RESEARCH SEMINAR IN INTERNATIONAL DEVELOPMENT:
SOCIAL INNOVATION & ENTREPRENEURSHIP

McGill University
INTD 497 (section 5)
CRN
Friday 11:35-2:35

688 Sherbrooke room 451

Professor Mark L. Berlin
Fall 2018
Course description:

A social entrepreneur is an entrepreneur who works to increase social capital by founding social ventures including charities, for-profit businesses with social causes, and other non-government organizations.

Social innovations are new strategies, concepts, ideas and organizations that meet the social needs of different elements which can be from working conditions and education to community development and health — they extend and strengthen civil society.

Working individually or in teams, you will be asked to develop a new venture that has an impact on international development/global justice. This will be a practical course, working on real life issues and situations, with the aim of creating something that could actually come into being. This entails 1) a written and research component - a written plan for the venture/initiative, enunciating a vision or theory of change, market/needs analysis, implementation plan, and evaluation methods, and 2) to the extent possible, real world testing and action.

Possible initiatives could be as diverse as the following: a proposal to Global Affairs Canada to undertake a justice-related development project in one of their countries of interest; a startup company focused on a needs of an impoverished community in a low-income country; fair trade ventures; a citizen-led lobby group in Canada focusing on development/global justice issues; a social movement (e.g. Occupy, G-20 activism); proposals for reform for a foreign government department or multilateral agency. Students should think about an idea for a project they might like to pursue and come to the first class prepared to discuss.

Course Outline:

September 7, 2018 – November 30, 2018 (13 class sessions in all)

Sept 7- Course #1: Who We Are

Part A

- Course description: What the course is about – overview and expectations (e.g. strict deadlines).
- Introductions by and Q&A with professor
- Student roundtable (This will help students know each other, and professor know students. This is good intrinsically, and also for the formation of teams).
Part B: Brief Introduction to Entrepreneurship

- Definitions:
  - “what is an entrepreneur” - emphasizing original French meaning word- “to undertake” - i.e. not just company/private sector, but social projects too
  - Distinction between social activism, social entrepreneurship, and social innovation.

- Spectrum of Examples:
  - Below are examples of types of projects which are “in-scope” for this course. They run from technology and product-oriented for-profit-oriented ventures on end of the spectrum to social movements on the other. The notion here is that there are many paths to truth and justice, although certain axioms are necessary. They might include:
    - Solar energy backpacks/Free Trade Coffee-Uganda (last year)
    - Social businesses (c.f Mohammed Yunus)
    - Fair trade, volunteer/pro bono actions
    - Social movements (e.g Arab Spring, civil rights movement, Occupy).

Readings to do before Week Two: Stanford Social Innovation Review: “Social Entrepreneurship: The Case for Definition” (pp 34-39, skim only); Teju Cole – “The White Savior Industrial Complex”- The Atlantic; Yunus’ 7 Principles of Social Business (1 page); Business Plan Basics (Sequoia Capital); Rules for Radicals – Saul Alinsky (2 pages); Evgeny Morozov (“The Naked and the TED” (last 1.5 pages); Flow – Csikzentmihalyi and Happiness (skim).

Assignment: For those of you who have a notion, or even half a notion, of the (ad)venture you might like to pursue, at course #2 please deliver a 1-2 minute utterly informal off the cuff oral presentation on your startup idea – no written materials or lengthy preparation allowed! As a helpful guide, one could try to touch on some or all of these points: a) the need/the problem, b) the idea: what you will do c) the landscape of others addressing it and the gap you are filling d) the politics of it (e.g. is this opposing, modulating, or extending market systems?)

Sept 14 - Course #2: What is an Entrepreneur

Finding Your Path as an Entrepreneur (workshop)
Format: In small breakout groups, with reporting back to full group:

- Intro: Brief recap of Course #1
- Exercise #1: list of the world’s great problems –climate change; minorities’ rights etc.
- Exercise #2: (small groups) Look at your past experiences in work and life. Write down your best and worst past experiences, and your unique talent. Where have you gotten lost in work or an activity, and what makes your heart sing? What are you most passionate about? That is what you should do in life. (combine with exercise #3 and #4)
- Exercise #3: Students discuss very extra-curricular hobbies and interests of theirs (gardening, fishing, chess, more obscure things, etc.) – these can be clues
- Exercise #4: Talk about perceived needs - in the system, among poor people, etc.
- Exercise #5 (large group) Students vocalize in a few words what they are passionate about-causes; subjects – share thoughts from exercise 1-4
- Exercise #6: Initial brainstorming about projects/initiatives/ventures/ assignment from Week 1-60 second overview of your start up idea

Exercise #7:**In the full class students form project groups and pick presentation date

Sept 21 - Course #3: Entrepreneurial Basics - Planning and Acting on Your Venture

Part A: How government projects advance democracy; security and economic growth. How evaluations and business plans are an integral part of any project proposal and key to implementation. A critical component of every initiative will be a project plan- we will examine the basics:
  - Needs
  - Product/Service
  - Logic Model
  - Rollout
  - Team
  - Financials

Part B: (45 minutes) Students discuss their projects in pairs- what gaps or problems are you addressing? What are your objectives how can you achieve them?

Sept 28 - Course #4: Peer Discussion

Overall concept:  Student presentations: where you are so far.
Roundtable: Informal student presentations: Students provide a status report on their proposals/projects (10 minutes each, including discussion and questions and peer feedback. No slides needed). Submit a 1 page outline per group

10 min x 15 groups = 150 min = 2.5 hrs

**Oct 5 – Course #5: International Development and Law**

Part A: International Legal Technical Assistance

This class gives an in-depth examination with practical applications of how international development in a legal context is actually undertaken.

Readings:
Students should familiarize themselves with:
- Official Government of Canada website for Department of Justice; and focus on countries and areas of priority
- Official Government of Canada website for GAC -Global Affairs - with an emphasis on its development component; and focus on countries and areas of priority.
- OECD DAC handbook on security system reform- Supporting Security and Justice (2007)

**Oct 12- Course #6: Getting out to the community/ making connections/ meeting partners**

Students venture out into the community to create partners for their initiatives and provide a 1-page report on their progress and achievements the next class

**Oct 19 – and onwards Course #7-13: Student Presentations**

Major student presentations- 60- 75 minutes each (approximately 30 min presentation, 30 minutes Q&A).

Presentation can be in any format e.g. (speech, interactive lecture, powerpoint, video).

Teams of 2
December 7 - Final proposal/project plans submitted

Evaluation:

Class participation: 25%
- regular presence in class (students can miss up to 2 classes without penalty – 1% for each absence afterwards)
- demonstrated preparation – understanding the themes of the class and prepared to pose questions
- contribute to class discussion
- active participation in class activities
- encourage participation of colleagues

Class presentation: 25%
- innovation and novel approach to the presentation (appropriate use of visual tools to enhance the creativity of the presentation)
- clear and easily understood transmission of information
- clear and cogent and practical proposal
- application of business plans
- clear and logical organization of ideas

Written project plan/proposals: 50% (submitted to the ISID office as well as electronically to Prof. Berlin Dec.7 2018)

Of which 25 points allocated for:
- the final paper should be between 25-35 pages double-spaced; plus bibliography.
- the topic is based on your class presentation
- use standard 12 point font with standard margins
- the paper should explain what the aim and objective of your proposed initiative
- the paper should clearly set out how your initiative will be advanced in real life
- the paper should be clear and logically organized
- style, grammar, spelling

The second 25 points relate to “Effort/advancement in real world:
- the Final paper should not be just a theoretical idea but firmly rooted in practical application and be something that is ultimately do-able, practical; implementable and sustainable
- the business plan models provided in class are the frameworks for you to apply to your initiative
Instructor Contact Information:

Prof. Mark L. Berlin
Email: mark.berlin@mcill.ca
Mobile: 954-471-1306
Office hours: By appointment. Also drop -in Fridays 10-11:30 am at 338 Peterson Hall

McGill Policy Statements

"McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information). (approved by Senate on 29 January 2003)

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.”

"McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill.” (See the Office of Sustainability.)