, changemakers have been able to be successful through the power of connection. This will be a workshop in transformative action, conflict resolution, transformative communication, and the first strategy of the Core 4.

Readings: C4—Chapter 4 “Liner”

Homework: SE Process Paper, write Section 3—ALL SECTIONS DUE NEXT WEEK

Week 5

Overcoming Obstacles & Liner Skills Training
Oct. 2

There are many good reasons why people don’t get involved in social change: everything from a feeling of powerlessness to the belief that it will take too much time and energy. In today’s class, we examine how people overcome such obstacles to innovation and SE. How is it that some people become social innovators, entrepreneurs, and agents of transformation? Today’s class will discuss the scientific basis behind how people actually do change, and the best practices of change agents.

We will also practice liner skills as a methodology to overcome the obstacles and protect our capacity as changemakers. Liner skills complement connection with the ability to say “no”, to protect our own safety and well-being, and to manage various types of resources.

Readings: C4—Chapter 5 “Convertor” & Nike Case Study (pp. 131-149) Articles on Blackboard

Homework: Transformative Coaching Portfolio, Part 2 (questions 3-5)

Thursday, Oct. 4th
SPECIAL EVENT – CLASS PARTY!!!
6:00PM
9 Garden Place, Brooklyn Heights (A/C, F, N/R, 2/3, 4/5 trains)

Week 6
Oct. 9
Innovating Business & Conversion Skills Training

Different from historical social change or the new models of innovation, much of social entrepreneurship emerges from traditional businesses and corporations adapting themselves to the 21st century. We will look at some key examples of this and discuss what really qualifies as social entrepreneurship. Specifically, we will examine a case study of how Nike converted it’s 20th century attitude and negative reputation into a model 21st corporation that is #1 in sustainability and social impact.

Today we practice conversion skills, or the way people transform the difficulties of society or their own life into positive energy for a bigger change.

Readings: Articles on Blackboard

Homework: Transformative Coaching Portfolio, Part 3 (questions 6-8)

Fall Recess: No Class Next Week!
Week 7
How People Change Their Behaviors: Liner and Converter Skills Review
Oct. 23

Many social change advocates are attempting to get people to transform their behavior – whether through changing environmental practices, protecting public health, or influencing other lifestyle and consumer decisions. However, most people are resistant to change. Today’s class will discuss the scientific basis behind how people actually do change, and the best practices of change agents.

In addition, we will work more with the second skill of the CORE 4 – Liner. By learning the strategies of setting good boundaries, we make sure to understand and respect our own limitations and needs when interacting with others. We will also do more practice in Connector and Converter skills, which can help us to more positively influence others.

Readings: C4—Chapter 6 “Strategist”
Articles on Blackboard

Homework: Transformative Coaching Portfolio, Part 4 (questions 9-11)

Week 8
Resilience, Optimism, & the Ability to Overcome Setbacks: Strategist Skills
Oct. 30

Any movement for social change is inevitably going to face obstacles, setbacks, and failures. Campaigns for social justice often take years or decades. A crucial issue for social change advocates, therefore, is how to respond effectively to failure, and how to overcome barriers to progress. Today’s class will examine this issue from the perspective of both social movement theorists and practitioners of social change. Case studies include a young woman fighting for human rights in Burma, one of the world’s most brutal military states; another woman working for gay and lesbian rights; and a third woman who started the Global Fund for Children to take on child poverty worldwide. In each case, the social entrepreneurs had to face tremendous adversity, but were able to succeed in their ambitious campaigns.

Another one of the strategies of successful social change agents is the tendency to try new things, experiment, take risks, and leap into action. Rather than becoming stuck in the “paralysis of analysis,” effective social entrepreneurs and activists take chances and learn from their mistakes.

Readings: C4—Section 3 “Applications of CORE 4”
Articles on Blackboard
Transformative action has a very different view of power than traditional activism. Today most social change agents try to fight the power, or influence those people in power to coerce them to make changes in society. Transformative action is based on the principle that ordinary people already have the power to make changes in their lives. Today we look at new perspectives on empowerment, leadership, and authority, and explore how successful leaders take the initiative and action as a powerful force in society.

Historically, strategic planning has been an area studied in business schools and management consulting firms with regards to large corporations. Recently, however, nonprofits and citizen advocates have begun to recognize the importance of strategic planning in crafting initiatives for social change. Today we review some of the best ideas on the subject, and see how the principles of strategic planning have begun to transform grassroots strategies for change. We will look at making statements of need, goals, objectives, measurements, and budgets.

Today we look at the latest theories and practices for creating accurate feedback systems. After incorporating the fourth skill of the CORE 4, Strategist, we began our first integration workshop of all the skills.

Reading: Articles on Blackboard

Homework: Transformative Coaching Portfolio, Part 6 (questions 16-18)

One of the keys to success in social change is finding allies who can help you achieve your goals. Studies indicate that grassroots organizations and initiatives for social change often succeed or fail to the degree that they are participatory and involve alliances with key stakeholders. We also explore new models of funding such as crowd-sourcing with Kickstarter as a model.

The power of cooperation and synergy is very important. In transformative action, the idea is that all people – including people commonly thought of as “the enemy” (e.g., corporate executives, government officials, etc.) – are
potential allies and supporters. Today we show you how social change agents find common cause with other people, identify their most important areas of self-interest, and win them over so that everyone can work together. We will examine the case study of how this relationship building helped transform one of the most polluted cities in America into a model for environmental sustainability.

Reading: Articles on Blackboard

Homework: Transformative Coaching Portfolio, Part 7 (questions 19-21)

Week 11
Nov. 20

Social Entrepreneurship and Innovation Review & CORE 4 Integration

In preparation for next weeks reading quiz, we review the literature we have covered about SE and innovation, it’s central themes, and key take-aways. Please bring any questions that you have to class.

We also continue integrating the CORE 4 Skills and review any material from that text that will be on the quiz.

Homework: Transformative Coaching Portfolio, Part 8 (questions 22-23)
            Reading Quiz NEXT WEEK

Week 12
Nov. 27

Summary of What Works in Social Entrepreneurship & Future Applications

We conclude the course by talking about the possibilities for widespread change and transformation in the world over the coming decades. Is it really possible for ordinary people to solve the huge crises that face us in the future? Together, we will reflect on what we have accomplished over the course of the term and discuss future possibilities for using coaching and transformative action as social entrepreneurs and to change the world.

Homework: Transformative Coaching Portfolio, Part 9 (questions 24-end)
            DUE NEXT WEEK

Week 13
Dec. 4

Portfolio Presentations and Conclusions

Students begin to present their Transformative Coaching Portfolios. We discuss how the academic course material and CORE 4 skills training has affect us personally, and how we can sustain our development and passion in the future, both individually and as a community.
Homework: Take the CORE 4 Challenge online again. How are your results different? Make another graph to bring to class.

Week 14  Portfolio Presentations and Conclusions
Dec. 11

For our last class we finish up the individual TCP presentations, have a feedback session on the course, and some other surprises!

SPECIAL EVENT – END-OF-TERM CELEBRATION PARTY!!
After our final day of class, Dr. McGrath will host a small holiday party for members of the class to celebrate our accomplishments of the term.

Location: 9 Garden Place, Brooklyn Heights
Date: TBD
CLASS REQUIREMENTS

1. Class Participation

The success of this course depends on the active, enthusiastic participation of each student. Students ought to display great initiative, motivation, and a passion for learning. It is essential that students be here every day, especially because we only meet only 14 times throughout the fall semester. It's also imperative that you come to class on time and come to class prepared. Please do the assigned readings before class and keep your portfolio up to date. In order to have the greatest chance of successfully influencing other people and changing the world, you need to be professional!

2. Social Entrepreneurship Process Paper

This assignment is designed to be an experience with one of the fundamental processes of social entrepreneurship: identifying a problem that resonates with you and developing an innovative solution. In this first paper, you will: 1) select a global, societal, or other problem that resonates with you, 2) research the problem and do a case study on one social entrepreneur or innovator who has worked on this problem, and 3) propose your own innovative solution.

3. Accountability Groups

Because of the size of the class, we will do many activities and discussions in smaller, breakout groups. Within these groups, you will encourage each other to excel and will challenge each other to be accountable to your classmates and to yourselves for both the work in this class and your social change projects outside the classroom. Working with an accountability and support team like this can help you achieve dramatic results in personal and social change, in a supportive “win-win” atmosphere.

4. Transformative Coaching Portfolio

This is a class about both social change and personal change. The two are interconnected. As Gandhi said, “You must be the change that you wish to see in the world.”

Therefore, you will be keeping a Transformative Coaching Portfolio throughout the term. This portfolio will measure your ability and progress to transform problems into opportunities, overcome adversity, and work towards achieving your goals and dreams.

The portfolio is a record of your progress in this class. Every class you will be given several questions. These are meant to be fun, intellectually stimulating, thought provoking, and exciting. You will put your responses together in a portfolio that represents the best of your dreams and visions for social change.
Many students have called the portfolio the most meaningful and significant educational assignment they have ever had. We hope that you will agree.

6. Reading Quiz

Any of the required course readings are fair game for this reading quiz. You are not expected to memorize any statistics or minor details from the readings. Rather, this quiz will address the major topics and themes from the readings. It is to encourage you to read and understand these important concepts that will support you, both now and later in life, in becoming a successful social entrepreneur. If you keep up with the reading and participate in class discussion, you should have no trouble with this quiz.

GRADING POLICIES
What is most important in this class is that you learn the skills and action strategies to help you change the world. The reading is to support this change process and will greatly enhance your learning experience, but you are not expected to memorize every detail of the texts. The reading quiz is meant to be reinforcement for you on major themes and concepts from the reading, but it is hardly the emphasis of your grade. Instead the grade breakdown is as follows:

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>25%</td>
</tr>
<tr>
<td>Social Entrepreneurship Process Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Transformative Coaching Portfolio</td>
<td>35%</td>
</tr>
<tr>
<td>Reading Quiz:</td>
<td>10%</td>
</tr>
</tbody>
</table>

We will not accept late work.

GRADING CRITERIA

A - You are an outstanding, invaluable contributor to class discussions. The class would be considerably poorer without your presence. You speak often, engage your fellow students, and always offer intelligent, thoughtful opinions. Your level of energy and enthusiasm is very high. You are passionate about learning and come to class with an open mind to new ideas; you always show great motivation and interest. You complete all the assignments, and you do an excellent, thorough job on each one. You come to every class session and you are always on time. You know the names of all of your fellow students and empower other people to do their best. You care about your classmates and how they are doing in class.

B - You are an active participant in class discussions. You seem to be showing a great deal of interest, even if you are a naturally quiet person. You are a very active listener, and you appear to respect the opinions of your fellow students. You often contribute many intelligent ideas to the class discussions. You complete all the class assignments, and it appears that you put a great deal of thought and effort into them. You go beyond what is required of you. You are
absent or late to no more than 2 classes. You know at least 80 percent of your classmates’ names.

C - You have an acceptable level of class participation. You occasionally participate in a class discussion, although not very much. If you are a naturally quiet person, you at least seem to be paying attention and showing interest. You complete all the assignments and you do what is required of you. You are absent or late to no more than 4 classes. You know at least 67 percent of your classmates’ names.

D - You are physically present in class, but your mind seems to be somewhere else. You do not seem to pay attention (or even to disguise your boredom). You rarely participate in class discussions. Even when called on to answer a question, you have very little to say. Sometimes you seem to be on the verge of sleeping, or melting into your chair. You complete the assignments, but it appears like you put little time or effort into them. You are late or absent more than 4 times. You know less than 67 percent of your classmates’ names.

F - You miss class often. You do not participate at all. You show no interest whatsoever in the subject matter, the readings, or the opinions of your fellow students. You do not complete many of the assignments. Overall, you put no effort into the class. You are absent or late to class more than 7 times. You know less than 50 percent of your classmates’ names.

OTHER CLASS RULES:

1. Laptops, cell phones, smartphones, recorders, & other electronic devices may not be used in class unless advance permission is given by the instructor. We find that they provide too much distraction because of the internet, e-mail etc. and disrupt class participation. (Please see instructor if you have any specific needs and require a computer for note taking, as per policy below).

2. Attendance is required. Absences will be excused only in the case of documented serious illness, family emergency, religious observance, or civic obligation. If you will miss class for religious observance or civic obligation, you must inform your instructor no later than the first week of class. Recruiting activities are not acceptable reasons for absence from class. The TA’s will keep record of your attendance and timeliness as a boundary skill for you to practice.

3. Students are expected to arrive to class on time and stay to the end of the class period. Students may enter class late or leave class early only if given permission by the instructor and if it can be done without disrupting the class. (Note that instructors are not obliged to admit late students or readmit students who leave class or may choose to admit them only at specific times.)

4. Late assignments will either not be accepted or will incur a grade penalty unless due to documented serious illness or family emergency. Instructors will make exceptions to this policy
for reasons of religious observance or civic obligation only when the assignment cannot reasonably be completed prior to the due date and the student makes arrangements for late submission with the instructor in advance.

POLICY ON DISABILITIES:

I encourage students with disabilities, including “invisible” disabilities to discuss with me after class or during my office hours appropriate accommodations that might be helpful to them.

Terms and Limitations:

By enrolling in this class, you agree to all the terms and limitations of the syllabus, which serves as a legally binding contract between the party of the first part (hereinafter referred to as “the professor”) and the party of the second part (hereinafter referred to as “the students.”) This contract will be in accordance with all federal and state regulations, pursuant to the rules set forth by New York University, and any applicable statutes of the United States or the county of New York, except where the professor decides otherwise. The rules, requirements, and benefits of this contract are subject to change at the end of the first week of classes, or at any other time by the University or other governing authorities, including, but not limited to, the professor and the administrators of the educational department under which this course is offered. The professor reserves the right to change the terms of the contract at will, and may exercise his personal discretion in revoking all rights of the students without just cause. No person is authorized nor entitled to refute the terms of this contract, nor subject the policies described herein to any form of strict scrutiny or critical questioning.
This assignment is designed to be an experience with one of the fundamental processes of social entrepreneurship: identifying a problem that resonates with you and developing an innovative solution. Your deliverable will be a 5-8 page paper due on OCTOBER 2.

Section 1: THE PROBLEM

Think about social problems that sparks passion, excitement, even sadness or frustration. These are issues that strike you on a deep, emotional level. What kind of change do you find is urgently needed in this world? Try to be as specific as possible with the problem. Be certain that it is something you really care about. Write 1-2 pages about the problem you identified and why you chose it.

Section 2: THE INNOVATOR’S CASE STUDY

Do some brief research the history of the problem you have chosen: when did it begin? What has been done to solve it? What companies, people, technologies, and new ideas are involved in creating solutions? How is your chosen currently problem being addressed?

Then, focus in on a role model social entrepreneur who is currently working to solve the problem you chose: What exactly is she or he doing? Why did he or she get into the field? How did this person become successful? Relate this model practitioner to the CORE 4 framework. What are some of the key learning points within the context of connector, liner, convertor, and strategist? What is something interesting and unique about this person’s approach to problem solving? How is this person driving social change while making money? What is she or he missing? What are some best practices that you can apply when looking to approach the problem you identified? Write 2-3 pages about your role model social entrepreneur.

Section 3: YOUR SOLUTION

After getting an overview of the problem, and detailed examples of solutions and innovators, what can you bring to the table? How is your perspective on this problem similar or different from others? What do you agree or disagree with about what has been done? Propose your own unique and innovate solution to the problem. Please make this solution as creative and elaborated as possible. Write 2-3 pages about the solution.

Extra credit: Interview your social entrepreneur and use your findings to help answer the above questions on a more personal level. You’ll be surprised at who you can get on the phone or even a personal meeting. What do you have to lose? Past students have talked to CEO’s of major social enterprises and described their experience as one of the best learning moments of the course.