

Syllabus for
ENT 375 – Social Entrepreneurship
3 Credit Hours
Spring 2021

I. COURSE DESCRIPTION

Social entrepreneurship challenges students to think outside the box of traditional charity and nonprofit models to tackle some of the world's greatest problems by harnessing the power of business. In addition to applying business practices to solve wicked social issues, students integrate kingdom principles and discipleship approaches with social entrepreneurship to develop a transformational economic model.

Prerequisites: Spirit of Entrepreneurship

II. COURSE GOALS

- A. The major aspects of social entrepreneurship are reviewed and discussed. As the starting point, the course establishes a biblical foundation for social entrepreneurship. Students learn how to identify the underlying causes of poverty and gain an understanding of how various economic systems impact human flourishing. Traditional models of charity and relief are contrasted against development and social enterprise, and the course provides illustrations regarding how the Kingdom of God and entrepreneurship intersect. Equipped with a broad foundation of social entrepreneurship, students apply innovative tools and methods to craft solutions, design business models and assess impact.
- B. Consistent with the University's purpose this course seeks to do the following:
 - 1. Contribute to the education of the whole person.
 - 2. Encourage the synthesis and integration of the common bond of knowledge provided by the University into a unified whole.
 - 3. Sharpen the student's communication, computation and critical analysis skills.
 - 4. Demonstrate that knowledge and experience are related not separate.
 - 5. Advocate the examination of this field of knowledge in the context of its influence and being influenced by others.
 - 6. Provide a deeper understanding of developing a profitable business with a social mission.
 - 7. Demonstrate integration of faith, business and social innovation.
- C. The course readies students for an active role in the general areas of entrepreneurship, marketing, finance, management and international business.

The course focuses on the aspects of social entrepreneurship that include a biblical foundation, the causes of poverty, economic systems, contrasting methods of charity and development, business model innovation and impact assessment. Additionally, the course provides students a broad base of kingdom business models and principles in order to more effectively integrate their faith and vocation.

As in all business courses this program's purpose is to develop an integrated person—spiritually alive, intellectually alert, and physically disciplined.

- D. In line with the departmental objectives, this course readies students in five areas.
1. Critical thinking skills (reasoning, objectivity, analysis, interpretation, research, or decision making relevant to the discipline).
 2. Communication abilities (written, oral, and nonverbal communication; group process, information technology, and/or media production)
 3. Comprehensive, foundational knowledge for the major's professional standards.
 4. Broad interpretation of the dynamics of business within the social and professional context.
 5. Internalization of Christian business ethics and professionalism.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course the student will be able to do the following:

- A. Understand the complex, multidimensional causes of poverty.
- B. Articulate biblical foundations for social justice and entrepreneurship.
- C. Differentiate between market systems and their impact on human flourishing.
- D. Distinguish the differences between charity, relief, development and social enterprise.
- E. Describe the various aspects of kingdom entrepreneurship.
- F. Apply social entrepreneurship methods and tools.
- G. Understand how to measure impact of a social enterprise.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Corbett, Steve and Brian Fikkert, *When Helping Hurts: How to Alleviate Poverty without Hurting the Poor—and Yourself*, Chicago: Moody Publishers. ISBN: 9780802409980
2. Fikkert, Brian and Kelly M. Kapic, *Becoming Whole: Why the Opposite of Poverty Isn't the American Dream*, Chicago: Moody Publishers. ISBN: 9780802401588
3. Keller, Timothy, *Generous Justice*, New York: Penguin Books. ISBN: 9780525951902
4. Grudem, Wayne and Barry Asmus, *The Poverty of Nations: A Sustainable Solution*, Wheaton, IL: Crossway. ISBN: 9781433539114

B. Suggested Supplemental Reading

1. Banerjee, Abhijit and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, New York: Public Affairs. ISBN: 9781610390934
2. Brooks, Arthur C., *The Road to Freedom: How to Win the Fight for Free Enterprise*, New York: Basic Books. ISBN: 9780465029402
3. Collier, Paul, *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*, New York: Oxford University Press. ISBN: 9780195311457
4. De Soto, Hernando, *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. New York: Basic Books. ISBN: 9780465016150
5. Horst, Chris and Peter Greer, *Entrepreneurship for Human Flourishing*, Washington D.C.: AEI Press. ISBN: 9780844772677

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.

COB Attendance Policy:

B. Course Policy and Procedures

1. Attendance Policy

- a. In line with the University policy, attendance is mandatory and is taken at the beginning of class. All students who miss class including those who are administratively excused are expected to obtain class notes and materials and to turn in assignments within a reasonable time period determined by the professor. In business, employees are allowed personal days or sick leave to be absent from the job without penalty. Similarly, students may miss class up to the number of times per week a class meets without penalty (see table below). This allowance is for illness, personal business, and/or emergencies. The professor has the discretion to excuse any absence beyond those described above.
- b. If a student has excessive *unexcused* absences, a penalty will be assessed as follows:

Number of days the class meets per week	Number of absences <u>not</u> resulting in a penalty	For <u>each</u> additional day the student incurs an unexcused absence beginning with absence number:	The student's total number of points will be reduced by*:
3	3	4	2%
2	2	3	3%
1	1	2	7%

*Based on a 15 week semester and the number of days per week the class meets.

- c. Whether excused or unexcused, excessive absences may negatively impact the student's performance/grade and may cause the student to fail the course.
 - d. The professor has the prerogative to assign bonus points (if any) for perfect attendance.
2. Tardies
 - a. Tardy is defined as missing *any* portion of class.
 - b. Being consistently tardy to class is disruptive to the class and disrespectful to the professor and to fellow class members. This type of behavior is unacceptable in business. Thus, three unexcused tardies will be equal to one unexcused absence.
 - c. Depending on the amount of the class missed, makeup work may be required or a student may be marked absent for that class.
 - d. To not be counted absent altogether, the student is responsible to inform the professor that he/she was tardy immediately following that class.
 3. Students taking a late exam because of an unauthorized absence are charged a late exam fee and/or a deduction in their score.
 4. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure

and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers.
 - b. Failing to meet group assignment or project requirements while claiming to have done so.
 - c. Failing to cite sources used in a paper.
 - d. Creating results for experiments, observations, interviews, or projects that were not done.
 - e. Receiving or giving unauthorized help on assignments.
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
5. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule **before** planning return flights or other events at the end of the semester.
 6. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting a Whole Person Assessment artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

C. Course Assignments and Activities

1. Evaluation Procedures

	Points
a. Assignments & Quizzes	
1. Short Book Reports	100
2. Quizzes	100
Sub-total	200
b. Exams & Presentations	
1. Midterm Exam	100
2. Final Presentation	100
Sub-total	200

Professional Development Program	10
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Grand Total	400
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2. Class Preparation

a. Textbook Study

- (1) Students are expected to prepare for class by previewing text material and completing assignments based on the material.
- (2) The preview process includes paging through the chapter, reading and thinking about section headings, and considering useful applications of the mater

3. Other information:

Professor's contact - Kevin Schneider
 Office: TBA
 Telephone: 918-495-6563
 E-Mail: kschneider@oru.edu

VI. COURSE CALENDAR

Week	Topic/Assignments	Read
1	Social Entrepreneurship 101: Definitions & Approach <i>Size, Scope & Complexity of the Problem</i>	
2	Understanding the Causes of Poverty <i>Sin, Religion, Culture & Systems</i>	WHH, Generous Justice
3	Biblical Framework for Social Justice / Foundation for Social Enterprise <i>Justice & Righteousness vs. Humanism</i>	Generous Justice
4	Christian Influence on World Economic Development <i>The Protestant Ethic and the Spirit of Capitalism</i>	The Poverty of Nations
5	Economic Systems & Human Flourishing <i>The Free Market vs. Other Systems</i>	The Poverty of Nations
6	Charity, Relief, Development & Social Enterprise <i>Empowerment and Wholeness</i>	WHH/Becoming Whole
7	Midterms	
8	Kingdom Entrepreneurship: The Redemptive Model <i>PRAXIS LABS</i>	
9	Kingdom Entrepreneurship: Business & Discipleship Models (BAM / B4T) <i>Establish an Integrated Approach</i>	Articles
10	Kingdom Entrepreneurship: The Frontiers (UPGs, BoP & EoM) <i>To the Ends of the Earth</i>	Cases
11	Human Centered Design Methods <i>Mindsets, Methods and Implementation</i>	HCD Field Kit
12	The Business Model Toolkit <i>Establish Your Business Model</i>	Business Model Canvas
13	Measuring Impact <i>Develop an Impact Assessment Framework</i>	WBCSD, BoP IAF
14	Final Examination	

Course Inventory for ORU's Student Learning Outcomes

Social Entrepreneurship ENT 375 Spring 2021

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Address the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Address the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The student Learning glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES and Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – SPIRITUALLY ALIVE				
	<i>Proficiencies/Capacities</i>				
1A	Biblical knowledge			x	
1B	Sensitivity to the Holy Spirit			x	
1C	Evangelistic capability			x	
1D	Ethical behavior		x		
2	Outcome #2 – INTELLECTUALLY ALERT				
	<i>Proficiencies/Capacities</i>				
2A	Critical thinking	x			
2B	Analytical problem solving	x			
2C	Global and historical perspectives		x		
2D	Aesthetic appreciation			x	
2E	Intellectual creativity	x			
2F	Information literacy		x		
3	Outcome #3 – PHYSICALLY DISCIPLINED				
	<i>Proficiencies/Capacities</i>				
3A	Healthy lifestyle				x
3B	Physically active lifestyle				x
3C	Properly balanced nutrition plan				x
4	Outcome #4 – SOCIALLY ADEPT				
	<i>Proficiencies/Capacities</i>				
4A	Communication skills		x		
4B	Interpersonal skills		x		
4C	Appreciation of cultural and linguistic differences		x		
4D	Responsible citizenship	x			
4E	Leadership capacity		x		