Course Description

Entrepreneurship is a powerful force for change, producing value on many levels - from basic job creation, to the origination of new technologies and innovations, to the establishment of lasting institutions that eradicate serious social problems. This is true whether ventures are for-profit or nonprofit, or whether they exist in a developed country or a developing country. But entrepreneurship isn’t just about starting a new venture: it’s about thinking and working entrepreneurially wherever you are, whether that’s a business, a school, a church, a government agency, or anything else.

In this course we’ll:

- look at some of the toughest social problems out there
- understand the best existing entrepreneurial solutions
- think critically about what’s working, what’s not
- dream up new solutions together
- learn how to make those ideas real

Every week we’ll explore a new topic, like education, health, hunger, equality, water, poverty / economic growth, energy, sustainable cities, prison reform, environment, peace / security issues, and more. We’ll explore these topic areas in a few ways. We’ll read and do some basic research on existing frameworks - in other words, how people have defined and outlined the problem. We’ll also explore some of the existing solutions. This will help us have a common understanding and language around what people have already attempted, what’s working so far, and what’s not. Throughout the course, I will also provide an overview of the stages of development of any entrepreneurial venture: identifying opportunities; evaluating the viability of opportunities; launching a new venture; managing and growing the venture; facing common transitions and challenges of growing ventures; and strategies for capturing value and exiting.

We’ll have student presentations every week to hear your thoughts on the above – not just so we can, as a class, discuss what you see and think about these things, but also to start conversations about why it all matters and what you care about. In addition to hearing from each of you, we’ll profile visionary social entrepreneurs and the organizations they have created. Their stories, and the stories of the organizations they have helped bring into existence, provide an opportunity to become familiar with the most crucial themes and elements that have led to success for entrepreneurial ventures in key regions around the world.

Course Learning Objectives
In this course, you will gain:

- A broad understanding of the state of the world, and the landscape of problems that exist, and some of the solutions that exist
- A deep understanding of a handful of these areas, based on where you choose to go further either in student presentations or your final project
- A set of skills that will help you identify new entrepreneurial opportunities
- The confidence and motivation to act on what you see around you, now and in the future, so you can begin to take steps in your own journey – whether simply as a more concerned and informed citizen of the world or as a future social entrepreneur yourself!

**Required Materials**

The required materials for this class are listed in the Course Calendar at the end of this syllabus

- Additional assigned readings and video lectures may be provided in class or posted to Blackboard.

**Course Notes**

**Course Communication**

Course communication will take place through announcements in class and on Blackboard (blackboard.usc.edu), emails sent through Blackboard, and text messages sent through GroupMe. It is imperative that you have a fully operational Blackboard account with a current and correct USC email address posted. By default, Blackboard uses your USC email address (username@usc.edu) for sending emails; if this is not your primary email account, make sure to forward your USC email to the account you use. (Note: Some students’ USC email quota fills by the end of each semester, causing class emails to bounce; remember to manage your account to ensure receipt of late-semester communication!)

You are responsible for ensuring that you receive and read class messages in a timely fashion.

**Posted Materials**

Students will be provided, through Blackboard, access to a series of video lectures – some of which will be led by the professor and others of which will be available through external sources. These videos will be a part of the assigned out-of-class work for BAEP 460. In several instances, class slides or other information will additionally be posted to Blackboard for reference. Often, these will not appear online until after the session in which the content within those materials is addressed. Posted slides contain only a subset of all course content. Students are responsible not only for this posted content, but also the additional content presented within all class lectures, class discussions, and class activities. Students are strongly encouraged to take independent notes for review.

**Grading Policies**

To achieve an A or A- in this class, you will need to go well beyond the minimum requirements as stated in the syllabus in terms of the quality of your work and your involvement in and contribution to the class. Similarly, an A or A- on any assignment will reflect high quality work in excess of the minimum requirements addressed within associated assignment instructions. An A is a sign of superior work and, much like entrepreneurs’ efforts, reflects the fact that you stood out from the crowd. All assignments will have complete instructions available in Blackboard and be discussed in class before they are due.

If you have any questions about your grade during the semester, please make an appointment to see me to discuss your concerns. Do not wait until the end of the semester to do so!

**ASSIGNMENTS AND GRADING DETAIL**
This course includes the following required assignments.

1) **WEEKLY ASSIGNMENTS**: Each week, you’ll prepare a 1-pager* (single-spaced), covering the following:
   - Define the problem as you see it.
   - Why does this issue matter?
   - What are the costs/consequences to society?
   - What are existing solutions?
   - Identify at least 3 ways people are trying to address the problem.

2) **GROUP PRESENTATION** (*Note: you are exempt from turning in a weekly 1-pager when your group is giving this presentation): Group presentations should address the following questions in detail:
   - *What’s the problem?* Define and describe the issue at hand. Who does it affect? What are the root causes?
   - *Why does it matter?* What are the costs to society? The consequences? Our moral responsibility?
   - *What are existing solutions?* Identify at least 3 ways people are trying to address the problem. At least 1 for-profit and 1 non-profit structure.
   - *Biggest insights/surprises?* Where was the emotional spike? What got you angriest? Most hopeful?

3) **FINAL PROJECT**: You can work individually OR as a team of two people to create a proposal for a new solution a social problem you care about most. The proposal should be in essay form (min. 2000 words), but may also include:
   - Elements of a typical business plan
   - Presentation/pitch deck
   - Video
   - Anything else that would help you make your case in a thorough and creative way!

### Assignments

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<th>% OF GRADE</th>
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<tr>
<td>PARTICIPATION</td>
<td>Individual</td>
<td>15%</td>
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<tr>
<td>WEEKLY ASSIGNMENTS</td>
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<td>25%</td>
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<tr>
<td>GROUP PRESENTATION</td>
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<td>FINAL PROJECT / PRESENTATION</td>
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<td><strong>TOTAL</strong></td>
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All assignments, no matter how late, must be completed to pass this class.

Note: If you don’t inform me of missing or incorrect grades within two weeks of those grades being provided, they will be assumed correct. Do NOT wait until the semester’s end to check or appeal grades.

**Assignment Submission**

All assignments must be uploaded to Blackboard by **6:00 PM Pacific Time** on the date that Deliverable is listed as due in the Course Calendar. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (see below for deduction schedule).

- Upload only one file per assignment. If assignments include images, spreadsheets, etc., merge all into one professional document. If the file is too big to upload to Bb, an alternate destination location should be confirmed, in advance, with the professor.
- Deliverables that exceed the maximum page or time limit will be assessed up to, not beyond, that limit.
- Read and heed supplementary Assignment Details carefully at such time as they are distributed.
- If your internet connection isn’t working on the due date, you must both (1) deliver a hard copy by one
minute prior to the start of class that day, and (2) upload the deliverable in the 24 hours after the class ends. Failure to upload a copy within 24 hours will yield the same grade deductions as below.

| All assignments, no matter how late, must be completed in order to pass this class. |

Late Policy
Assignments will be accepted after the deadline, with the following grade penalties. Don’t ask for extensions; the below are extensions.

- Submission in the 24 hours after the deadline 10% deduction
- Submission between 24 and 48 hours after the deadline 20% deduction
- Submission between 48 hours and 3 days after the deadline 50% deduction
- Submission more than 3 days after the deadline 100% deduction

Keep copies of all your files and emails until the end of the semester.

Evaluation of Your Work

Papers, Videos, Slides, and Other Submissions
You may regard each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo, in which you explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative. (Note: Complaints on the date of a graded assignment’s return to you will not be addressed.)

Participation
Participation is comprised of multiple components (i.e., in-class comments, questions, and exercises) and is evaluated in various ways. Students are expected to read all assigned materials carefully and thoughtfully, and to be prepared to discuss those materials. Students are expected to research and prepare for guest speakers. Students are also expected to engage actively in classroom conversations – with the instructor as well as with other students (the latter in breakout groups). Class discussion participation tends to fall into the following categories:

- **Outstanding:** Student is highly engaged in and prepared for class session, contributing insightful questions and thoughts.
- **Excellent:** Student is moderately engaged in class, on a periodic basis, and occasionally contributes insightful questions and thoughts.
- **Average:** Student is somewhat engaged in class, contributing periodic questions and thoughts that might repeat content already in play.
- **Below Average:** Student rarely contributes in class.
- **Non-Contributing:** Student does not contribute in class.

Evaluation of in-class exercises will vary as based on each exercise. In many instances, completion of the exercise and, as appropriate, on-time submission of related materials will satisfy the participation requirement. In some cases, there might be a clear evaluative component (as explained by the instructor, during that session).

If you are unable to participate for language or other reasons, please consult me early in the semester.
ADDITIONAL INFORMATION

Add/Drop Process
If you fail to attend either of the first two sessions of the semester, without providing advance notification to the instructor, you will be dropped from this course. This policy is in place because this class is over-subscribed, with limited seating; it is imperative that students waiting to get into the class can fill empty seats in a timely manner, without risk of falling behind. (Please note: If you decide to drop, or if you are dropped, you risk not being able to add yourself to another section this semester. You can only add a class after the first week of classes if you receive approval from the instructor.)

In compliance with USC and Marshall’s policies, classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes.

The last day to withdraw from this class, without a mark of “W” on your transcript is Tuesday, January 31, 2017. The last day to withdraw the class, with a mark of “W” on your transcript is Tuesday, February 14, 2017.

Retention of Graded Coursework
Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course if the graded work has not been returned to you (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine).

Lloyd Greif Center for Entrepreneurial Studies Confidentiality Policy
Throughout the Entrepreneur Program’s classes and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of the Entrepreneur Program that all such information is to be treated as confidential.

By enrolling in and taking part in the Entrepreneur Program’s classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers, or faculty, as applicable. Students further agree not to utilize any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to the Program.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California University Governance Policies and procedures as outlined in SCampus and to any remedies that may be available at law.

The Entrepreneur program, the Marshall School of Business, and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in Entrepreneur Program classes or events. Receipt of this policy and registration in our classes are evidence that you understand this policy and will abide by it.

Technology Policy
Laptop, tablet, and Internet usage are not permitted during academic or professional sessions unless otherwise stated by the professor. Use of other personal communication devices such as mobile phones is considered unprofessional and is not permitted during academic or professional sessions. ANY web-enabled devices (e.g., laptops, tablets, smartphones) must be completely turned off during class time. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping of faculty lectures is not permitted due to
copyright infringement regulations. Audiotaping may be permitted ONLY if approved by the professor. Use of any recorded material is reserved exclusively for USC Marshall students. [Further details are provided in the Class Notes Policy, below.]

**Academic Integrity and Conduct**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own (plagiarism). Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. All students are expected to understand and abide by the principles discussed in the SCampus, the Student Guidebook (www.usc.edu/scampus or http://scampus.usc.edu). A discussion of plagiarism appears in the University Student Conduct Code (Section 11.00 and Appendix A).

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

| Please be advised that your assignments may be randomly submitted to “TurnItIn” through the Blackboard system, which will generate an originality report on your paper. |

Your original thought, in addition to carefully cited sources, will ensure that you don’t run into academic integrity issues that may affect your grade or your status at USC. Any material cited verbatim from its source should be in quotes and contain a reference to a full citation for that source. Paraphrased work should also clearly cite the source material.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity (http://equity.usc.edu/) or to the Department of Public Safety (http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us/). This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report or can initiate the report on behalf of another person. The Center for Women and Men (http://engemannshc.usc.edu/cwm/) provides 24/7 confidential support, and the sexual assault resource center webpage (https://sarc.usc.edu/reporting-options/) describes reporting options and other resources.

**Class Notes Policy**

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student’s membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings. Again, it is a violation of USC’s Academic Integrity Policies to share course materials with others without permission from the instructor.

**No recording and copyright notice.** No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled
in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

Support Systems
Students whose primary language is not English should check with the American Language Institute (http://dornsife.usc.edu/ali), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs (www.usc.edu/disability) provides certification for students with disabilities and helps with the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (http://emergency.usc.edu/) will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

Students with Disabilities
The Office of Disability Services and Programs (www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Emergency Preparedness/Course Continuity
In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (http://emergency.usc.edu) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of Blackboard, teleconferencing, and other technologies.

USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please make sure you can access this course in Blackboard and retrieve the course syllabus and other course materials electronically. You should check Blackboard regularly for announcements and new materials. In the event of an emergency, the ability to access Blackboard will be crucial. USC’s Blackboard learning management system and support information is available at blackboard.usc.edu.