



# IAH 241E CREATIVITY SOCIAL ENTREPRENEURSHIP

section 734 • summer 2021 • session II (7/6/2021-8/19/2021) • online

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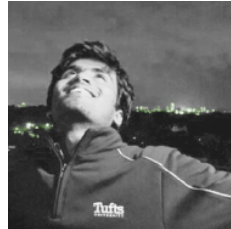
office hours in Zoom or Teams (text or email me to set up a time to meet)

text me at 517-528-2365



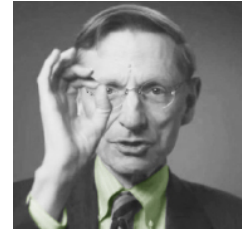
Jaqueline Novogratz

It's about all of us, and the kind of world that we, together, want to live in and share.



Sharad Vivek Sagar

For too long, information, opportunities, and resources have been constraints; they need to be the bridges.



Bill Drayton

Social entrepreneurs are not content just to give a fish or teach how to fish. They will not rest until they have revolutionized the fishing industry.

## COURSE INTRODUCTION

In this course, we're going to explore a few key questions, including:

- What is social entrepreneurship?
- What fuels social entrepreneurship in our particular cultural, historical, economic, technological, etc., moment?
- What does it mean to be creative? Where does creativity come from?
- What sorts of tools, resources, and abilities do creative people tap into to engage social entrepreneurship projects?
- What's the relationship between creativity, innovation, and entrepreneurship?

We'll explore definitions of social entrepreneurship, and review a range of example contexts, places, and projects. We'll discuss the history of social entrepreneurship, and we'll also look to its future.

Creativity and innovation are foci in the course; these are, essentially, the fuel for social entrepreneurial projects. We'll look at creative and innovative tools, resources, and models put to use by social entrepreneurs.

## COURSE OUTCOMES

The work we do should equip you to:

- recognize what social entrepreneurship is and understand its importance;
- understand the contexts, considerations, and questions that shape social entrepreneurial projects;
- explore how creativity and innovation influence work in the arts and humanities, and, more specifically, in social entrepreneurship; and
- recognize the ways in which creativity and innovation “happen” in different places, spaces, and times, and among different individuals and groups.

## IAH GOALS

Integrative Studies in the Arts and Humanities at MSU seeks to assist students to become more familiar with ways of knowing in the arts and humanities and to be more knowledgeable and capable in a range of intellectual and expressive abilities. IAH courses encourage students to **engage critically** with their own society, history, and culture(s); they also encourage students to learn more about the history and culture of other societies. IAH courses:

- focus on key ideas and issues in human experience;
- encourage appreciation of the roles of knowledge and values in shaping and understanding human behavior;
- emphasize the responsibilities and opportunities of democratic citizenship;
- highlight the value of the creative arts of literature, theater, music, and arts; and
- alert us to important issues that occur among peoples in an increasingly interconnected, interdependent world.

## COURSE TEXTS AND MATERIALS

There are no required books for class. Course texts—and by “texts” I mean readings, videos, slideshows, images, and other objects—will be available as PDFs or as links from our class D2L site. All other class materials (assignments, slideshows, videos, handouts, etc.) will also be available on D2L, which is our main class space. We will, however, also be using, linking to, linking from, creating on, etc., a range of other spaces, including MSU Google Drive, YouTube, and Packback (which is integrated through D2L)—you *must* have access to each of these spaces for this class.

Each week of class has its own folder on D2L. In that folder, you’ll find:

1. an **overview video** where I talk a bit about the focus and goals of the week, which should serve to *situate* us to the week’s work;
2. a set of **readings**, which provide some research, theory, and/or history about social entrepreneurship, and should serve to *inform* us;
3. a few **cases**, which demonstrate different social entrepreneurship projects and their outcomes, and should serve to *illuminate* us; and
4. a couple of **sparks**, which showcase different approaches to social entrepreneurship, and should serve to *inspire* us.

## CLASS ASSIGNMENTS, SCHEDULE, AND DUE DATES

There are two graded assignment types for class: FOUR projects and WEEKLY reading questions and responses. Included below are brief overviews of the projects (complete project descriptions, materials, and expectations will be provided on D2L) and a longer description of Packback participation.



All times for the DUE DATES below are **eastern U.S. time**. Due dates are either noon or midnight.

## PROJECTS

WEEK	POINTS		ASSIGNMENT	DELIVERABLE	DUE DATE
1-2	300	Project 1	<b>researching and analyzing:</b> introducing yourself and presenting a definition of and an example of social entrepreneurship in your major/profession (individual)	web page	by <b>11:59pm/midnight</b> on Sunday, July 18
3-4	300	Project 2	<b>profiling and presenting:</b> writing a profile of a social entrepreneur (individual)	magazine-style article	by <b>11:59pm/midnight</b> on Sunday, August 1
5-6	300	Project 3	<b>innovating and designing:</b> proposing a center on campus for social entrepreneurship activities (collaborative)	stand-alone slideshow presentation	by <b>11:59pm/midnight</b> on Sunday, August 15
7	300	Project 4	<b>identifying and suggesting:</b> introducing a need in your community and describing a social entrepreneurial approach to addressing the need (individual)	short essay	by <b>11:59am/noon</b> on Friday, August 20

## PACKBACK PARTICIPATION

WEEK	POINTS	ASSIGNMENT	DELIVERABLE	DUE DATE
EVERY WEEK	300	<p><b>reading and responding:</b> each week, you'll post one question and one response on Packback, where you will need to set up an account, which is integrated into our D2L course.</p> <p>Packback is, as its producers note, an online curiosity community where you can be fearlessly curious and ask BIG questions about how what we're studying relates to life and the real world.</p>	<p>one question, one response</p> <p>(for six questions, six responses total)</p>	<p>by <b>11:59pm/midnight</b> every Sunday (July 11, 18, 25; August 1, 8, 15)</p>

### To get started with Packback:

1. Login to D2L and go to the "Packback info and link" subfolder.
2. Watch the Packback overview video.
3. Click on the "Packback Questions: Use this link to set up your IAH Packback account" and set up your account. (If you already have an account on Packback you can login with your credentials.)
4. Make sure to register with your MSU email address and real first name and last name.
5. Follow the instructions on your screen to finish your registration.

# CLASS GRADING

Your final grade is made up of **1500 points**.

Projects 1, 2, 3, and 4 are worth **1200 points** (300 points each).

Posting a question and a response each week for six weeks of class is worth **300 points** (50 points a week).

points	percentage	final grade
1500-1425	100-96 = A	4.0 = A
1424-1350	95-91 = A/B	3.5 = A/B
1349-1275	90-86 = B	3.0 = B
1274-1200	85-81 = B/C	2.5 = B/C
1199-1125	80-76 = C	2.0 = C
1124-1050	75-70 = C/D	1.5 = C/D
1049-975	70-65 = D	1.0 = D

## REQUIRED TECHNOLOGY

We will be using **D2L, MSU Google Apps, YouTube, and Packback** for this class; you *must* have access to fully participate in and succeed in the course. You will also need reliable, high-speed Internet access to get to the readings, videos, and other course materials. You will also need access to computer speakers and to some sort of digital camera (if you have a smartphone, that'll work). You also have to be open-minded and comfortable experimenting with software, tools, and spaces that may be unfamiliar to you.

## YOUR SCHEDULE AND CLASS WORK

I encourage you to approach this as you would a face-to-face class. That is, **you might block off chunks of time each week to devote to class**. During that time, do the readings, watch the videos, connect with classmates, post on Packback, email me, work on projects, etc. This class will move *quickly*. Try not to get behind. If something happens during class time that impairs your ability to keep up, please email me and let me know ASAP.

## COLLABORATION

For Project 3, which we'll work on during weeks 5 and 6, you will be part of a collaborative group—that is, you will be part of a group of four or five other students. For this group project, you'll work together to brainstorm, build materials, and complete the project work. Respect each other and learn from differences. We come from different cultural and linguistic backgrounds. Difference and diversity are good; different opinions are generative and useful.

## ORIGINALITY AND ACADEMIC HONESTY

Academic integrity means being honest about your intellectual work. Ethical writers and researchers cite the sources of their information—doing so shows that they've done their research and done their work, and helps others access the sources they used in their work.

When you summarize, paraphrase, or quote from someone else's work, make sure to cite that source. Do not copy and paste the words or work of others and present it as your own.

All members of the MSU community should recognize the **Spartan Code of Honor Academic Pledge**: "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do."

## ACCESSIBILITY AND ADA INFORMATION

If you have any troubles partially or entirely accessing any of our course materials, please let me know and I can try to provide access to you in another, more accessible format.

If you need an accommodation based on the impact of a disability (mental, physical, or cognitive), illness, or other impairment, feel free to contact me. I also encourage you to contact the Resource Center for Persons with Disabilities (<https://www.rcpd.msu.edu/>). The RCPD can help document your needs and provide accommodation support without the need for you to disclose your condition or diagnosis to your instructors. If you already have an RCPD VISA, please share it with me.

## SUPPORT AND HELP

If you experience difficulty affording groceries or accessing sufficient food to eat every day, or if you lack a safe and stable place to live, please contact your academic advisor for support. If you are experiencing any other challenges with basic needs, please contact me and I will work to connect you with any resources that I may have access to.