

**IBH 3BA3
UNDERSTANDING ENTREPRENEURSHIP AND SOCIAL
ENTREPRENEURSHIP FROM A HISTORICAL AND THEORETICAL
LENS**

**FALL 2022 COURSE OUTLINE
INSTRUCTOR: JAVID NAFARI
DeGroote School of Business
McMaster University**

COURSE OBJECTIVES

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 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.

INSTRUCTOR AND CONTACT INFORMATION

<p>Javid Nafari Instructor Email: nafarij@mcmaster.ca</p> <p>Virtual Office Hours: By appointment</p>	<p>Fridays 08:30 – 11:20 PM (<i>in-person</i>) Generally, the first half of the session will revolve around group discussions. There will be a 20-minute break and then the second half will incorporate group presentations.</p>
<p>Course TA: Toli Jembere Amare Virtual Office Hours: By appointment Course Website: http://avenue.mcmaster.ca/</p>	

COURSE ELEMENTS

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

COURSE DESCRIPTION

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

LEARNING OUTCOMES

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.

Learning outcomes will be accomplished through reading of course material, doing the assigned work, lectures, presentations, in-class activities, discussions, and other student contributions.

COURSE MATERIALS AND READINGS

ARTICLES:

- Anderson, R. B., Dana, L. P., & Dana, T. E. (2006). Indigenous land rights, entrepreneurship, and economic development in Canada: “Opting-in” to the global economy. *Journal of world business*, 41(1), 45-55.
- Audretsch, D. B., & Moog, P. (2022). Democracy and entrepreneurship. *Entrepreneurship Theory and Practice*, 46(2), 368-392.
- Austin, J., Stevenson, H., & Wei-Skillern, J. (2012). Social and commercial entrepreneurship: same, different, or both? *Revista de Administração*, 47(3), 370-384.
- Bacq, S., & Janssen, F. (2011). The multiple faces of social entrepreneurship: A review of definitional issues based on geographical and thematic criteria. *Entrepreneurship & Regional Development*, 23(5-6), 373-403.
- Bacq, S., Hartog, C., & Hoogendoorn, B. (2016). Beyond the moral portrayal of social entrepreneurs: An empirical approach to who they are and what drives them. *Journal of Business Ethics*, 133(4), 703-718.
- Bozhikin, I., Macke, J., & da Costa, L. F. (2019). The role of government and key non-state actors in social entrepreneurship: A systematic literature review. *Journal of cleaner production*, 226, 730-747.

- Burkett, I. (2013). Using the business model canvas for social enterprise design.
- 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. (2006, February). Communities of dis-entrepreneurship: A comparative cross-national examination of two cases of entrepreneurial demise. In *The Second Annual CommEnt Research Symposium. Community engagement in Entrepreneurial economic activity*.
- Dees, J. G. (2012). A tale of two cultures: Charity, problem solving, and the future of social entrepreneurship. *Journal of business ethics*, 111(3), 321-334.
- Di Domenico, M., Haugh, H., & Tracey, P. (2010). Social bricolage: Theorizing social value creation in social enterprises. *Entrepreneurship theory and practice*, 34(4), 681-703.
- Diochon, M. (2013). Social entrepreneurship and effectiveness in poverty alleviation: A case study of a Canadian First Nations community. *Journal of Social Entrepreneurship*, 4(3), 302-330.
- Estrin, S., Mickiewicz, T., & Stephan, U. (2013). Entrepreneurship, social capital, and institutions: Social and commercial entrepreneurship across nations. *Entrepreneurship theory and practice*, 37(3), 479-504.
- Gedeon, S. (2010). What is entrepreneurship. *Entrepreneurial practice review*, 1(3), 16-35.
- Hancock, G. (1992). *Lords of poverty: The power, prestige, and corruption of the international aid business*. Atlantic Monthly Press.
- Henderson, G. E. (2018). Indigenous entrepreneurship and social entrepreneurship in Canada. *Supreme Court Law Review*, 83(2), 241-278.
- Henriques, I., Colbourne, R., Peredo, A. M., & Anderson, R. B. (2020). Relational and social aspects of Indigenous entrepreneurship: The Hupacasath case. In *Indigenous Wellbeing and Enterprise* (pp. 313-340). Routledge.
- 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
- Honig, B. (2018). Entrepreneurship as a political tool: the implications of compensatory entrepreneurship. In *Annals of Entrepreneurship Education and Pedagogy–2018* (pp. 203-217). Edward Elgar Publishing.
- Jaén, I., Fernández-Serrano, J., Santos, F. J., & Liñán, F. (2017). Cultural values and social entrepreneurship: A cross-country efficiency analysis. In *Social entrepreneurship in non-profit and profit sectors* (pp. 31-51). Springer, Cham.
- Klyver, K., & Foley, D. (2012). Networking and culture in entrepreneurship. *Entrepreneurship & Regional Development*, 24(7-8), 561-588.
- Littlewood, D., & Holt, D. (2018). Social entrepreneurship in South Africa: Exploring the influence of environment. *Business & Society*, 57(3), 525-561.
- Lorenzo-Afable, D., Lips-Wiersma, M., & Singh, S. (2020). 'Social' value creation as care: the perspective of beneficiaries in social entrepreneurship. *Social Enterprise Journal*.

- Lumpkin, G. T., Moss, T. W., Gras, D. M., Kato, S., & Amezcua, A. S. (2013). Entrepreneurial processes in social contexts: how are they different, if at all? *Small Business Economics*, 40(3), 761-783.
- Mair, J., & Marti, I. (2009). Entrepreneurship in and around institutional voids: A case study from Bangladesh. *Journal of business venturing*, 24(5), 419-435.
- Morales, A., Calvo, S., Martínez, J. M. G., & Martín, J. M. M. (2021). Hybrid forms of business: Understanding the development of indigenous social entrepreneurship practices. *Journal of Business Research*, 124, 212-222.
- Pathak, S., & Muralidharan, E. (2018). Economic inequality and social entrepreneurship. *Business & Society*, 57(6), 1150-1190.
- Ramoglou, S., Gartner, W. B., & Tsang, E. W. (2020). “Who is an entrepreneur?” is (still) the wrong question. *Journal of Business Venturing Insights*, 13, e00168.
- Rivera-Santos, M., Holt, D., Littlewood, D., & Kolk, A. (2015). Social entrepreneurship in sub-Saharan Africa. *Academy of Management Perspectives*, 29(1), 72-91.
- 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.
- 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.
- Tucker, R., & Croom, R. M. (2021). A xenophilic perspective of social entrepreneurship. *Journal of Business Venturing Insights*, 15, e00217.
- Welter, F. (2011). Contextualizing entrepreneurship — conceptual challenges and ways forward. *Entrepreneurship theory and Practice*, 35(1), 165-184.
- Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. (2009). A typology of social entrepreneurs: Motives, search processes and ethical challenges. *Journal of business venturing*, 24(5), 519-532.

BOOK CHAPTERS:

- Beharry-Ramraj, A. (2019). Business Strategies Creating Value for Social Entrepreneurs. In *Social Entrepreneurship: Concepts, Methodologies, Tools, and Applications* (pp. 1195-1211). IGI Global.
- Beugré, C. (2016). Measuring the Impact of Social Ventures. *Social entrepreneurship: Managing the creation of social value*. Routledge (Chapter 14).
- Chahine, T. (2016). Co-Creating with the Community. *Introduction to social entrepreneurship*. CRC Press (Chapter 3)
- Collavo, T. (2022). From developing to implementing a social entrepreneurial idea. *Foundations of Social Entrepreneurship: Theory, Practical Tools and Skills*. Taylor & Francis (Chapter 8)

- Kickul, J., & Lyons, T. S. (2020). Funding Social Ventures. Understanding social entrepreneurship: The relentless pursuit of mission in an ever-changing world. Routledge (Chapter 7)

CASES:

- Case 1: ShoreBank
- Case 2: EduBox
- Case 3: 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.
- Case 4: Programa Vivenda – Safe Housing
- Case 5: The Lit Bar
- Case 6: SmartICE

COURSE DELIVERY

This course will use both synchronous and asynchronous learning approaches as outlined in the table below. On your schedule, you will notice that the class is scheduled in 2 blocks: two 50-minute synchronous blocks and one 50-minute asynchronous block. **ONLY THE FIRST CLASS** will likely be held virtually, via Zoom. All the subsequent classes will be held in-person in the classroom.

ACTIVITY	DELIVERY	DESCRIPTION	TECHNOLOGY TOOL(S)
Lecture Core Content	Synchronous In-Person	Live Lecture	-
Readings	Asynchronous	Readings cover core content of each unit	Assigned readings available in Avenue
Activities, Discussions, Live lectures, Presentations	Synchronous In-Person	Classes will include interactive activities, discussions, opportunity to elaborate on content, etc.	-

COURSE EXPECTATIONS

You are expected to contribute to a respectful and collaborative learning environment in the classroom as well as in other interactions and communications associated with this course. The value of this course for you and your peers will depend on your **regular attendance (in person), active participation in class, and engagement.**

All students should do the following to prepare:

- Prepare by thoroughly reading ALL the articles (perhaps more than once) and having a solid understanding of the big picture of the article as well as the details.
- Because there will be no one who should know substantially more than others about the topic, each student should feel responsible for doing any supplemental reading/ searching for components or background of the articles that they do not understand to share with the group.
- **Each student should write down 2-3 topics that they would like to discuss during the discussion.** Some ideas for types of topics to discuss include delving deeper into a particular research area, exploring the evidence the authors provide for any of their conclusions, expanding on an implication of the study, exploring the implications of this particular study for understanding of different disciplinary areas or for how the research could be applied in a variety of different capacities, etc.

Other expectations for your work in this course include:

- For each class, with your group, prepare to either lead a discussion or present your already assigned readings.
- Engage in reflective discussions and activities with class peers and the instructor in an inviting, thoughtful, and respectful manner.

COURSE OVERVIEW & ASSESSMENT

Your grade will consist of evaluations of work done individually or in groups, as indicated in the table below. For assignments done in groups, individual group members will normally receive the same grade, although adjustment may be made if there is evidence that an individual's contribution was inadequate. Missed components will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. Your final grade will be calculated as follows:

GRADE COMPONENT	WEIGHT	DESCRIPTION
Classroom Participation & Engagement (Individual)	15%	<ul style="list-style-type: none"> • Attendance (5%) • Active listening and contribution to class discussions (prompted by groups presenting cases, the instructor, or groups leading assigned articles) (10%)
3-2-1 Learning Reflections (Individual)	20%	Students must submit a structured reflection on their learning for each of the sessions in the course (except the first and last sessions).
Leading Discussions (Group)	20%	Each group to lead discussions of pre-assigned articles each week. Each group will lead a 20–30-minute discussion based on their assigned papers. There is no

		need to make Power Points. The group must demonstrate that they have absorbed the information in the reading and can help their peers understand and further discuss the material.
Article & Case Presentation (Group)	20%	Each group presents a case and multiple articles, while engendering and encouraging insightful discussions in class.
Group Entrepreneurship Consultation Project	25%	Each group will complete a final project of a proposed (social) entrepreneurship project, conceived to be located in Canada. Each group will present their proposal, in the last class, in front of a panel of experts. Final Report & Presentation (15%) + Panel ratings (10%)

COURSE DELIVERABLES

CLASSROOM PARTICIPATION & ENGAGEMENT (INDIVIDUAL) (15%)

Classroom discussions represent 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 Participation & Engagement is comprised of two components: Attendance (5%), and Active Listening & Contribution (10%).

You are expected to come to each class, having read **ALL** the 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.

Your Active Listening & Contribution in class will be assessed throughout the semester. The key is to **focus on quality rather than quantity** and **evidence of active listening**. The TA and I will also be listening for the extent to which your comments build on what others have said rather than signal that you are interested only in articulating your own opinions. 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 your comments “safe”?
- Do you bring in your own experience, personal or professional, in order to add value to the class discussion?

Your peers’ evaluation of your involvement and active participation in group activities will incorporate a significant proportion of the 10% grade component.

3-2-1 LEARNING REFLECTION (INDIVIDUAL) (20%)

Students must submit a structured Learning Reflection for each unit in the course. There are 10 units in the course. Each Learning Reflection will use a “3-2-1” format consisting of the following elements (Go on A2L for the template):

- **3 main “take-aways”** from your individual or group class activity (e.g., what did you learn from the presentations or group discussion? what insight did you gain? In what ways your activity enhanced your understanding of the material from the readings? What was your contribution to the group/class discussions?)
- **2 connections** (common threads) you can find between:
 - a. The current week’s reading materials and class discussions, **OR**
 - b. The current and previous week’s reading materials and discussions **OR**
 - c. The readings and discussions in class AND your personal experiences.
- **1 aspect** of the class activities and/or material you particularly enjoyed or found most interesting **OR** 1 aspect that you did not enjoy or find interesting.

You may **only** complete the reflection **if you attended class and completed the other required components**. If you **did not attend the class session**, your reflection should not include a summary of those components (e.g., the “3” part). If you **do not complete assigned materials**, your reflection should not include that component (e.g., the “2” part). **Submitting a reflection that includes content you did not participate in would be considered academic dishonesty.**

The 3-2-1 Learning Reflections will be **evaluated** as being ***complete*** (2/2); ***partially complete*** (1/2); or ***incomplete/ not submitted*** (0/2). The 3-2-1 Learning Reflections are not eligible for MSAF.

Each 3-2-1 Learning Reflection must be submitted via Avenue (in the Assignments section) and will be due on the Tuesday following each session at 8 PM. Late submissions will not be accepted.

- Reflection 1 (***Intro to Entrepreneurship***) – due Monday, September 19 by 8 PM (EST)
- Reflection 2 (***Intro to Social Entrepreneurship (Part 1)***) – due Monday, September 26 by 8 PM (EST)
- Reflection 3 (***Intro to Social Entrepreneurship (Part 2)***) – due Monday, October 3 by 8 PM (EST)
- Reflection 4 (***Critiques of Entrepreneurship and Social Entrepreneurship***) – due Monday, October 10 by 8 PM (EST)
- Reflection 5 (***Effect of culture, institutions, and the environment on (social) entrepreneurship (Part 1)***) – due Monday, October 24 by 8 PM (EST)

- Reflection 6 (*Effect of culture, institutions, and the environment on (social) entrepreneurship (Part 2)*) – due Monday, October 31 by 8 PM (EST)
- Reflection 7 (*What determines success and creation of value in Social Entrepreneurship*) – due Monday, November 7 by 8 PM (EST)
- Reflection 8 (*Indigenous Entrepreneurship*) – due Monday, November 14 by 8 PM (EST)
- Reflection 9 (*Select topics*) – due Monday, November 21 by 8 PM (EST)
- Reflection 10 (*Social Entrepreneurship Case Studies*) – due Monday, November 28 by 8 PM (EST)

The TA will be responsible for grading the 3-2-1 Learning Reflections. If you would like additional feedback on your assignments, the TA will be happy to provide it as long as you contact him up to **3 days of receiving your graded reflection**. In your written request please provide the TA an explanation of what you would like to discuss and/or why you think the grade is inappropriate. In reviewing your Reflection, the **TA reserves the right** to increase, maintain or decrease your grade.

LEADING DISCUSSIONS (GROUP) (20%)

Each week, four groups will lead discussions of pre-assigned articles. **Basically**, each group will **informally present** their pre-assigned articles to other groups and will **facilitate a discussion** based on that article.

The process is as follows: Imagine **Group A** has been assigned to lead a discussion of **article X**. At the beginning of the class, Group A will be assigned to sit with two other groups, **giving a “mini presentation”** of article X and, more importantly, **engendering discussions and eliciting their peers’ opinions** regarding their **takeaways** from article X.

There is **no need to make Power Points**. The group must demonstrate that they have absorbed the information in the reading and can help their peers understand and further discuss the material.

Since this component is **graded based on your group’s performance**, it is of utmost importance to be organized and unified as a group and to not take your responsibilities as leaders and facilitators of discussions lightly. Each group’s performance will be **evaluated** by the instructor and the TA based on the rubric provided on the Content page on A2L.

ARTICLE & CASE PRESENTATION (GROUP) (20%)

This will be a weekly component of the course. Each week, **two groups** will be responsible for **formally presenting** a pre-assigned article and then to **lead a discussion**. 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.

Regarding **Case presentations**, we will have a **dedicated session for case presentations** where all the groups will present their pre-assigned case. **No group or student** is required to hand in any written summary or responses for any of the cases, including the case they present.

Each group's presentation will be **evaluated** by the instructor and the TA based on the rubric provided on the Content page on A2L.

GROUP ENTREPRENEURSHIP CONSULTATION PROJECT (25%)

During the first few weeks, **Hamilton based (social) entrepreneurs** will present their enterprise, achievements, ideas, and challenges to the class. Then, **each group** will have the opportunity to **choose from one of the enterprises** to work closely with them in **addressing a challenge** they face or helping them **develop their ideas**.

Each group will act as a **consultant** to those (social) entrepreneurs, **representing the DeGroot and McMaster Community**. Therefore, it is expected of each group to conduct themselves with the **utmost professionalism** and to do their best in helping our local (social) entrepreneurs address their challenges.

Each group will **present their project proposals** in the final class for discussion and critique in front of a **panel of experts**. In addition to preparing a PowerPoint presentation, each group will hand in their written proposals the day before the final session. The written proposals should be up to 10 pages, 12-point Times New Roman font, 1.5 line spacing, and 1-inch margins. All files should be submitted via A2L (*in the Assignments section*).

Your proposals will be **evaluated** by the panel, the instructor, and the TA based on the **rubric** provided on the **Content page on A2L**.

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.

COMMUNICATION AND FEEDBACK

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 (equal to at least 20% of the final grade for a level 2 course) prior to the final date by which a student may cancel the course without failure by default.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

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.degroot.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

ACADEMIC INTEGRITY

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*, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

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

AUTHENTICITY / PLAGIARISM DETECTION

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to

www.mcmaster.ca/academicintegrity

COURSES WITH AN ON-LINE ELEMENT

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, usernames 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.

ONLINE PROCTORING

Some courses may use online proctoring software for quizzes, tests and/or 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.

CONDUCT EXPECTATIONS

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.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

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

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

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.

COPYRIGHT AND RECORDING

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.

EXTREME CIRCUMSTANCES

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.

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor reserves the right to modify elements of the course during the term. There may be changes to the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

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.

Related to the above, it is important to note that the course outline serves as a guide to give you an idea of what to expect in the class sessions. Occasionally, at the instructor's discretion, other material may be introduced that is not on the outline. Therefore, it is possible that the topics will not be covered exactly as outlined below.

If you are absent from class for any reason, you should speak to a classmate to see what material, announcements, etc. you missed. You are responsible for all material assigned for class preparation, even if the instructor does not cover that material in class.

RESEARCH USING HUMAN SUBJECTS

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 registration in this course 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.

IBH3BA3 - FALL22 - COURSE SCHEDULE

Date	Unit	Topic	Contents, Assignments, and Deliverables
Sept. 09	1	Introduction to the Course	<p style="text-align: center;"><u>ONLINE</u></p> <p>Discussing: Class Outline, Schedule, Participation, Courseware, Assigning teams</p>
Sept. 16	2	Intro to Entrepreneurship	<p>Discussion Papers (Groups A & C will lead both):</p> <ul style="list-style-type: none"> • Schumpeter, J. (1947). The creative response in economic history. <i>Journal of Economic History</i>, 7, 149-159. • Gedeon, S. (2010). What is entrepreneurship. <i>Entrepreneurial practice review</i>, 1(3), 16-35. <p>Discussion Papers (Groups B & E will lead):</p> <ul style="list-style-type: none"> • 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. <p>Presentations:</p> <ul style="list-style-type: none"> • Welter, F. (2011). Contextualizing entrepreneurship — conceptual challenges and ways forward. <i>Entrepreneurship theory and Practice</i>, 35(1), 165-184. (Group D) • Gartner, W. B. (1988). “Who is an entrepreneur?” is the wrong question. <i>American journal of small business</i>, 12(4), 11-32. (Group F) • Ramoglou, S., Gartner, W. B., & Tsang, E. W. (2020). “Who is an entrepreneur?” is (still) the wrong question. <i>Journal of Business Venturing Insights</i>, 13, e00168. (Group F)
Sept. 23	3	Intro to Social Entrepreneurship (Part 1)	<p>Discussion Papers (Groups C & D will lead):</p> <ul style="list-style-type: none"> • Pathak, S., & Muralidharan, E. (2018). Economic inequality and social entrepreneurship. <i>Business & Society</i>, 57(6), 1150-1190. <p>Discussion Papers (Groups E & F will lead):</p> <ul style="list-style-type: none"> • Audretsch, D. B., & Moog, P. (2022). Democracy and entrepreneurship. <i>Entrepreneurship Theory and Practice</i>, 46(2), 368-392. <p>Presentations:</p> <ul style="list-style-type: none"> • Sutter, C., Bruton, G. D., & Chen, J. (2019). Entrepreneurship as a solution to extreme poverty: A review and future research directions. <i>Journal of Business Venturing</i>, 34(1), 197-214. (Group B) • Dees, J. G. (2012). A tale of two cultures: Charity, problem solving, and the future of social entrepreneurship. <i>Journal of business ethics</i>, 111(3), 321-334. (Group A)

<p>Sept. 30</p>	<p>4</p>	<p>Intro to Social Entrepreneurship (Part 2)</p>	<p>Discussion Papers (Groups A & B will lead):</p> <ul style="list-style-type: none"> Lumpkin, G. T., Moss, T. W., Gras, D. M., Kato, S., & Amezcua, A. S. (2013). Entrepreneurial processes in social contexts: how are they different, if at all? <i>Small Business Economics</i>, 40(3), 761-783. Bacq, S., Hartog, C., & Hoogendoorn, B. (2016). Beyond the moral portrayal of social entrepreneurs: An empirical approach to who they are and what drives them. <i>Journal of Business Ethics</i>, 133(4), 703-718. <p>Discussion Papers (Groups F & D will lead):</p> <ul style="list-style-type: none"> Austin, J., Stevenson, H., & Wei-Skillern, J. (2012). Social and commercial entrepreneurship: same, different, or both? <i>Revista de Administração</i>, 47(3), 370-384. Bacq, S., Hartog, C., & Hoogendoorn, B. (2016). Beyond the moral portrayal of social entrepreneurs: An empirical approach to who they are and what drives them. <i>Journal of Business Ethics</i>, 133(4), 703-718. <p>Presentations:</p> <ul style="list-style-type: none"> Bacq, S., & Janssen, F. (2011). The multiple faces of social entrepreneurship: A review of definitional issues based on geographical and thematic criteria. <i>Entrepreneurship & Regional Development</i>, 23(5-6), 373-403. (Group C) Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. (2009). A typology of social entrepreneurs: Motives, search processes and ethical challenges. <i>Journal of business venturing</i>, 24(5), 519-532. (Group E)
<p>Oct. 07</p>	<p>5</p>	<p>Critiques of Entrepreneurship And Social Entrepreneurship</p>	<p>Discussion Papers (Groups F & C will lead):</p> <ul style="list-style-type: none"> Honig, B. (2018). Entrepreneurship as a political tool: the implications of compensatory entrepreneurship. In <i>Annals of Entrepreneurship Education and Pedagogy–2018</i> (pp. 203-217). Edward Elgar Publishing. <p>Discussion Papers (Groups B & E will lead):</p> <ul style="list-style-type: none"> Tucker, R., & Croom, R. M. (2021). A xenophilic perspective of social entrepreneurship. <i>Journal of Business Venturing Insights</i>, 15, e00217. Williams, D. A., & Kadamawe, A. K. (2012). The dark side of social entrepreneurship. <i>International Journal of Entrepreneurship</i>, 16, 63. <p>Presentations:</p> <ul style="list-style-type: none"> Hancock, G. (1992). <i>Lords of poverty: The power, prestige, and corruption of the international aid business</i>. Atlantic Monthly Press. (Group A) Cornwall, A., & Brock, K. (2005). What do buzzwords do for development policy? A critical look at ‘participation’, ‘empowerment’ and ‘poverty reduction’. <i>Third world quarterly</i>, 26(7), 1043-1060. (Group D)

Oct. 14	-		Reading Week – No classes
Oct. 21	6	Effect of culture, institutions, and the environment on (social) entrepreneurship (Part 1)	<p>Discussion Papers (Groups A & C will lead):</p> <ul style="list-style-type: none"> Klyver, K., & Foley, D. (2012). Networking and culture in entrepreneurship. <i>Entrepreneurship & Regional Development</i>, 24(7-8), 561-588. <p>Discussion Papers (Groups E & D will lead):</p> <ul style="list-style-type: none"> Littlewood, D., & Holt, D. (2018). Social entrepreneurship in South Africa: Exploring the influence of environment. <i>Business & Society</i>, 57(3), 525-561. <p>Presentations:</p> <ul style="list-style-type: none"> Rivera-Santos, M., Holt, D., Littlewood, D., & Kolk, A. (2015). Social entrepreneurship in sub-Saharan Africa. <i>Academy of Management Perspectives</i>, 29(1), 72-91. (Group B) Jaén, I., Fernández-Serrano, J., Santos, F. J., & Liñán, F. (2017). Cultural values and social entrepreneurship: A cross-country efficiency analysis. In <i>Social entrepreneurship in non-profit and profit sectors</i> (pp. 31-51). Springer, Cham. (Group F)
Oct. 28	7	Effects of culture, institutions, and the environment on (social) entrepreneurship (Part 2)	<p>Discussion Papers (Groups A & F will lead):</p> <ul style="list-style-type: none"> Mair, J., & Marti, I. (2009). Entrepreneurship in and around institutional voids: A case study from Bangladesh. <i>Journal of business venturing</i>, 24(5), 419-435. <p>Discussion Papers (Groups B & D will lead):</p> <ul style="list-style-type: none"> Estrin, S., Mickiewicz, T., & Stephan, U. (2013). Entrepreneurship, social capital, and institutions: Social and commercial entrepreneurship across nations. <i>Entrepreneurship theory and practice</i>, 37(3), 479-504. <p>Presentations:</p> <ul style="list-style-type: none"> Bozhikin, I., Macke, J., & da Costa, L. F. (2019). The role of government and key non-state actors in social entrepreneurship: A systematic literature review. <i>Journal of cleaner production</i>, 226, 730-747. (Group C) Henriques, I., Colbourne, R., Peredo, A. M., & Anderson, R. B. (2020). Relational and social aspects of Indigenous entrepreneurship: The Hupacasath case. In <i>Indigenous Wellbeing and Enterprise</i> (pp. 313-340). Routledge. (Group E)
Nov. 04	8	What determines success and creation of value in Social Entrepreneurship	<p>Discussion Papers (Groups E & C will lead):</p> <ul style="list-style-type: none"> Honig, B. (1998). What determines success? Examining the human, financial, and social capital of Jamaican microentrepreneurs. <i>Journal of Business Venturing</i>, Vol 13(5): 371-394

			<p>Discussion Papers (Groups B & F will lead):</p> <ul style="list-style-type: none"> Lorenzo-Afable, D., Lips-Wiersma, M., & Singh, S. (2020). ‘Social’ value creation as care: the perspective of beneficiaries in social entrepreneurship. <i>Social Enterprise Journal</i>. <p>Presentations:</p> <ul style="list-style-type: none"> Di Domenico, M., Haugh, H., & Tracey, P. (2010). Social bricolage: Theorizing social value creation in social enterprises. <i>Entrepreneurship theory and practice</i>, 34(4), 681-703. (Group A) Dana, L. P., & Honig, B. (2006, February). Communities of dis-entrepreneurship: A comparative cross-national examination of two cases of entrepreneurial demise. In <i>The Second Annual CommEnt Research Symposium</i>. Community engagement in Entrepreneurial economic activity. (Group D)
Nov. 11	9	Indigenous Entrepreneurship	<p>Discussion Papers (Groups A & D will lead):</p> <ul style="list-style-type: none"> Diochon, M. (2013). Social entrepreneurship and effectiveness in poverty alleviation: A case study of a Canadian First Nations community. <i>Journal of Social Entrepreneurship</i>, 4(3), 302-330. <p>Discussion Papers (Groups E & C will lead):</p> <ul style="list-style-type: none"> Henderson, G. E. (2018). Indigenous entrepreneurship and social entrepreneurship in Canada. <i>Supreme Court Law Review</i>, 83(2), 241-278. <p>Presentations:</p> <ul style="list-style-type: none"> Morales, A., Calvo, S., Martínez, J. M. G., & Martín, J. M. M. (2021). Hybrid forms of business: Understanding the development of indigenous social entrepreneurship practices. <i>Journal of Business Research</i>, 124, 212-222. (Group B) Anderson, R. B., Dana, L. P., & Dana, T. E. (2006). Indigenous land rights, entrepreneurship, and economic development in Canada: “Opting-in” to the global economy. <i>Journal of world business</i>, 41(1), 45-55. (Group F)
Nov. 18	10	Select topics	<p>Presentations:</p> <ul style="list-style-type: none"> Chahine, T. (2016). Co-Creating with the Community. Introduction to social entrepreneurship. CRC Press (Chapter 3) (Group F) Beugré, C. (2016). Measuring the Impact of Social Ventures. <i>Social entrepreneurship: Managing the creation of social value</i>. Routledge (Chapter 14). (Group A) Kickul, J., & Lyons, T. S. (2020). Funding Social Ventures. <i>Understanding social entrepreneurship: The relentless pursuit of mission in an ever-changing world</i>. Routledge (Chapter 7) (Group B)

			<ul style="list-style-type: none"> • Collavo, T. (2022). From developing to implementing a social entrepreneurial idea. Foundations of Social Entrepreneurship: Theory, Practical Tools and Skills. Taylor & Francis (Chapter 8) (Group E) • Burkett, I. (2013). Using the business model canvas for social enterprise design. (Group C) • Beharry-Ramraj, A. (2019). Business Strategies Creating Value for Social Entrepreneurs. In Social Entrepreneurship: Concepts, Methodologies, Tools, and Applications (pp. 1195-1211). IGI Global. (Group D)
Nov. 25	11	Social Entrepreneurship Case Studies	<ul style="list-style-type: none"> • Case 1: ShoreBank (Group F) • Case 2: EduBox (Group C) • Case 3: 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. (Group E) • Case 4: Programa Vivenda – Safe Housing (Group A) • Case 5: The Lit Bar (Group D) • Case 6: SmartICE (Group B)
Dec. 02	12	Presentation of Consultation Projects	Each group will present their final consultation report and proposal in front of a panel of experts.