
Study Guide Autumn 2025

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.

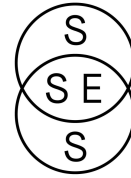
The course consists of three themes – perspectives of SE, social entrepreneuring (‘doing’ SE), and the impact of SE – and includes a combination of scientific readings, discussions, written academic assignments and action-oriented tasks. The first theme aims to familiarize you with various interpretations 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

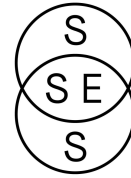
As the course centers on active student learning, participation in all meetings is highly recommended. Participation in the **first three lectures and all seminars is mandatory**. Students who are absent during these occasions need to do extra assignments. (To count as participating you need to be physically 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.

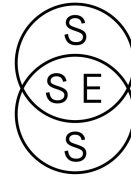
Theme 1: Perspectives on social entrepreneurship

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.
- Sparviero, S. (2019). The case for a socially oriented business model canvas: The social enterprise model canvas. *Journal of social entrepreneurship*, 10(2), 232-251.
- 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.
-

Supplementary readings/reference literature:



-
- 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.

4/11 Lecture 1. Introduction to the course and Social Entrepreneurship and its role in society.

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. The lecture also 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

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

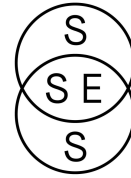
6/11 Lecture 2. Social Entrepreneurship and its role in society part II, and meeting and greeting your project mates

For this lecture we will continue the discussion of social entrepreneurship also introduce 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): Joyce, A., & Paquin, R. L. (2016), Sparviero, S. (2019).

11/11 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.



13/11 Seminar 1. Perspectives on your entrepreneurial initiative.

During the seminar, each group presents the organization and the social entrepreneurial initiative they are developing (approx. 10 minutes).

You are encouraged to discuss aspects such as:

- Why you chose this initiative
- Key challenges it faces
- How the initiative creates social value (in relation to the UN SDGs)
- What resources are needed to address these challenges

You may include a business model of your choice and a brief contextual analysis.

Consider, for example: *Is the target audience also the customer, or is there a difference between beneficiaries and buyers? Is this initiative specific to a local context, and if so, how can that be illustrated?*

After each presentation, **peers will offer constructive and spontaneous feedback** aimed at helping each project move forward.

Each listener is encouraged to:

- Ask one clarifying or challenging question, and
- Highlight one element they found particularly strong or promising.

After the presentations, each project group discusses and compares the individual questions and promising avenues that emerged. The group then reconnects with their buddy group to exchange key reflections and provide mutual feedback in the plenary seminar with the whole class.

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 different perspectives of emergence of SE such as effectuation, bricolage and critical realist abstraction. The course literature discusses various aspects of social entrepreneuring, and groups are encouraged to apply these to their own projects.

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.
- Hu, X., Marlow, S., Zimmermann, A., Martin, L., & Frank, R. (2019). Understanding Opportunities in Social Entrepreneurship: A Critical Realist Abstraction. *Entrepreneurship Theory and Practice*, 44(5), 1032-1056. <https://doi-org.ezp.sub.su.se/10.1177/1042258719879633> (Original work published 2020)
- 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 to make sure that there is no overlap. In each project group, only one student should read the same biography.

- Damber, Sara, 2021, *En handelsresande i godhet : min rapport från folkrörelsen som blev en industri*, Ordfront Förlag
- 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 enda 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.

18//11 Lecture 4. Practicing social entrepreneurship – Action, Resources, and Context

This lecture examines how social entrepreneurs create and enact opportunities under uncertainty. Drawing on the concepts of *effectuation*, *bricolage*, and *critical realism*, we discuss how action, resourcefulness, and context interact in the practice of social entrepreneurship.

Readings: Sarasvathy (2001), Di Domenico et al. (2010), Hu, X., Marlow, S., Zimmermann, A., Martin, L., & Frank, R. (2019),.

20/11 Lecture 5. Practicing entrepreneurship – interrogative approaches

This lecture, introduces more interrogating views of how SE is narrated, and directs attention to dilemmas in SE and to its unintended consequences.

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

25/11 Seminar 2. Presentation of biography and group reflections

During seminar 2, each student gives a short individual presentation (approx. 5 minutes) of the chosen biography and discusses it from the perspective of the course literature within their project group.

The presentation should not be a simple *book review* but a critical analysis that connects the biography to relevant theories and concepts, and includes an appraisal of learnings applicable to your ongoing project work. *Note* have a look at the structure of individual assignment 1 and build your presentation in relation to that assignment. You may choose to do with or without ppt.

After all individual presentations, each project group discusses and compares the reflections and *promising avenues* raised by its members. Together, you identify 2–3 key topics or questions that you find most interesting or relevant to your projects.

These selected topics will then be brought forward for discussion in the plenary seminar with the whole class, where groups share insights, challenges, and connections to the course literature.

Assignment 1 – Short Analytical Paper: Biography Analysis

Themes 1 and 2 introduce different perspectives on entrepreneurship and social entrepreneurship (SE), exploring how entrepreneurship can be understood as a societal phenomenon and how SE is practiced and narrated.

In this assignment, you are asked to analyze how the biography you have chosen portrays these aspects, and to discuss how it connects to the ideas and concepts from the course literature.

Your paper should:

- Analyze how the biography illustrates central themes such as opportunity creation, social value, effectuation, bricolage, or tensions between social and commercial logics;
- Relate your analysis to **at least one article from Theme 1 and one from Theme 2**;
- Reflect on what insights the biography offers for your project group's imagined initiative or for your understanding of SE in general.

Focus on developing a critical and theoretically grounded discussion rather than providing a descriptive summary of the book.

Length: 1 000 words (+/- 10 %, excluding title page and references)

Maximum: 25 points

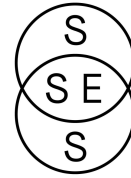
Upload Individual assignment 1 by December 5th no later than 09:00 on Canvas.

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

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



- 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.
- 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.

27/11 Lecture 6. Critical perspectives on Social Entrepreneurship – The Ideological Foundations Behind the Concept

This lecture introduces key critical perspectives on social entrepreneurship through Cho (2006), Eikenberry & Kluver (2004), and Dey & Steyaert (2012). We examine the political and ideological dimensions of the concept, focusing on how values, market logic, and social change intersect.

Readings: Cho (2006), Eikenberry & Kluver (2004), Dey & Steyaert (2012).

2/12 Lecture 7. Creating Social Value – Accountability and the Challenges of Practice

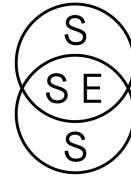
Drawing on Ormiston & Seymour (2011), Kleinhans et al. (2019), and Chalmers (2021), this lecture explores how social enterprises create and measure value while navigating tensions of mission, strategy, and accountability. Emphasis is placed on practical dilemmas and the critique of “solutionism.”

Readings: Ormiston & Seymour (2011), Kleinhans et al. (2019), and Chalmers (2021).

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

4/12 Lecture 8. 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 other 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.

Readings: Adams, S., Hall, M., & Xiao, X. (2023), Cooper, C., Graham, C., & Himick, D. (2016).

6/12 Lecture 9. 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.

11/12 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.

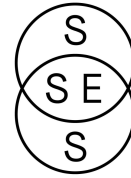
Individual Assignment 2 Reflective essay

Theme 3 emphasizes that social entrepreneurship (SE) may not only bring positive consequences, but also unintended risks, paradoxes and ethical dilemmas.

In this assignment, you are asked to **analyze and reflect critically** on these aspects, using relevant **course literature** and your own **learning experiences** throughout the course.

Your essay should:

- Discuss **critical and ethical perspectives** on SE and its impact on different stakeholders;
- Integrate insights from **at least two articles from Theme 3** and **one from an earlier theme (1 or 2)**;
- Reflect on how these perspectives relate to your own project or understanding of SE.



Focus on developing a **coherent and theoretically grounded argument** rather than describing a specific initiative in detail.

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

Maximum: 25 points

Upload Individual assignment 2 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, your group must both present your project during the course conference and submit a short reflective manuscript. The manuscript is due **within five working days after your presentation (December 18th at 09.00 on Canvas).**

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 entrepreneuring (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 and 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.

Final deliverables for group project: Presentation and Reflective Manuscript

To receive credits for the project work, your group must both present your project during the course conference and submit a short reflective manuscript within five working days after the presentation (December 18th at 09.00 on Canvas).

These two components together constitute the final assessment of the course project.

Assignment description

The group project invites you to connect theoretical perspectives from all three themes with creative and practical exploration of social entrepreneurship.

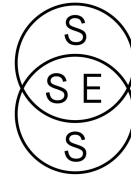
Together with your group, you will design an imagined organization that engages in social entrepreneurship and develop an **initiative** that addresses one of the UN Sustainable Development Goals (SDGs).

Throughout the course, your group has analyzed this initiative from different perspectives – individual, organizational, and societal. The final assignment brings these insights together in a creative presentation and a short reflective manuscript that demonstrate your ability to apply, integrate, and communicate what you have learned.

Purpose

The aim of the project is to:

- Apply **key** concepts and theories from the course to an imagined social entrepreneurial initiative.
- Analyze the context, practices, and ethical implications of social entrepreneurship.
- Develop and communicate constructive, feasible, and ethical ideas for creating social value.
- Reflect on how theory can inform responsible action and societal change.



Deliverables

Component	Description	Max points
Presentation (Course Conference)	A 10-minute presentation (plus 5 minutes for questions) delivered live or as a recorded format. Your presentation should “act as if” your initiative were real and may target an audience such as a municipality, investor, partner, or user group. You are encouraged to be creative — use slides, film, interviews, or other narrative or artistic approaches.	35 points
Reflective Manuscript	A written document (max 800 words) submitted within five working days after your presentation. It should explain: – The main theoretical concepts applied (at least one from each theme); – How these theories informed your presentation and analysis; – Your critical and ethical reflections on challenges, impact, and feasibility. The manuscript should also clearly indicate how and where the literature is referenced in the presentation (e.g., per slide or segment).	15 points
Total		50 points

Submission instructions:

Submit your presentation file (e.g., slides, video, or other media) together with the reflective manuscript via Canvas.

Your manuscript should clearly indicate how course literature has informed your analysis – for example, by referencing which concept or author is used in each part of your presentation.

Examination

Examination Overview

Component	Title	Form and Description	Length / Format	Weight
Assignment 1	Short Analytical Paper (Biography Analysis)	Individual written assignment. Analyze the selected biography in relation to key concepts from the course literature. Discuss how the biography illustrates aspects of social entrepreneurship, linking to at	1,000 words ±10% (excluding references)	25% (25 points)

		least one article from each of the first two themes.		
Assignment 2	Reflective Essay (Critical and Ethical Aspects of SE)	Individual essay focusing on critical and ethical aspects of social entrepreneurship. Reflect on the potential and limitations of SE, its impact on stakeholders, and how theory can inform responsible practice.	1,200 words ±10% (excluding references)	25% (25 points)
Group Project	Presentation & Reflective Manuscript (Imagined SE Initiative)	Group assignment. Design and analyze an imagined SE initiative addressing a UN SDG. Present your initiative creatively during the course conference and submit a short reflective manuscript that explains how the course literature informed your analysis and presentation.	10-min presentation + 800-word manuscript	50% (50 points)

Notes

- To pass the course, students must complete all assignments and attend all mandatory seminars (or complete approved compensatory tasks).
- All written submissions must follow academic writing standards and include proper referencing.
- The final grade for the course is based on the total weighted score (100 points), converted to the 7-point grading scale.

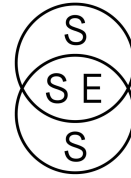
Grading and examination criteria

Assessment criteria

Below follow the specific criteria for each assessed component of the course. Each assignment is evaluated based on its analytical quality, theoretical integration, and clarity of argumentation.

Assignment 1 – Short Analytical Paper (Biography Analysis)

This assignment relates to **Themes 1 and 2** and assesses your ability to apply theory and critically analyze how a chosen biography reflects key ideas of social entrepreneurship.



Assessment focuses on:

1. **Theoretical understanding and relevance** – demonstrates a clear grasp of central concepts from the course literature and their relation to the biography.
2. **Analytical depth** – goes beyond description to analyze and interpret how the biography illustrates opportunities, challenges, and tensions related to social entrepreneurship.
3. **Integration of literature** – refers meaningfully to at least one article from each of the first two course themes.
4. **Structure and argumentation** – presents ideas in a coherent, logical, and well-written manner.
5. **Critical reflection** – includes informed and personal reflections on what the biography contributes to understanding social entrepreneurship.

Failing papers typically lack clear analytical focus, theoretical grounding, or contain mainly descriptive discussion.

Assignment 2 – Reflective Essay (Critical and Ethical Aspects of SE)

This assignment relates to **Theme 3** and assesses your ability to reflect critically on the ethical and societal implications of social entrepreneurship.

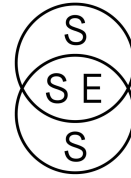
Assessment focuses on:

1. **Critical engagement with theory** – demonstrates understanding of relevant concepts from Theme 3 (e.g., impact, responsibility, or ethics) and uses them to frame the discussion.
2. **Reflection and reasoning** – shows an ability to evaluate both the potential and limitations of social entrepreneurship.
3. **Ethical and societal awareness** – identifies ethical dilemmas, unintended consequences, or stakeholder perspectives with nuance.
4. **Structure and coherence** – presents a well-argued, clearly organized, and well-written essay.
5. **Use of literature** – integrates relevant course readings as analytical support.

Failing essays often show limited critical engagement, lack theoretical grounding, or remain descriptive.

Group Project – Presentation & Reflective Manuscript (Imagined SE Initiative)

The group project integrates **Themes 1–3** and assesses your ability to apply and synthesize course concepts in designing, analyzing, and communicating an imagined social entrepreneurial initiative that addresses a UN SDG.



Assessment focuses on:

1. **Theoretical integration** – applies and combines key concepts from all three themes to analyze the initiative.
2. **Analytical depth** – identifies and discusses relevant challenges, opportunities, and contextual conditions.
3. **Critical and ethical reflection** – demonstrates understanding of ethical implications, impact, and potential unintended effects.
4. **Creativity and feasibility** – presents a credible, imaginative, and practically grounded initiative, adapted to a relevant audience.
5. **Communication and structure** – presentation and manuscript are coherent, persuasive, and clearly linked to course literature.

Scoring:

- *Presentation (Course Conference)* – max 35 points
- *Reflective Manuscript* – max 15 points
- *Total* – 50 points

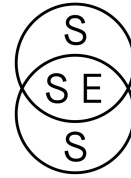
Failing projects typically lack theoretical integration, contextual understanding, or coherence between presentation and reflection.

Total grade for the course:

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.

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

Jessica Lindbergh, Associate professor, Stockholm Business School at Stockholm University, jeli@sbs.su.se

Aziza Al Ghafri, PhD., Lecturer, Stockholm Business School at Stockholm University and post doc at Mälardalen university aziza.alghafri@sbs.su.se

AnnaLena Glader, PhD., Lecturer, Stockholm Business School at Stockholm University

Course Assistant:

Hannah Thines hannah.thines@sses.se