

**IBH 3BA3**  
**Understanding Entrepreneurship and Social Entrepreneurship**  
**Fall 2021 Course Outline**

**DeGroot School of Business**  
**McMaster University**

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***COURSE OBJECTIVE***

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In this course students will gain an understanding of both entrepreneurship and social entrepreneurship, both from a theoretical perspective, and from an experiential perspective. Students will learn of the context in which the current business environment and economic system have historically evolved, and how NGOs, bilateral, and multilateral organizations attempt to intercede and promote particular agendas. Students will learn both the theory and the historical background sufficient to begin engaging with international development discourse, practice, and activity. One of the goals of this course is to prepare students for a fourth-year capstone project that will engage them in economic development activities either in Canada or abroad.

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***INSTRUCTOR AND CONTACT INFORMATION***

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<b>Name: Benson Honig</b>	<b>Email: bhonig@mcmaster.ca</b>
<b>Class Times: Mon 11:30-2:20 CNH 102</b>	
<b>Virtual Office Hours: TBA</b>	
<b>TA: Javid Nafari</b>	<b>Email: nafarij@mcmaster.ca</b>
<b>Virtual Office Hours: TBA</b>	

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### ***COURSE ELEMENTS***

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Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
A2L: Yes	Ethics: No	Numeracy: Yes	Written skills: No
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: No	Final Exam: No	Guest speaker(s): Yes

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### ***COURSE DESCRIPTION***

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Students in this course will learn what constitutes entrepreneurship, how it has been practiced throughout history, as well as the necessary social, political, ethical and economic foundations that support a contemporary entrepreneurial economy. They will study empirical research examining entrepreneurial trends in Canada and world-wide, including social entrepreneurship.

Lectures (3 hours)

Prerequisite(s): Registration in Level 3 of the Integrated Business and Humanities Program

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### ***LEARNING OUTCOMES***

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Upon successful completion of this course, students will be able to complete the following key tasks:

- Develop comprehensive research skills
  - Develop and enhance communication skills, both written and oral
  - Apply ethical standards to a team- oriented project
  - Develop critical thinking skills and apply them to practical problem- solving initiatives
  - Develop applied idea and project development skills
  - Develop a better understanding of community engagement
  - Develop a better understanding of the global challenges of social entrepreneurship.
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### ***COURSE MATERIALS AND READINGS***

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#### **Required Readings**

- Chapters and articles: Chapters available in A2L, articles students can find and download from the library:

- Anderson, R; Camp, R. Dana, L.P. Honig, B. Nkongolo-Bakenda, J.M.; Peredo, A.M (2005) Indigenous land rights in Canada: the foundation for development? *International Journal of Entrepreneurship and Small Business*. Vol 2(2):104-133
- Arrighi, G.(2007). States, markets, and capitalism, East and West', in Adam Smith in Beijing, *Lineages of the 21st Century*, Verso, pp. 309-350.
- Bech/ard, D. (2021) *Just Curious*, Stanford pp28-33.
- Bolazni, D; Marabello, S.,Honig, B. (2020). Exploring the multi-level processes of legitimacy in transnational social enterprises. *Journal of Business Venturing*. 35
- Bornstein, David. Conclusion, pp 264-279. *How to change the world: Social entrepreneurs and the power of new ideas*. Oxford University Press, 2007
- Cornwall, A., & Brock, K. (2005). What do buzzwords do for development policy? A critical look at 'participation', 'empowerment' and 'poverty reduction'. *Third world quarterly*, 26(7), 1043-1060.
- Dana, L.P.; Honig, B. (2008) Communities of dis-entrepreneurship: A comparative cross-national examination of two cases of entrepreneurial demise. *Journal of Enterprising Communities: People and Places in the Global Economy* Vol 2 (1):5-20
- Hancock, Graham. *Lords of poverty: The power, prestige, and corruption of the international aid business*. Atlantic Monthly Press, 1992. (One chapter on A2L, pp 35-76.).
- Honig, B; Acquaaah, M. (2016) Sustainable management and managing sustainability: The continued challenges of the African continent, *Canadian Journal of Administrative Sciences* Vol 25: 217-226.
- Honig, B;Katongole, C;Perry, M. (2014) Entrepreneurial Promotion and Sustainability: The Community as a Unit of Analysis in David Zoogah (eds) *Advancing Research Methodology in the African Context: Techniques, Methods, and Designs* (Volume 10 of *Research Methodology in Strategy and Management Series*).Emerald Publishers 167-188
- Honig, B. (2018). Entrepreneurship as a Political Tool: The Implications of Compensatory Entrepreneurship In Mathers, C and Ligouri, E. (eds) *Annals of Entrepreneurship Education and Pedagogy*, 3e. Edward Elgar, Northampton, Mass. 203-217.(uploaded on A2L)
- Honig, B. (1998). What determines success? Examining the human, financial, and social capital of Jamaican microentrepreneurs. *Journal of Business Venturing*, Vol 13(5): 371-394
- Lampel, J;Honig, B;Drori, I. (2014). *Organizational Ingenuity: Concept, Processes and Strategies*. *Organization Studies*. 35: 1-18
- Marcado, G; Hjortsø, N., Honig, B. (2018). Decoupling from international food safety standards: How small-scale indigenous farmers cope with conflicting institutions to ensure market participation. *Agriculture and Human Values*: 1-19

Pathak, S., & Muralidharan, E. (2018). Economic inequality and social entrepreneurship. *Business & Society*, 57(6), 1150-1190

Peredo, A.M.; Anders, R., Galbraith, C; Honig, B; Dana, L.P. (2004). Towards a theory of indigenous entrepreneurship. *International Journal of Entrepreneurship and Small Business*, Vol. (1):11-20.

Radjou, N., Prabhu, J., & Ahuja, S. (2012). Jugaad innovation: Think frugal, be flexible, generate breakthrough growth. John Wiley & Sons. (one chapter on A2L)

Sarasvathy, S. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. *Academy of Management Review*, vol 26(2):243-263.

Schumpeter, J. (1947). The creative response in economic history. *Journal of Economic History*, 7, 149-159.

Siqueira, A; Honig, B; Mariano, S; Moraes, J. (2020) A Social Commons Strategy for Promoting Entrepreneurship: Community Currencies Issued by Microfinance Organizations *Journal of Business Ethics*

Sutter, C., Bruton, G. D., & Chen, J. (2019). Entrepreneurship as a solution to extreme poverty: A review and future research directions. *Journal of Business Venturing*, 34(1), 197-214.

Yitshaki, R; Kropp, F; Honig, B. (forthcoming) The role of compassion in shaping social entrepreneurs' prosocial opportunity recognition *Journal of Business Ethics*

➤ Custom Courseware – Required purchases of Cases [free cases will be available on A2L; purchased cases available for purchase with [Iveycases.com](http://Iveycases.com), information on how to do that will be provided]

1. The Lit Bar- Independent Bookseller (proprietary case provided free on A2L)
2. EduBox (proprietary case provided free on A2L)
3. ShoreBank (proprietary case provided free on A2L)
4. Guap Coin (proprietary case provided free on A2L)
5. Sun Exchange (proprietary case provided free on A2L)
6. SmartICE (proprietary case provided free on A2L)
7. Programa Vivenda – Safe Housing (proprietary case provided free on A2L)
8. Juma, N; Kwesiga, E. Honig, B. (2016) Building a Symbiotic Sustainable Business Model: A Community Based Enterprise. *Journal of the International Academy for Case Studies*. 22(3), 110. (this case is free and will be available on A2L)
9. Podcast: How elite do-gooders 'fixing' the world are part of the problem: Anand Giridharadas: <https://www.cbc.ca/radio/ideas/how-elite-do-gooders-fixing-the-world-are-part-of-the-problem-anand-giridharadas-1.5441573>

**Supplementary Readings**

1. Banerjee, Abhijit, and Esther Duflo. Poor economics: A radical rethinking of the way to fight global poverty. New York: PublicAffairs, 2012
2. Diamond, Jared. Guns, germs, and steel: The fates of human societies. New York: W.W. Norton & Company, 1999.
3. Elkington, John, and Pamela Hartigan. The power of unreasonable people: How social entrepreneurs create markets that change the world. Harvard Business Press, 2008.
4. Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. Academy of management learning & education, 4(2), 193-212.
5. Kotler, Philip T., and Nancy R. Lee. Up and out of poverty: The social marketing solution. Upper Saddle River, NJ: Pearson Prentice Hall, 2009.
6. Kristof, Nicholas D., and Sheryl WuDunn. Half the sky: Turning oppression into opportunity for women worldwide. New York: Vintage Books, 2010.
7. Moyo, Dambisa. Dead aid: Why aid is not working and how there is a better way for Africa. New York: Farrar, Straus, and Giroux, 2009.
8. Sachs, Jeffrey D. The end of poverty: economic possibilities for our time. New York: Penguin, 2006.
9. Sinek, Simon. Start with why: How great leaders inspire everyone to take action. New York: Penguin, 2011.
10. Yunus, Muhammad. Creating a world without poverty: Social business and the future of capitalism. New York: PublicAffairs, 2007.

**COURSE OVERVIEW AND ASSESSMENT**

<b>Activity</b>	<b>Delivery</b>	<b>Description</b>	<b>Tools</b>
<b>Lecture Core Content</b>	Synchronous	Live lecture	Zoom
<b>Readings</b>	Asynchronous	Tied to weekly discussion prompts	Readings linked in Avenue, from coursepack, or in assigned textbook
<b>Tutorials</b>	Synchronous	1hr. live session with TA; discuss readings and participate	Zoom or WebEx
<b>Group Discussions</b>	Both	Synch: Breakout rooms during lecture Asynchronous: Microsoft Teams private groups regarding project proposals and development	Synch: Zoom or WebEx Asynchronous: Microsoft Teams

**Components and Weights**

<b>ENGAGEMENT (INDIVIDUAL)</b>	<b>25%</b>	<b>ATTENDANCE &amp; CONTRIBUTIONS ON ZOOM AND IN CLASS CONTRIBUTIONS TO WEEKLY DISCUSSIONS</b>
<b>Quizzes (individual)</b>	<b>15%</b>	Quizzes: 10
<b>Article discussion (group)</b>	<b>10%</b>	Each group to lead a discussion of <u>three</u> articles
<b>Case Reports (group)</b>	<b>10%</b>	Teams of ~7 present a business case discussion in class
<b>Final group reports on Idea with presentation(group)</b>	<b>25%</b>	Teams of ~7 hand in and present a written consulting report regarding the agreed upon NGO project
<b>Reflection report: weekly journal essays and final reflection (individual)</b>	<b>15%</b>	Individual reflection regarding learning that took place during course

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## ***COURSE DELIVERABLES***

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Your group will be required to evaluate and present to the class your summary of one of the weekly assigned readings twice during the term.

A short two-page written summary will be submitted, along with the group class presentation. ***Groups will 7 groups of 7 or 8 students each, and assigned for the duration of the semester, for all group activities.***

### **Reading quiz (weekly) (15%)**

8 Quizzes will be given at various times during the class each week to assess your completion of the assigned reading for that week.

### **Classroom engagement and discussion (25%)**

Classroom discussion represents a unique opportunity to develop and enhance your confidence and skill in articulating a personal position, reacting to new ideas, and receiving and providing critical feedback from a group of assertive and demanding colleagues. Much of your learning will come from these classroom experiences. Classroom engagement comprises two components: classroom discussion of cases and daily discussions and evaluations of experiential learning during remote skype visits.

You are expected to come to each class, having read cases and assigned readings and with a readiness and willingness to contribute to the class discussion. Your contribution to the learning of others, through the experience and insights you share is a key part of this learning process. Contribution will be graded based on quality, quantity and consistency. Some of the things that will determine a contribution include:

- Are you listening, not just for a few minutes, but the duration of the class?
- Are your contributions relevant to the discussion? Do your comments relate to the comments of others and to the themes that the class is exploring together? Do you build on the class discussion?
- Do your comments add to our understanding of the situation? Are you incisive? Do you cut to the core of the problem?
- Are you willing to challenge the ideas that are being expressed in the classroom?
- Are you willing to test new ideas or are all comments “safe”?
- Do you bring in your own experience, personal or professional, in order to add value to the class discussion?
- Use of the ‘chat’ function in zoom will also be included in your class participation evaluation

### **Case Presentations and written answers to written questions (10%)**

This will be a weekly component of the course. Each group will be responsible for leading the discussion in at least one of the 8 assigned cases. Groups will be evaluated on their clarity, consistency, and ability to relate the material to their own experiences and their observations of the Canadian environment. (same groups) . Each group (including those that are NOT presenting) will also have to hand in written answers on 1-2 pages (2 pages double spacing max) for each weekly case, including the case they present.

### **Reflections (15%)**

A key aim of this course is to provide the opportunity for students to think critically about issues presented and their experiences, their career goals, and their possible goals for doing community engagement work. Each student will be responsible for diarizing their weekly activities, providing a thorough, critical, and thoughtful summation of their experiences as a student in this course. Students are encouraged to actively reflect on what they have learned during the course and news, current events, or other relevant material related to this course. At the conclusion of the course, students will submit structured reflections.

Submissions will only be accepted through Avenue. Reflections must be **no more than 3 pages, 12-point Times New Roman font, 1.5 line spacing, and 1 inch margins. Reflections should be submitted in Word (or equivalent) format.** Late submissions will be penalized at 10% a day. Please acknowledge intellectual debts and facts and figures in your reflection using a superscript number and endnotes to reports. Draw on the library citation guide (<https://library.mcmaster.ca/sites/default/files/businesscitation.pdf>) paying particular attention to page 6 and page 15 for endnote and citation support.

### **Group Social Entrepreneurship Project (25%)**

Each group will complete a final project of a proposed social entrepreneurship project, conceived to be located either in Canada or in an emergent/developing economy. Alternatively, you may have an opportunity to work as a team supporting an existing entrepreneurial startup in an emerging economy. Project proposals will be presented in the final class for discussion and critique. Written outlines will be up to 10 pages, **12-point Times New Roman font, 1.5 line spacing, and 1-inch margins. Reflections should be submitted in Word (or equivalent) format.** Late submissions will be penalized at 10% a day. Participation will be graded that will include a peer grading component for this project.

Please acknowledge intellectual debts and facts and figures in your project using a superscript number and endnotes to reports. Draw on the library citation guide (<https://library.mcmaster.ca/sites/default/files/businesscitation.pdf>) paying particular attention to page 6 and page 15 for endnote and citation support.



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## **COMMUNICATION AND FEEDBACK**

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Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

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## **REQUESTING RELIEF FOR MISSED ACADEMIC WORK**

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In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar [“Requests for Relief for Missed Academic Term Work”](#) and the link below;

<http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

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## **ACADEMIC INTEGRITY**

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You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

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## ***AUTHENTICITY/PLAGIARISM DETECTION***

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**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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## ***COURSES WITH AN ON-LINE ELEMENT***

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**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

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## ***ONLINE PROCTORING***

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**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

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## **CONDUCT EXPECTATIONS**

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As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

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## **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

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Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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## **ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

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Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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### ***COPYRIGHT AND RECORDING***

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Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works.

The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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### ***EXTREME CIRCUMSTANCES***

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The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

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### ***RESEARCH USING HUMAN SUBJECTS***

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All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

**ACKNOWLEDGEMENT OF COURSE POLICIES**

Your enrolment in Commerce **IBH3BA3** will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

**COURSE SCHEDULE**

**Commerce 4XX3  
International Human Services Accounting  
Fall 2021 Course Schedule**

WEEK	DATE	ASSIGNMENT
1	Mon. Sept. 13	Discuss: Class Outline, Schedule, Participation, Courseware Discuss: Selecting team members Lecture: Introduction to Course
2	Sept. 20 <b>Introduction to Entrepreneurship</b> <ul style="list-style-type: none"> <li>● What is entrepreneurship?</li> <li>● How can it be studied?</li> <li>● Why is there so much attention to entrepreneurship in the media?</li> </ul> <b>What are entrepreneurial theories and how can they be used?</b>	<b>Read:</b> Schumpeter, J. (1947). The creative response in economic history. <i>Journal of Economic History</i> , 7, 149-159.  <b>Read:</b> Sarasvathy, S. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. <i>Academy of Management Review</i> , vol 26(2):243-263.
3	Tues, Sept. 27 <b>Capitalism, the World Economy, and Income Inequality: Does it matter?</b>	<b>Read:</b> Arrighi, G.(2007). States, markets, and capitalism, East and West', in Adam Smith in Beijing, <i>Lineages of the 21st Century</i> , Verso, pp. 309-350.  <b>Read:</b> Dana, L.P.; Honig, B. (2008) Communities of dis-entrepreneurship: A comparative cross-national examination

		<p>of two cases of entrepreneurial demise. Journal of Enterprising Communities: People and Places in the Global Economy Vol 2 (1):5-20</p> <p><b>Read:</b> Sutter, C., Bruton, G. D., &amp; Chen, J. (2019). Entrepreneurship as a solution to extreme poverty: A review and future research directions. Journal of Business Venturing, 34(1), 197-214.</p> <p><b>Case1:</b> ShoreBank (proprietary case provided free on A2L)</p>
4	<p><b>Oct 4</b></p> <p><b>Introduction to Social Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• How is social entrepreneurship defined?</li> <li>• How is social entrepreneurship measured?</li> </ul>	<p><b>Read:</b> Bornstein, David. Conclusion, pp 264-279. How to change the world: Social entrepreneurs and the power of new ideas. Oxford University Press, 2007</p> <p><b>Read:</b> Pathak, S., &amp; Muralidharan, E. (2018). Economic inequality and social entrepreneurship. <i>Business &amp; Society</i>, 57(6), 1150-1190.</p> <p><b>Case 2:</b> The Lit Bar</p>
	<b>Reading week Oct 11</b>	
5	<p><b>Oct. 18</b></p> <p><b>What research says about social entrepreneurship – and why should we care?</b></p> <ul style="list-style-type: none"> <li>• Why do social Entrepreneurs do what they do?</li> <li>• What does research say about social entrepreneurship?</li> </ul>	<p><b>Read</b> Yitshaki, R;Kropp, F;Honig, B. (forthcoming) The role of compassion in shaping social entrepreneurs' prosocial opportunity recognition <i>Journal of Business Ethics</i></p> <p><b>Read:</b> Anderson. R; Camp, R. Dana, L.P. Honig, B. Nkongolo-Bakenda, J.M.; Peredo, A.M (2005) Indigenous land rights in Canada: the foundation for development? International Journal of Entrepreneurship and Small Business. Vol 2(2):104-133.</p> <p><b>Case 3:</b> EduBox (proprietary case provided free on A2L)</p>
6	<p>Oct. 25</p> <p>Heterogeneous and International Social Entrepreneurship:</p>	<p><b>Read:</b> Bolazni, D; Marabello, S.,Honig, B. (2020). Exploring the multi-level processes of legitimacy in transnational social enterprises. Journal of Business Venturing. 35</p> <p><b>Read:</b>Peredo, A.M.; Anders, R.,Galbraith, C; Honig,B; Dana, L.P. (2004). Towards a theory of indigenous</p>

	<ul style="list-style-type: none"> <li>• What can be done in an international context?</li> <li>• How can we address issues related to first nations?</li> </ul>	<p>entrepreneurship. International Journal of Entrepreneurship and Small Business, Vol. (1):11-20.</p> <p><b>Case 4:</b> Juma, N; Kwesiga, E. Honig, B. (2016) Building a Symbiotic Sustainable Business Model: A Community Based Enterprise. Journal of the International Academy for Case Studies.22(3),110. (this case is free and will be available on A2L)</p>
7	<p><b>Nov 1</b></p> <p><b>The historical context of international business relations</b></p> <ul style="list-style-type: none"> <li>• Path dependent processes</li> <li>• How to focus on grass roots development</li> </ul>	<p><b>Read:</b> Mercado, G; Hjortsø, N., Honig, B. (2018). Decoupling from international food safety standards: How small-scale indigenous farmers cope with conflicting institutions to ensure market participation. <i>Agriculture and Human Values</i>1-19 ***</p> <p><b>Read:</b> Honig, B;Katongole, C;Perry, M. (2014) Entrepreneurial Promotion and Sustainability: The Community as a Unit of Analysis in David Zoogah (eds) Advancing Research Methodology in the African Context: Techniques, Methods, and Designs (Volume 10 of Research Methodology in Strategy and Management Series).Emerald Publishers 167-188**</p> <p><b>Case 5:</b> Programa Vivenda – Safe Housing (proprietary case provided free on A2L)</p>
8	<p><b>Nov. 8</b></p> <p><b>Ingenuity, discovery, and appropriate technology</b></p> <ul style="list-style-type: none"> <li>• How can ingenuity be employed in a social entrepreneurship setting?</li> <li>• What is the difference between discovery and creation?</li> <li>• What are the constraints of not adapting technology to the local environment?</li> </ul>	<p><b>Read:</b> Radjou, N., Prabhu, J., &amp; Ahuja, S. (2012). Jugaad innovation: Think frugal, be flexible, generate breakthrough growth. John Wiley &amp; Sons. (one chapter on A2L)</p> <p><b>Read:</b> Lampel, J;Honig, B;Drori, I. (2014). Organizational Ingenuity: Concept, Processes and Strategies. Organization Studies. 35: 1-18</p> <p><b>Read:</b>Bechard, D. (2021) Just Curious, Stanford pp28-33.</p> <p><b>Case6:</b> Sun Exchange(proprietary case provided free on A2L)</p>

9	<p>Nov. 15</p> <p>Finance, help and overcoming constraints</p>	<p><b>Read:</b> Siqueira, A; Honig, B; Mariano,S;Moraes, J. (2020) A Social Commons Strategy for Promoting Entrepreneurship: Community Currencies Issued by Microfinance Organizations Journal of Business Ethics</p> <p><b>Podcast:</b> How elite do-gooders 'fixing' the world are part of the problem: Anand Giridharadas: <a href="https://www.cbc.ca/radio/ideas/how-elite-do-gooders-fixing-the-world-are-part-of-the-problem-anand-giridharadas-1.5441573">https://www.cbc.ca/radio/ideas/how-elite-do-gooders-fixing-the-world-are-part-of-the-problem-anand-giridharadas-1.5441573</a></p> <p><b>Case 7:</b> Guap Coin(proprietary case provided free on A2L)</p>
10	<p>Nov. 22</p> <p>Entrepreneurship, social capital, human capital, and the practicality of supporting entrepreneurs</p>	<p><b>Read:</b> Honig, B. (2018). Entrepreneurship as a Political Tool: The Implications of Compensatory Entrepreneurship In Mathers, C and Ligouri, E. (eds) Annals of Entrepreneurship Education and Pedagogy, 3e. Edward Elgar, Northampton, Mass. 203-217.(uploaded on A2L)</p> <p><b>Read:</b> Honig, B. (1998). What determines success? Examining the human, financial, and social capital of Jamaican microentrepreneurs. Journal of Business Venturing, Vol 13(5): 371-394</p> <p><b>Case 8:</b> SmartICE (proprietary case provided free on A2L)</p> <p>[last day to withdraw from this class]</p>
11	<p>Nov 29</p> <p><b>Critical approaches:</b></p> <ul style="list-style-type: none"> <li>• Realized and emergent strategy</li> <li>• Control and corporate governance</li> <li>• Organizational design and structure</li> <li>• Strategy and structure</li> <li>• Organizational culture</li> </ul>	<p><b>Read:</b> Cornwall, A., &amp; Brock, K. (2005). What do buzzwords do for development policy? A critical look at 'participation', 'empowerment' and 'poverty reduction'. Third world quarterly, 26(7), 1043-1060.</p> <p><b>Read:</b> Klitgaard, Robert E. Tropical gangsters. IB Tauris, 1991. (one chapter on A2L)</p> <p><b>Case 9:</b> Programa Vivenda – Safe Housing (proprietary case provided free on A2L)</p>
12	<p>Dec. 6</p> <p><b>Class Presentations of project and turn in self-reflection manuscripts</b></p>	<p>All final work due today along with presentations</p>



13	Tues, Dec.7	Any and all extensions that might have been given for any submitted work expires today -
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\*\*Please note, the first week of classes will be conducted virtually for all Fall term classes regardless of the intended delivery format for the term.