

Study Guide Autumn 2024

Social Entrepreneurship

This Study Guide is preliminary and subject to change until the start of the course.

Introduction

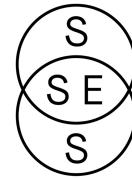
Welcome to the SSES course on Social Entrepreneurship!

The aim of the course is to introduce you to Social Entrepreneurship (SE) and innovation, with a focus on how social entrepreneurs navigate contexts in order to create social value for the benefit of others and society. The course investigates both positive and negative aspects of SE and takes a reflective approach, examining challenges, potential drawbacks and emerging opportunities. To enable an affirmative, yet critical approach to SE, students engage in a group project in which your task is to design and make feasible improvements to an own initiative of SE.

The course consists of three themes – perspectives of SE, social entrepreneuring (‘doing’ SE), and the impact of SE – and includes a combination of scientific readings, discussions, written academic assignments and action-oriented tasks. The first theme aims to familiarize you with various interpretations of SE, how SE differs – or not - from ‘business’ entrepreneurship, and what role it plays in contemporary society. The second theme examines practices of SE with a particular emphasis on how social entrepreneurship is narrated. As part of this theme, you read, analyze and present a biography of a social entrepreneur - both to learn from how SE is presented and to get inspiration for your own group project. The third theme adopts a more critical approach, investigating the limitations and opportunities of SE, and discusses how challenges of SE can be constructively addressed, making societal impact possible.

The literature for the course consists of one biography by a social entrepreneur (to be selected at the beginning of the course) and a number of scientific articles, as specified below. All scientific articles are made available on Canvas. The literature is divided into ‘readings’ that you are expected to be familiar with and able to apply in assignments and ‘supplementary readings’, or reference literature, that are considered optional but that may deepen and broaden your understanding.

Learning outcomes



After having followed the course, students should be able to:

- Explain and discuss the concepts of social entrepreneurship and problematize the social impact of entrepreneurial activity
- Evaluate the contextual and contingent effects on society by business
- Evaluate the contextual and contingent effects on business by society
- Develop improvements and generate practical/feasible ideas for social entrepreneurship (innovations, organizations or projects), based on case investigations

Course requirements and presence

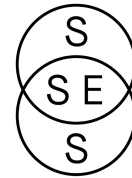
As the course centers on active student learning, participation in all meetings is highly recommended. Participation in the first three lectures and all seminars is mandatory. Students who are absent during these occasions need to do extra assignments. (To count as participating you need to be physically present during the entire session, with the exception of the guest lecture given on Zoom, in which you have to be digitally present during the entire session). To achieve the learning objectives of the course it is important that you come fully prepared to each session. Students who, without legitimate cause, fail to fulfil the course requirements will be required to retake the entire course. To pass the course, students must receive a pass grade or higher on all assignments.

Teaching and learning activities (TLAs)

Each theme includes lectures/guest lectures, reading assignments, a seminar, tasks related to the group project, and an individual written assignment. The themes are sequential and entwined, which makes learning during the course iterative. During the second and third themes, you are expected to apply understandings gained during previous themes.

The course runs according to a fixed schedule with meetings on Tuesdays and Thursdays, from 17:15 – 20:00. Time is regularly allocated for you to work on group projects during meetings, though projects usually require more time than offered during course sessions. The course is given on campus and builds on students' active participation in discussions and group activities.

Students are expected to attend lectures and seminars, to interact with teachers and peers, and to engage collaboratively in the group project work. The project work involves the design and analysis of an initiative of social entrepreneurship and forms the basis for implementing



students' understandings of SE. The course starts at a high pace, with theoretical conceptualizations of SE, group formations and exercises concerning the group project. Participation is mandatory for the first three lectures and for all three seminars. The course format, in which theoretical aspects are intertwined with practical group work, requires that students are present during course sessions – if not, it will be difficult to develop the group project.

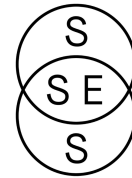
Theme 1: Perspectives on social entrepreneurship

Assumptions underlying the concept of entrepreneurship contribute to the idea that entrepreneurs create growth, increase productivity and pave the way for the future by creating and exploiting new opportunities. The discourse of entrepreneurship has recently broadened and no longer portrays entrepreneurship as a merely economic phenomenon that satisfy demands in various markets. On the contrary, entrepreneurship is understood as a societal phenomenon and considered a provider of solutions to social or environmental challenges. During this theme, we discuss different perspectives of SE and the role of entrepreneurship in society. SE can be seen as a new form of entrepreneurship, but is far from coherent or unified with a clear definition. Rather, SE is heterogeneous, taking on different legal forms and shapes, such as non-profit organizations, for-profit organizations, social movements and hybrid organizations involving different logics, combining business and voluntary principles. SE also relates to CSR, the marketization of responsibility and the emergence of a neoliberal society in which individuals are expected to assume greater responsibility. During this first theme, we introduce key concepts and perspectives to facilitate your understanding of the economic-sociological context of entrepreneurship.

Theme 1: Readings

- Austin, J. Stevenson, H. and Wei-Skillern, J. (2006) Social and commercial entrepreneurship: Same, different, or both? *Entrepreneurship Theory and Practice*. Vol. 30, No. 1: 1-22.
- Dacin, P. A., Dacin, M. T. and Matear, M. (2010) Social entrepreneurship: Why we don't need a new theory and how we move forward from here. *Academy of Management Perspectives*. 37-57.
- Shaw & Carter (2007). Social entrepreneurship. Theoretical antecedents and empirical analysis of entrepreneurial processes and outcomes, *Journal of Small Business and Enterprise Development* Vol. 14 No. 3: 418-434.

Supplementary readings/reference literature:



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- Bacq, S., & Alt, E. (2018). Feeling capable and valued: A prosocial perspective on the link between empathy and social entrepreneurial intentions. *Journal of Business Venturing*, 33(3), 333-350.
 - Berglund, K. and Johannisson, B. (2012) Introduction: in the beginning was societal entrepreneurship, In Berglund, K., Johannisson, B. and Schwartz, B. (Eds.) (2012) *Societal entrepreneurship: Positioning, Penetrating, Promoting*, Cheltenham: Edward Elgar, 1-30.
 - Friedman, M. (1970) The Social Responsibility of Business is to Increase its Profits, *The New York Times Magazine*, September 13, 1970.
 - Huybrechts, B., & Nicholls, A. (2012). Social entrepreneurship: definitions, drivers and challenges. In *Social entrepreneurship and social business* (pp. 31-48). Gabler Verlag.
 - Joyce, A., & Paquin, R. L. (2016). The triple layered business model canvas: A tool to design more sustainable business models. *Journal of Cleaner Production*, 135, 1474-1486.

Lecture 1. Jessica Lindbergh & Anna Wettermark, SU: Introduction to the course

In this lecture, we start by presenting the course, its learning objectives and practical tasks. The lecture will continue with a discussion on what social entrepreneurship may mean to you and how you relate to the topic. We will also engage in a discussion to capture how the UN's sustainable development goals can be understood as something "local" and relevant in different contexts. The aim of the discussion is to move between the abstract and general to the more local and specific.

Lecture 2. Anna Wettermark, SU: Social Entrepreneurship and its role in society, and meeting and greeting your project mates

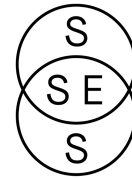
This lecture introduces SE as a societal phenomenon that has gained increasing interest in recent years. During the lecture, we discuss central concepts of entrepreneurship, similarities and differences between social and 'business' entrepreneurship, and business models adapted to social entrepreneurship. We then invite you for a fika at the campus café. After the fika, we will go back to start off the project work in the respective groups.

Readings (in suggested order of reading): Shaw & Carter (2007), Austin et al. (2006), Dacin et al. (2010).

Supplementary readings: Bacq & Alt (2018), Friedman (1970), Huybrechts & Nicholls (2012), Joyce & Paquin (2016).

Lecture 3. Guest lecture by Anders Bro, SKR (The Swedish Association of Local Authorities and Regions) - NB this entire session is held on Zoom – a link will be sent out the day before the lecture.

Anders outlines how a Swedish regional authority works with SE in their area and how authorities strive to create a positive ecosystem for social entrepreneurs.



Lecture 4. Guest lecture by Karin Berglund, SU: Framing Social Entrepreneurship.

This lecture outlines a historical and ideological anchorage of social entrepreneurship.

Supplementary reading: Berglund & Johannisson (2012).

Seminar 1. Perspectives on your entrepreneurial initiative.

During the seminar, you present the organization that you have imagined and the initiative of SE that you are working on (appr 10 min). Aspects of your project that you could discuss are, for example, why you chose this initiative, what specific challenges your initiative faces, how the initiative creates social value (in relation to UN SDGs), and what resources you need to tackle the challenges. You are welcome to include a “business model” of your choice and a short analysis of the context of your initiative. Questions to consider may be is the target audience also the customer or is there a difference between beneficiaries and buyer? Is this initiative specific to a local context and if so, how can that be illustrated?

Be prepared to provide spontaneous feedback on other groups’ presentations – what would you like to hear more about, what could be further problematized?

Individual Assignment 1

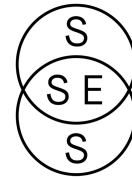
Theme 1 has emphasized different perspectives of SE and the role of entrepreneurship in society. In this assignment, you are to reflect on the role of entrepreneurship in society. What are the perspectives of different actors/sectors and what constructive or not so constructive aspects of entrepreneurship do you discern? Build on the experiences of guest lecturers during the theme and integrate the course literature into your argumentation. Your answer should comprise some 750 (+/- 10 %) words in total.

(Maximum: 15 points)

Upload Individual assignment 1 by November 25th no later than 09:00 on Canvas.

Theme 2: Social entrepreneuring

During this theme, we focus on practicing social entrepreneurship (‘social entrepreneuring’). Narration is particularly important to social entrepreneurs who often are portrayed as heroes, successful in empowering people out of poverty and in achieving social change. A more complex picture can, however, be discerned in relation to everyday experiences of what social entrepreneurs actually do when they engage in SE. Story-telling and narration will be part of this investigation, as well as less rationalistic approaches, such as effectuation, bricolage and ‘acting-as-if’. The course literature discusses various aspects of social entrepreneuring, and



groups are encouraged to apply these to their own projects. Teaching and learning activities during this theme focus on students' independent work and lectures assume a dialogical format.

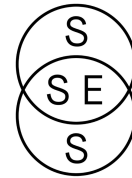
Theme 2: Readings

- Berglund, K and Schwartz, K. (2013). Holding on the anomaly of social entrepreneurship: Solving dilemmas and dealing with disharmonies, *Journal of Social Entrepreneurship*, 4(3), 237-255.
- Dempsey, S. and Sanders, M. (2010), *Meaningful work? Nonprofit marketization and work/ life imbalance in popular autobiographies of social entrepreneurship*, *Organization*, 17: 437.
- 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.
- Dey, P., & Teasdale, S. (2016). The tactical mimicry of social enterprise strategies: Acting 'as if' in the everyday life of third sector organizations. *Organization*, 23(4), 485-504.
- Sarasvathy, S. D. (2001). "What makes entrepreneurs entrepreneurial?"
- Sievers, S. M. M. (2016). Fragile heterotopias—a case study of a Danish social enterprise. *Community Development Journal*, 51(1), 77-94.

Biography of your choice

Each student is to select one biography by a social entrepreneur from the list below. If you wish to read and present another biography, please contact the course assistant. In each project group, only one student should read the same biography.

- Kopp, Wendy, 2011, *One day, all children*, New York: Public Affairs.
- Koss, Ron & Koss, Arnie (2010). *The Earth's Best Story: A Bittersweet Tale of Twin Brothers Who Sparked an Organic Revolution*, Vermont: Chelsea Green Publishing.
- Mawson, Andrew. (2008). *The social entrepreneur: making communities work*. London: Atlantic
- Mortenson, Greg & Relin, David Oliver, 2009, *Three cups of tea*, Penguin Group.
- Mycoskie, Blake, 2012. *Start Something That Matters*. Spiegel Grau
- Söderberg, B., Flising, L-L. Flising, M. (2012), *Det endas som räknas: socialt entreprenörskap på riktigt*, Book House Editions.
- Wood, John (2006), *Leaving Microsoft to change the world*, New York: Harper Collins Publishers.
- Wendt, J. (2013) *Den dummaste jävla idé jag någonsin hört: Om Mattecentrum – En guide till socialt entreprenörskap*, Bokförlaget Langenskiöld.
- Yunus Mohammad and Jolis Alan (2003) *Banker to the Poor*. Aurum Press Ltd.



Lecture 5. Jessica Lindbergh, SU: Doing entrepreneurship – ‘non-rationalistic’ approaches

In this session, we discuss three of the articles for Theme 2 in a dialogue¹ format. You will be asked to prepare (individually) questions on each article, which we will then discuss during the lecture. Post your questions on Canvas by 12:00 (noon) the day before the lecture.

Readings: Sarasvathy (2001), Di Domenico et al. (2010), Dey & Teasdale (2016).

Lecture 6. Guest lecture by Cristian Lagström SU: The vices and virtues of measuring impact – how do we know if we are any good?

This guest lecture introduces key concepts involved in rendering an organization accountable and measurable internally and externally. The lecture addresses techniques for measuring social impact but also questions whether numbers are always preferable to others means of evaluation. Furthermore, it highlights potential pitfalls and unintended consequences of measurement practices, drawing from both mainstream management research as well as critical perspectives.

Supplementary readings: Adams, S., Hall, M., & Xiao, X. (2023). Styles of verification and the pursuit of organisational repair: The case of social impact. *Accounting, Organizations and Society*, 101478.

Cooper, C., Graham, C., & Himick, D. (2016). Social impact bonds: The securitization of the homeless. *Accounting, Organizations and Society*, 55, 63-82.

Lecture 7: Jessica Lindberg, SU: Doing entrepreneurship – interrogative approaches

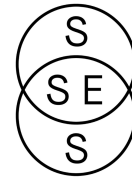
This lecture, also conducted in a dialogue format, introduces more interrogating views of how SE is narrated, and directs attention to dilemmas in SE and to its unintended consequences. The lecture builds on three articles – you will be asked to prepare (individually) questions on each article to be discussed during the lecture. Post your questions on Canvas by 12:00 (noon) the day before the lecture.

Readings: Dempsey & Sanders (2010), Berglund & Schwartz (2013), Sievers (2016).

Seminar 2. Presentation of biography

During seminar 2, you make individual presentations of the biography you have chosen and discuss it from the perspective of the course literature (appr. 5 min per student). The presentation is not to be a ‘book review’ but a critical analysis and an appraisal of learnings that may be applicable on your project.

¹ The dialogue format is based on the idea of “flip the classroom”.



Individual Assignment 2

Theme 2 has emphasized how SE is practiced and narrated, and the opportunities and challenges (dilemmas) associated with being a social entrepreneur. In this assignment, you are to write an individual paper in which you analyze how the biography you have read portrays these aspects. Relate to the course literature and discuss the relevance of the biography for your group project.

1000 words (+/- 10 %, excluding title page and references)

(Maximum: 20 points)

Upload Individual assignment 2 by December 9th no later than 09:00 on Canvas.

Theme 3: The impact of social entrepreneurship

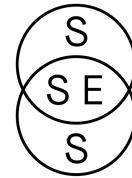
In contemporary society, entrepreneurship – in all its varieties – is commonly thought of as bringing (only) positive consequences. During this theme, we examine the ‘goodness’ of entrepreneurship by looking into risks, or potentially negative effects, that SE may bring. We discuss the impact and consequences of SE, its effectiveness in addressing societal challenges, as well as ethical aspects. We end the theme by discussing the role of critique in finding reflective approaches towards SE that balance its ‘dark’ and ‘bright’ sides.

Theme 3: Readings

- Chalmers, D., (2021) Social Entrepreneurship’s Solutionism Problem, *Journal of Management Studies* 58:5
- Cho, A. H. (2006). Politics, values and social entrepreneurship: A critical appraisal. In *Social entrepreneurship* (pp. 34-56). Palgrave Macmillan, London.
- Dey, P. & Steyaert, S (2012). Social entrepreneurship: critique and the radical enactment of the social. *Social Enterprise Journal*, 8(2): 90-107.
- Eikenberry A. M. & Kluver J. D. (2004) The Marketization of the Nonprofit Sector: Civil Society at Risk? *Public Administration Review*, 64(2), 132-140.
- Kleinhans, R., Bailey, N., & Lindbergh, J. (2019). How community-based social enterprises struggle with representation and accountability. *Social Enterprise Journal*.
- Ormiston, J., & Seymour, R. (2011). Understanding value creation in social entrepreneurship: The importance of aligning mission, strategy and impact measurement. *Journal of social entrepreneurship*, 2(2), 125-150.

Supplementary readings/reference literature

- Gabriel, I. (2017). Effective altruism and its critics. *Journal of Applied Philosophy*, 34(4), 457-473.



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- Ranville, A., & Barros, M. (2022). Towards normative theories of social entrepreneurship. A review of the top publications of the field. *Journal of Business Ethics*, 180(2), 407-438.

Lecture 8. Jessica Lindbergh & Anna Wettermark, SU: Accountability and impact of SE

In this lecture, we examine dimensions of accountability and marketization and how they affect SE. We problematize SE as a political and sociological phenomenon, and how we can know that initiatives of SE produce what they 'promise'.

Readings: Kleinhans et al. (2019), Eikenberry & Kluver (2004), Cho (2006), Ormiston & Seymour (2011).

Lecture 9. Jessica Lindbergh & Anna Wettermark, SU: Constructive critique of SE

In this lecture we re-visit the role of SE in society and discuss various forms of critique with which to approach SE to make it 'better' in an entrepreneurial logic of continuous improvement and opportunity recognition.

Readings: Chalmers (2021), Dey & Steyaert (2012).

Supplementary readings: Gabriel (2017), Ranville & Barros (2022)

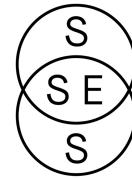
Lecture 10. Jessica Lindbergh & Anna Wettermark, SU: Workshop/rehearsal presentation

In this lecture/workshop we practice on the story of each project. We "dissect" what is the strongest message, does it come through, what kind of tools can be used to emphasise the entrepreneurial initiative (even) stronger? We also discuss the possible ethical dilemmas of the initiative- practicing on awareness of accountability.

Seminar 3. Presentations of group projects

Seminar 3 is arranged as a final course conference in which you present the initiatives of SE that you have been working on to the class, teachers and a 'jury'. You should aim to balance several perspectives when presenting your initiative; describe the organization that engages in SE and motivate its initiative, briefly analyze the context, describe and analyze challenges and opportunities that you have identified (on individual, organizational and societal levels, and in relation to the SDG that you address). We recommend that you strive to be critical but constructive, presenting feasible solutions to the challenges your initiative of SE encounters. Include ethical aspects in your analysis, and discuss how we can know about the impact of the initiative. Presentations should last 10 min/group and will be followed by questions from the jury.

Seminar 3 is followed by an end-of-course mingle with refreshments.



Theme 3: Individual Assignment 3

Theme 3 has emphasized that SE may not only bring positive consequences, but also (unintended) risks or side-effects, and that it is important to consider the impact of SE, how we can know about this impact and for whom it may be beneficial. In this assignment, your task is to write an individual essay in which you analyze and reflect on critical and ethical aspects of SE and the impact SE may have on different groups of stakeholders. It is important that you engage actively with the course literature and that you include your own personal reflections on examples brought up during the course.

1200 words (+/- 10 %, excluding title page and references)

(Maximum 25 points)

Upload Individual assignment 3 by December 30th no later than 09:00 on Canvas.

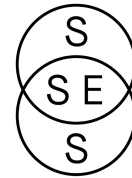
Course project: Exploring social entrepreneurship

The course project invites you to connect theory and practice. You are to invent/imagine an organization that engages in SE and to design an initiative of social entrepreneurship that addresses one of the UN SDGs. In conjunction with the themes of the course and with inspiration from lectures, seminars and discussions, you are to analyze challenges and opportunities associated with the initiative. Together with your project group members, you are to generate ideas for an impactful and ethical initiative and to discuss how it can be made feasible in response to various challenges. To receive credits for the project work, you must both submit a written Project Report and make an oral presentation during the course conference.

The project work follows the themes of the course:

Phase 1: During this phase, you are to research the context in which your organization operates and analyze the initiative that you plan to design. We recommend that you cover an *individual perspective* (who are involved in the initiative, who are to be helped), an *organizational perspective* (organizational form, business model, connections – if any – between the organization's line of business and the initiative) and a *societal perspective* (how does the initiative create social value). Make sure to integrate concepts from the course literature in your analysis. The purpose of this investigation is to enhance an understanding of the broader societal context and to identify different perspectives of entrepreneurship.

Phase 2: During this phase, you are to analyze your initiative from the perspective of social entrepreneurship (relating to concepts of the course literature, such as causation/effectuation,



bricolage, or ‘acting as if’) and possible tensions and dilemmas in your initiative. The purpose of this investigation is to provide an understanding of how entrepreneurship could be ‘done’ in your case. You will *not* present your analysis during Seminar 2 (that covers the biographies you have read), but can integrate your analysis into your presentation during Seminar 3.

Phase 3: During this phase, you are to develop a critical but still constructive approach to the initiative you are working on and to analyze its positive and potentially negative effects on individual, organizational and societal levels. Make sure to actively engage with the course literature. The purpose of this analysis is to develop an understanding of whether/in what sense the initiative addresses and alleviates a societal problem, and to identify both challenges and opportunities, including impact and ethical consequences for different stakeholders.

Project presentation during course conference

The course ends with a course conference (Seminar 3) in which students present their projects to each other, teachers and an external ‘jury’. Your presentation during the conference should be both descriptive and reflective/critical, and should include your constructive and feasible suggestions for how to turn your initiative impactful and ethical, promoting the creation of social value.

The presentation should include:

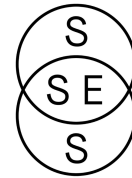
- A short description of your organization and its initiative of SE, enabling the audience to form a contextualized understanding of the initiative, its objectives and target groups
- Your analysis of how the initiative is enacted, its potential impact in alleviating the problem/SDG it addresses and assisting its beneficiaries
- Your suggestions for handling the challenges and opportunities of the initiative, and your reflections on critical and ethical aspects of the initiative.

We encourage creative presentations using for example photographs, film clips, interviews, “role-play”, or other artistic formats that make presentations authentic and trustworthy.

Presentations should be well argued and well structured. You need not assume that the audience has prior knowledge of the course literature.

During the conference, each project group will have 10 minutes for their presentation, followed by questions from the jury (5 min). Your oral presentation earns you a maximum of 10 points.

Project Reporting



Your project work is to be summarized in two parts. The first part includes your presentation either as power point-slides (with notes explaining each slide) or as a short film. The second part includes a written text with a theoretical analysis of the challenges and opportunities of the initiative, including your reflections on critical and ethical aspects, and your suggestions for how to handle them as well as possible impact. This part should refer to articles of your choice from the course literature list (optional literature can be included but not as major arguments).

The written part should be between 1000 - 1500 words (excluding title page and references). The title page should include the names of all authors and the group number. The Project Reporting earns you a maximum of 30 points.

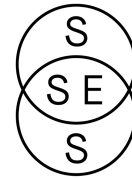
Upload the Project Reporting by December 20th no later than 09:00 on Canvas. One submission per group, tag all group members.

Examination

Individual assignments correspond to 60 % of the grade and group project to 40 % of the grade. Examination will be based upon:

- Theme assignments (1-3) (individual assignments)
- Project presentation during the final course conference and a written Project Report (group assignments)

Assignment	Percentage	Maximum points	Grading scale
Theme 1: Individual assignment – Perspectives of social entrepreneurship	15 %	15 p	Examined A-F
Theme 2: Individual assignment - Social entrepreneuring	20 %	20 p	Examined A-F
Theme 3: Individual assignment – The impact of social entrepreneurship	25 %	25 p	Examined A-F
Course project: Project Reporting	30 %	30 p	Examined A-F
Course project: Oral presentation	10 %	10 p	Examined A-F
Total	100 %	100 p	A = 90 – 100 p B = 80 – 89 p C = 70 – 79 p D = 60 – 69 p E = 50 – 59 p



Grading and examination criteria

Your learning and performance are assessed according to the criterion-referenced ECTS grading scale (A-F). A, B, C, D, and E are Pass grades. Fx and F are Fail grades.

A: Excellent work. Besides an excellent command of the main ideas in the literature, your work demonstrates a developed and mature ability to critically analyze and reflect upon concepts and problems in the field. You demonstrate an originality of thought and you approach concepts and problems with creativity. The work is free of all but very minor errors. Ideas are expressed with fluency, confidence and rigor. **A = 90 – 100 p**

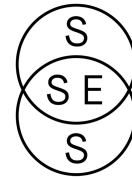
B: Very good work. Besides a very good command of the main ideas in the literature, your work demonstrates a very good ability to critically analyze concepts and problems in the field. You show some originality of thought and you approach concepts and problems with some creativity. The work is free of all but minor errors. Ideas are expressed with clarity and confidence. However, the degree of originality and rigor required for an A is absent. **B = 80 – 89 p**

C: Good work. Besides a good command of the main ideas in the literature, your work demonstrates a decent ability to critically analyze concepts and problems in the field. The work is free of all but minor gaps and errors. Ideas are generally expressed with clarity, with some minor exceptions. However, the originality required for a higher grade is absent. **C = 70 – 79 p**

D: Fairly good work. Besides a fairly good command of the main ideas in the literature, your work shows a fairly good ability to critically analyze concepts and problems in the field. The work contains some gaps and errors, and the depth required for a higher grade is absent. **D = 60 – 69 p**

E: Sufficient work. Your work shows some understanding of the main ideas in the literature, and some ability to critically analyze concepts and problems in the field. However, your work contains a number of flaws, gaps and errors, and it is too fragmented to fulfil the criteria for a higher grade. **E = 50 – 59 p**

Fx (Fail – possible revision and resubmission): Your work may show limited grasp of major elements of the subject-matter. It may also be informed by some relevant literature and show limited attempts to critically analyze concepts and problems. However, the work contains several flaws, gaps and errors, and it is too fragmented to fulfil the criteria to pass.



F (Fail): Poor work. The work may show only a very limited grasp of certain elements of the subject-matter, and very limited or no attempts to critically analyze concepts and problems. The level of expression and structure is inadequate. The work contains misunderstandings, gaps and errors, which means that it does not fulfil the criteria to pass.

If you are a student from KI, Konstfack or Handelshögskolan you are listed to another scale of grading. Your grades will be transferred accordingly in line with regulations at your home university.

Criteria for individual assignments

Write individual assignments 1 - 3 in the form of an academic essay. Each essay should:

1. Clearly address the topic of the assignment and demonstrate your understanding of this topic.
2. Relate to a substantial part of the course literature for the theme (i.e. you do not need to refer to all articles but can make a choice depending on the articles' relevance for your essay).
3. Be analytical and include your personal and informed reflections. For higher grades, essays need to be well written/structured and coherently argued.

Include a reference list and upload your assignments on Canvas by the due dates.

All submissions will go through a check for plagiarism.

Criteria for the group project

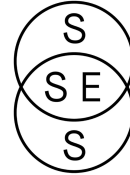
The Project Report should demonstrate your ability to:

1. Describe and contextualize your initiative of social entrepreneurship
2. Problematize the social impact of your initiative, discussing whether/in what sense it alleviates a societal problem and/or creates social value
3. Develop improvements and generate practical/feasible ideas for social entrepreneurship, and to reflect upon these suggestions, explaining why you endorse them and what their ethical and social consequences may be on different levels of analysis.

Criteria for the oral presentation:

The jury will be asked to evaluate your presentation according to three criteria, equally weighed:

1. How feasible the initiative is



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2. The potential impact of the initiative
 3. How convincing and creative the presentation is

Plagiarism

Successful completion of your course assignments presumes that each individual student makes an independent contribution throughout the course. Plagiarism of other students' work or written sources, including AI generated texts, is NOT acceptable. Therefore, make sure to disclose all your sources. Suspicions of plagiarism will be reported to the Stockholm University Disciplinary Committee. Students found guilty of plagiarism are typically suspended from Stockholm University for a considerable time period.

Student feedback

The School takes student feedback seriously. Student feedback is important for our ability to provide high quality education. You will therefore get the opportunity to provide feedback about the course throughout its duration and you will complete a student feedback form at the end of the course.

Course management

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