

# Syllabus

## Youth Social Entrepreneurship and Sustainable Development 16-790:576:90 – ONLINE SPRING 2019 SEMESTER

Rutgers University Political Science Department

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### Course Delivery

This course is fully online. To access the course, please visit [sakai.rutgers.edu](http://sakai.rutgers.edu). For more information about course access or support, contact the Sakai Help Desk via email at [sakai@rutgers.edu](mailto:sakai@rutgers.edu) or call 848-445-8721.

### Important Dates

The course begins on 1/\_28/2019 and ends on \_5/\_6/2019, and the last day to drop the course without a “W” grade is 2/4\_/2019.

### Course Description

A critical agenda for Rutgers University’s MA Program in Political Science – United Nations and Global Policy Studies is the promotion of social entrepreneurialism as a means to combat extremist organizations and their recruiting activities. Initially, “Youth Social Entrepreneurship and Sustainable Development” will be offered in the Spring of 2019 to Rutgers University students. The class ultimately will be offered as a MOOC to students worldwide, with an estimated launch of the Fall of 2019.

A principle objective of the class will be the production of a business plan for the operation of a social entrepreneurial business. Students will be required to conceive of a business that meets the definition of social entrepreneurialism, and prepare a full business plan that will build on the themes covered in this class.

### Technology Requirements

#### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Sakai

## Technology skills necessary for this specific course

- Live web conferencing using Adobe Connect
- Collaborating on VoiceThread
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

## Required Equipment

- Computer: current Mac (OS X) or PC (Windows 7 or newer) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

## Required Software

- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint

## Student Participation Expectations

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**  
***AT LEAST THREE TIME PER WEEK.*** Be sure you are logging in to the course in Sakai each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Time Commitment:**  
It is important to plan ahead to allocate enough time for studying and participating in activities of this course. To be successful in this course, you should plan to dedicate approximately 8-10 hours per week.
- **Participating in Discussion Forums.**  
As participation, each week you can expect to post at least three times as part of our substantive class discussion on the week's topics.

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for

non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Treat your instructor and fellow students with respect at all times, and in all communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Sakai discussion.

## Support and Policies

### Late Work and Make-up Exams

Please contact the Professor if you will be late with deliverables. Alternative arrangements will be made at my discretion.

### Faculty Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can email [sakai@rutgers.edu](mailto:sakai@rutgers.edu) or call 848-445-8721 if you have a technical problem.)

### Grading and Feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

We will do my best to reply to e-mails within **36 hours on school days**. I travel out of the country frequently, and that can limit my ability to respond.

### Academic Integrity

The consequences of scholastic dishonesty are very serious. Please review the [Rutgers' academic integrity policy](#) .

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.

- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

Other sources of information to which you can refer include:

- [Rutgers' Academic Integrity website](#)
- [Code of Student Conduct](#)
- [Eight Cardinal Rules of Academic Integrity](#)

## Academic Support Services

- Rutgers has a variety of resources for academic support. For more information, check the [Academic Support website](#).
- Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check the [Learning Center website](#).
- Rutgers also has a Writing Center where students can obtain help with writing skills and assignments. Learn more at the [Writing Center website](#).
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries website](#).

## Rutgers Health Services

- Rutgers Health Services is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff, and delivers services at a number of locations throughout the New Brunswick-Piscataway area. For more information, check the [Rutgers Health Services website](#).

## Counseling, ADAP, and Psychiatric Services

- Undergraduate and graduate students experience a great many stresses in their lives - sorting out one's identity, establishing and maintaining important relationships, coping with anxiety and depression, working on changing relationships with parents and other family members, dealing with losses, handling new academic demands, and dealing with reactions to one's differentness. To help with these tasks, [Counseling, ADAP & Psychiatric Services \(CAPS\)](#) provides a variety of psychological counseling services for all students of Rutgers University in New Brunswick/Piscataway, undergraduate and graduate. Services are free, and confidentiality is guaranteed within legal and ethical guidelines.

## Accommodations

### Requesting accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. More information can be found in the [Documentation Guidelines](#) section of the [Office for Disability Services](#) website.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration Form](#) on the [Office for Disability Services](#) website.

Go to the [Student section of the Office of Disability Services](#) website for more information.

### Accessibility Statements

- [Sakai Accessibility Statements](#)
- [Adobe accessibility statement](#)
- [YouTube accessibility guides](#)

### Privacy Policies

- [Sakai privacy policy](#)
  - [Adobe privacy policy](#)
- [YouTube privacy policy](#)

## Text Books

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### [Social Entrepreneur's Playbook](#)

[The Social Entrepreneur's Playbook, Expanded Edition: Pressure Test, Plan, Launch and Scale Your Social Enterprise: Ian C. MacMillan, James D.](#)

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[Thompson: 9781613630327: Amazon.com: Books](#)

The Social Entrepreneur's Playbook, Expanded Edition: Pressure Test, Plan, Launch and Scale Your Social Enterprise [Ian C. MacMillan, James D. Thompson.

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## **The Business of Good**

[The Business of Good: Social Entrepreneurship and the New Bottom Line](#) The Business of Good: Social Entrepreneurship and the New Bottom Line - Kindle edition by Jason Haber.

## **Business Planning Made Simple**

**Business Planning Made Simple: How to write a Business Plan: Alex Genadinik**

## **Weekly Activities and Learning Objectives**

Week 1 – Defining Social Entrepreneurialism. Students will adopt a working definition of social entrepreneurial activity and investments. Challenging traditional theories of agency, a business model will be developed that includes one or more social objectives coexisting with a profit motive.

Readings: Chapters 1 to 3 of Business Planning Made Simple

Week 2 – Types of Social Entrepreneurial Businesses. Students will learn of the various types of social business activities being undertaken, from micro financing, to renewable energy development, to water conservation and environmental sustainability. Examples of such activities throughout the world will be explored.

Readings: Chapters 4 to 7 of Business Planning Made Simple  
Social Entrepreneur's Playbook, Chapters 1 and 2

**CASE STUDY: Thread International** ([www.threadinternational.com](http://www.threadinternational.com)) This company gathers plastic bottles in Haiti, turns the plastic into flake, and sells the flake to companies like Northern Face to make a profit. Representatives of Thread will join the class to discuss its business model, financing and challenges.

Readings: Business Planning Made Simple, Chapters 8 to 12  
Social Entrepreneur's Playbook, Chapters 3 and 4

Week 3 – Approaching Local Partners – Joint Ventures and Partnering. Students will become conversant in the various forms by which businesses organize partnerships with local partners to enhance the opportunity to successfully build and operate a sustainable socially oriented business.

**BUSINESS PLAN PROJECT:** Students will submit a conceptual executive summary of the socially oriented business for which their business plan will be based.

Weeks 4 and 5 - Business Plan Basics. Students will explore the fundamental parts of a business plan, and will learn of those aspects of a business plan that require special care for the socially oriented business.

Readings: Social Entrepreneur's Playbook chapters 5 to 8  
Additional materials to introduce the Guest Speaker

**GUEST SPEAKER- Scott Rickards, CEO Waterfund.** Mr. Rickards will describe his experience starting and operating a water purifying business in Saudi Arabia, and his efforts to build an investable water index. [www.waterfund.com](http://www.waterfund.com)

Week 6 – Financing the Project. Students will examine how to finance a social entrepreneurial business, including an understanding of the types of potential debt and equity investors who fund such ventures, and their idiosyncratic needs.

Readings: Materials to be distributed

**BUSINESS PLAN PROJECT: Students will submit an outline of their business plan for critique**

Week 7 – Legal Aspects of Operating a Socially Responsible Business. Students will gain a basic understanding of the various legal aspects to start and operate a social entrepreneurial business in a developing country, including choice of entity, intellectual property and local employment/labor law.

Readings: The Business of Good, Chapters 1 to 4.

Week 8 – The role of non-profit foundations and quasi-government finance agencies. Students will gain a deep understanding of the role of quasi-governmental and non-profit institutions in the funding of socially oriented business. Students will learn how to identify likely sources of funding from this category of institutions, and how to approach such sources in a manner most likely to get a favorable response.

**GUEST SPEAKER – {SCOTT IZZO, Executive Director of Richard K. Mellon Foundation, who will discuss this foundation's foray into impact investing in Western Pennsylvania. {To be confirmed}}**

Readings: The Business of Good, Chapters 5 to 8

Week 9 - Case Study – Developing a Solar Farm. This case study will walk through steps taken by Professor Adelskoff in connection with the development of one of the largest solar farms in the Caribbean (located on Grand Cayman Island), from bidding, to negotiating a financeable power

purchase agreement, to pricing the cost of building the facility, to obtaining government permits and financing the facility.

Readings: Case study materials to be distributed.

Week 10 – Case Study – Clean Water and Reliable Power in Pakistan. Student will hear of the trials and tribulations of a project in Karachi, Pakistan that was built to provide 100 MWs of power and 3,000,000 gallons a day of desalinated water to a very needy community, and how the project went terribly wrong. Lessons from the unsuccessful project will be every bit as valuable as the lessons from those that end well.

**GUEST SPEAKER – Bryan Tamburro, partner of Arrakis Development and lead developer for the DCL Power transaction in Karachi, Pakistan.**

Week 11 – Types of Risks Facing Entrepreneurs Students will learn about the various risk criteria facing entrepreneurs in developing markets. Readings and discussions will focus on security, political, economic and credit risks that can affect business operations in the short and long term.

**BUSINESS PLAN PROJECT – Initial draft of Business Plan due.**

Week 12 – Understanding Risk Management for Entrepreneurs Students will gain a better understanding of the proactive and adaptive risk management strategies that can be integrated within their business plans. The students will be able to contrast the required risk management capabilities international corporations need verses local entrepreneurs.

Week 13 - Elevator Pitch Contest. Students will deliver an elevator pitch selling an investment in their socially oriented business, which will be judged by industry professionals.

**BUSINESS PLAN PROJECT: Final business plans will be due**