



Study Guide Autumn 2024

Entrepreneurship in Developing Countries

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

Welcome to the course!

The purpose of this course is to introduce students to the role of entrepreneurship for economic, social and sustainable development in developing economies. Turning our focus to the developing regions of Africa, Asia and Latin America, we examine the role of entrepreneurship for creating social and economic change - whether in the form of local entrepreneurship or entrepreneurship initiated from abroad. Traditionally, entrepreneurship has been related to the creation of new businesses and employment opportunities. In this course, however, we view entrepreneurship and entrepreneurial dynamics in a broader sense - as relevant to the creation of not-for-profit initiatives, generating new ideas, new forms of organizing, and hands-on action that can have different effects.

Entrepreneurship has the capacity to act as a catalyst, mobilizing people and resources as well as generating innovative practices fundamental to how we organize societies. During the course, both economic aspects of business-based entrepreneurship, social aspects of civil society-based entrepreneurship, and aspects of combining economical/social factors to foster sustainable development are discussed.

The context of developing countries brings attention to issues related to poverty alleviation, economies in transition, emerging markets, and the development of both social and political infrastructure – aspects that often lie beyond what commonly is elaborated on in western dominated entrepreneurship discourse. During the course, we develop a more critical approach and scrutinize entrepreneurship activities, their ethical implications and possible impact. In the wake of increasing criticism of neoliberal market economies, the course opens up for new questions, such as how we can know a specific entrepreneurial activity is ‘good’ for the local society.

Learning outcomes

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

- Describe key development challenges facing the developing world in the 21st century
- Identify opportunities for entrepreneurial initiatives in developing countries, especially in relation to different forms of politics
- Analyse what ‘governmental techniques’, such as empowerment, that are used to develop entrepreneurial initiatives in developing countries
- Evaluate leadership and managerial dilemmas in navigating risk and uncertainty in developing regions



- Analyse, from theory and practice, links between technological and/or social innovations, entrepreneurship and sustainable development
- Identify and analyse the prevailing features of the overall policy and reform environment that shape entrepreneurial development in Africa, Asia and Latin America
- Critically scrutinize and discuss intervention techniques, such as foreign aid, trade and foreign direct investment, as tools for developing capacity to do business for sustainable development

Content

The course is grounded in policy issues, entrepreneurship and organization theory, and experiences from invited guests. Theoretical and practical aspects are integrated in themes related to the context of the Global South, globalization and responsibility, collaborations between stakeholders and critical perspectives of entrepreneurship in developing countries.

Teaching and learning activities

The course is taught at Stockholm University's Campus Albano. It builds on students' physical presence and active participation. Throughout the course, students will be asked to elaborate on the contexts and conditions of entrepreneurship, to develop ideas and to act upon these ideas in interaction with each other and with teachers and guest lecturers. A group project in which students design a project of their own based on the course literature and input from (guest-)lecturers plays an important role in the course.

The course literature consists of scientific articles (made available to students via Canvas). Classes are based on lectures on key issues, divided into themes, and on guest lectures by researchers, state officials and entrepreneurs. Their experiences from practical cases function as inspirational input for learning and for the group project. Workshops include learning-by-doing group discussions, presentations in support of the group project, and critical reflective assignments in relation to the literature specified for different themes in the course.

Course literature

1. Alkhaled, S. & Berglund, K. (2018): 'And now I'm free': Women's empowerment and emancipation through entrepreneurship in Saudi Arabia and Sweden, *Entrepreneurship & Regional Development*, DOI: 10.1080/08985626.2018.1500645
2. Dahan N. M., Doh J. P., Oetzel J. and Yaziji M. (2010) Corporate-NGO Collaboration: Co-creating New Business Models for Developing Markets, *Long range planning*, vol:43 iss:2/3:326 -342.



3. De Lima, W. (2023). How do social entrepreneurs compete? Entrepreneurial legitimacy in the Silicon Valley of humanitarian innovations. *Technovation*, 125, 102767.
4. Jensen, T. and Sandström, J. (2011) Stakeholder Theory and Globalization: the Challenges of Power and Responsibility. *Organization Studies*, 32 (4), 473-488.
5. Karim L. (2008) Demystifying Micro-Credit: The Grameen Bank, NGOs, and Neoliberalism in Bangladesh, *Cultural Dynamics* 20: 5.
6. Khan, F. R., Munir, K. A. and Willmott, H. (2007). A Dark Side of Institutional Entrepreneurship: Soccer Balls, Child Labour and Postcolonial Impoverishment. *Organization Studies*, 28, pp.1055-1077.
7. Neal, M. (2017). Learning from poverty: Why business schools should address poverty, and how they can go about it. *Academy of Management Learning & Education*, 16(1), 54-69.
8. Peredo, A.M. (2003) Emerging Strategies Against Poverty: The Road Less Traveled. *Journal of Management Inquiry*, Vol. 12 No. 2, 155-166.
9. Sarkar, S. (2020). Grassroots entrepreneurs and social change at the bottom of the pyramid: the role of bricolage. In *Social Entrepreneurship and Bricolage* (pp. 160-188). Routledge.
10. Schwartz, B., (2012) “Societal Entrepreneurship Contextualized: Dark and Bright Sides of Fair Trade”. In *Societal Entrepreneurship: Positioning, Penetrating, Promoting*, Berglund, K., Johannisson, B. and Schwartz, B. (eds), Edward Elgar.
11. Vähämäki, J. and Verger, C. (2019) Learning from results-based management evaluations. OECD Development co-operation working paper 53. *OECD*.
12. Young, I. M. (2006) Responsibility and Global Justice: a Social Connection Model. *Social Philosophy & Policy Foundation*, 102-130.

Supplementary readings:

1. Banerjee A. & Duflo, E. (2007) The Economic Lives of the Poor. *Journal of Economic Perspectives*. Volume 21, Number 1—Winter 2007—Pages 141-167
2. Granados, M. L., Rosli, A., & Gotsi, M. (2022). Staying poor: Unpacking the process of barefoot institutional entrepreneurship failure. *Journal of Business Venturing*, 37(3), 106204.



Schedule

THEME 1: INTRODUCTION

During the introduction, we strive to ‘frame’ the course and outline the basics of entrepreneurship in developing countries (EIDC). We discuss our understandings of ‘entrepreneurship’ and ‘developing countries’, have a Swedish ‘fika’ together, and listen to the first guest lecture by an entrepreneur with experience from working in developing countries.

3/9 **17:15** **Introduction to the course** (Birgitta & Anna)

Guest lecture by Petra Wadström, Solvatten

Petra Wadström is the founder of Solvatten - a social enterprise based in Sweden with the mission of providing people living in developing countries with safe and hot water in a portable, environmentally-friendly way. The organization is focused on delivering the Solvatten Solar Safe Water System to customers, charities and distributors around the world. Solvatten has formed partnerships with like-minded organizations and micro-financing institutions in efforts to increase reach and improve affordability.

Venue: Auditorium 3, House 2, 3rd floor, Campus Albano

Preparations: None – just feel welcome to the course!

5/9 **17:15** **Workshop 1** (Birgitta & Anna)
Information about the project work, group formation and idea generation.

“Fika” at Café Proviant, Campus Albano

During Workshop 1, groups are formed and group members make a short presentation of themselves. Groups then start discussing what problem they want to address.

Instructions about the workshop are outlined in the document “Workshop 1” on Canvas.

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

Preparations: Upload your personal profile on Canvas



THEME 2: THE CONTEXT OF THE GLOBAL SOUTH

During this theme, we focus on the context of the global South both from an inside and outside perspective. We strive to grasp the structural and institutional challenges that entrepreneurs encounter in these contexts.

The aim of the theme is to familiarize you with the specific features and variations of contexts in developing countries and the importance of approaching contexts with respect for local resources, cultures and knowledge.

10/9 17:15 **Guest lecture, Daniel Ddiba, Stockholm Environment Institute**

In this lecture, Daniel shares his experiences from working with questions of water, sanitation and waste management in the East African region and in India. Daniel will also discuss issues of circular sanitation and waste management business models in collaborations with stakeholders, for example, how private sector participation in projects helps bridge service gaps for sustainable development.

Venue: Auditorium 3, House 2, 3rd floor, Campus Albano

12/9 17:15 **Workshop 2 (Birgitta & Anna)**

In Workshop 2, we start by discussing the articles for the workshop and how you can use them in your projects. You then work with questions and themes from the lectures we have had so far.

Instructions about the workshop are outlined in the document “Workshop 2” on Canvas. Work in your groups to advance your projects and prepare a presentation of your discussions that should last for some 5 -10 minutes. (Presentations will be held in half-class between appr 19:15-20:00).

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

Mandatory literature:

Sarkar, S. (2018) Grassroots entrepreneurs and social change at the bottom of the pyramid: the role of bricolage, *Entrepreneurship & Regional Development*, 30:3-4, 421-449.

Neal, M. (2017). Learning from poverty: Why business schools should address poverty, and how they can go about it. *Academy of Management Learning & Education*, 16(1), 54-69.

Supplementary literature:



Banerjee, A. V., & Duflo, E. (2007). The economic lives of the poor. *Journal of economic perspectives*, 21(1), 141-167.

Other preparations: Hand in group contract to Birgitta

17/9 17:15 Guest Lecture by Wenderson de Lima, Stockholm Business School
In his lecture, Wenderson presents a case of social enterprising in the urban slum Kibera in Kenya and discusses how different stakeholders interpret and participate in entrepreneurial activities.

Venue: Auditorium 3, House 2, 3rd floor, Campus Albano

Mandatory literature:

De Lima, W. (2023). How do social entrepreneurs compete? Entrepreneurial legitimacy in the Silicon Valley of humanitarian innovations. *Technovation*, 125, 102767.

19/9 17:15 Workshop 3 (Birgitta & Anna)

In Workshop 3, we start by discussing a documentary on microcredit that you will be asked to watch before the workshop, followed by a short presentation of the articles by Karim and Khan et al. You then discuss how you can build on the articles, documentary and the experiences of Wenderson in your projects.

Instructions about the workshop are outlined in the document “Workshop 3” on Canvas. Work in your groups to advance your projects and prepare a presentation of your discussions that should last for some 5 -10 minutes. (Presentations will be held in half-class between appr 19:15-20:00).

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

Mandatory literature/video:

Karim L. (2008) Demystifying Micro-Credit: The Grameen Bank, NGOs, and Neoliberalism in Bangladesh, *Cultural Dynamics* 20: 5.

Khan et al. (2007). A Dark Side of Institutional Entrepreneurship: Soccer Balls, Child Labour and Postcolonial Impoverishment. *Organization Studies*, 28, pp.1055-1077.

Documentary on microcredit: link will be posted on Canvas prior to the workshop.



THEME 3: GLOBALIZATION AND RESPONSIBILITY

During this theme, we assume a more theoretical approach and examine the effects of globalization on local contexts. Building on insights from the course literature, we investigate questions of power and responsibility that follows from globalization and discuss how global actors can approach local stakeholders in socially, economically and environmentally responsible ways.

The aim of the theme is to draw attention to and inspire reflection on how certain assumptions, often related to western epistemologies, have dominated the field and what effects they might give rise to on local and global levels.

24/9 17:15 Lecture by Tommy Jensen, Stockholm Business School

In this lecture, we depart from the articles of Young (2006) and Jensen & Sandström (2011) to discuss questions of power and responsibility. Globalization, the authors argue, changes power relations and evokes new dimensions of responsibility in processes where some (previously powerful) actors may lose power, while others gain power.

Venue: Auditorium 3, House 2, 3rd floor, Campus Albano

Mandatory literature:

Jensen, T. & Sandström, J. (2011) Stakeholder Theory and Globalization: the Challenges of Power and Responsibility. *Organization Studies*, 32 (4), 473-488.

Young, I. M. (2006) Responsibility and Global Justice: a Social Connection Model. *Social Philosophy & Policy Foundation*, 102-130.

26/9 17:15 Workshop 4 (Birgitta & Anna)

In Workshop 4, you continue to develop your projects by leaning on aspects of globalization and responsibility as outlined in the lecture and in the course literature.

Instructions about the workshop are outlined in the document “Workshop 4” on Canvas. Work in your groups to advance your projects and prepare a presentation of your discussions that should last for some 5 -10 minutes. (Presentations will be held in half-class between appr 19:15-20:00).

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

1/10 17:15 Lecture by Anna Wettermark, Stockholm Business School



In preparation for this lecture, you will watch a video about a successful case of social entrepreneurship. We start the lecture by discussing your impressions of this video and its relevance for your projects. We then discuss questions of responsibility and globalization related to entrepreneurship in developing economies. We end the lecture by discussing the potential for empowerment and emancipation that entrepreneurship offers.

Venue: Auditorium 3, House 2, 3rd floor, Campus Albano

Mandatory literature/video:

Alkhaled, S. & Berglund, K. (2018): ‘And now I’m free’: Women’s empowerment and emancipation through entrepreneurship in Saudi Arabia and Sweden, *Entrepreneurship & Regional Development*, DOI: 10.1080/08985626.2018.1500645

Peredo, A.M. (2003) Emerging Strategies Against Poverty: The Road Less Traveled. *Journal of Management Inquiry*, Vol. 12 No. 2, 155-166.

https://www.netflix.com/watch/81074663?trackId=255824129&tctx=0%2C1%2CNAPA%40%40%7Cdcca8c1e-b73d-474e-ab1a-0a4b2cd84279-258890652_titles%2F1%2F%2Fpadman%2F0%2F0%2CNAPA%40%40%7Cdcca8c1e-b73d-474e-ab1a-0a4b2cd84279-258890652_titles%2F1%2F%2Fpadman%2F0%2F0%2Cunknown%2C%2Cdcca8c1e-b73d-474e-ab1a-0a4b2cd84279-258890652%7C1%2CtitlesResults%2C81074663%2CVideo%3A81074663%2CminiDpPlayButton

Supplementary literature:

Granados et al. (2022). Staying poor: Unpacking the process of barefoot institutional entrepreneurship failure. *Journal of Business Venturing*, 37(3), 106204.

3/10 17:15 Workshop 5 (Birgitta & Anna)

In preparation for Workshop 5, each group will be asked to choose a case of successful entrepreneurship in a developing country. During the workshop, you briefly present this case (max 5 min) and discuss what, in your view, makes it successful. We then discuss more general risks and opportunities with entrepreneurship in developing countries, and how entrepreneurship can contribute to a better future.

Instructions about the workshop are outlined in the document “Workshop 5” on Canvas. Work in your groups to advance your



projects and prepare a presentation of your discussions that should last for some 5-10 minutes. (Presentations will be held in half-class between appr 19:15-20:00).

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano

THEME 4: POLITICS, IMPACT AND RELATIONS

In this theme, we focus on how to evaluate the impact of entrepreneurial initiatives and development aid. We then turn to collaborative aspects of EIDC, including questions of community building and politics.

The aim of the theme is to familiarize you with the challenges of evaluating (positive and negative) effects of entrepreneurship, and to draw your attention different perspectives of entrepreneurship, including the relations and networks it builds upon.

8/10 17:15 Guest Lecture by Janet Vähämäki, Stockholm Environment Institute and Stockholm Center for Organizational Research (SCORE)

In this lecture, Janet discusses development aid and its effectiveness. Janet has experience from working at Sida and the Ministry for Foreign Affairs. She presents theories, ideas and efforts to make development aid more effective and results oriented.

Venue: Auditorium 3, House 2, 3rd floor, Campus Albano

Mandatory literature:

Vähämäki, J. and Verger, C. (2019) Learning from results-based management evaluations. OECD Development co-operation working paper 53. *OECD*.

10/10 17:15 Workshop 6 (Birgitta & Anna)

In Workshop 6, we start by a short presentation of the article by Dahan et al. and then discuss how you can build on the article and the experiences of Janet in your projects.

Instructions about the workshop are outlined in the document “Workshop 6” on Canvas. Work in your groups to advance your projects and prepare a presentation of your discussions that should last for some 5 -10 minutes. (Presentations will be held in half-class between appr 19:15-20:00).

Venue: Lecture Room 16, House 2, 2nd floor, Campus Albano



Mandatory literature:

Dahan et al. (2010) Corporate-NGO Collaboration: Co-creating New Business Models for Developing Markets, *Long range planning*, vol: 43, iss:2/3:326 -342.

THEME 5: SUMMARY: CONTEXTUALISING ENTREPRENEURSHIP

15/10 17:15 Lecture by Birgitta Schwartz, Stockholm Business School

In this lecture, we start by watching a documentary together and discuss problematic issues of the clothing industry. The lecture presents social entrepreneurship from more than the success perspective and discusses darker sides of entrepreneurship. To act with a view of changing society may be seen as challenging both for individuals and for organizations, which the lecture relates to contextual issues.

Venue: Auditorium 3, House 2, 3rd floor, Campus Albano

Mandatory literature:

Schwartz, B. (2012). Societal Entrepreneurship Contextualized: Dark and Bright Sides of Fair Trade. In *Societal Entrepreneurship: Positioning, Penetrating, Promoting*, Berglund, K., Johannisson, B. and Schwartz, B. (eds), Edward Elgar.

17/10 17:15 Workshop 7: Project supervision (Birgitta)

In this workshop groups are finalizing the project and will also meet Birgitta for a scheduled supervision.

THEME 6: FINAL COURSE CONFERENCE

22/10 17:15 Final Course Conference

During this final session, groups present the projects they have been working with. Projects should integrate theoretical and practical learnings from the course. Present your projects orally (appr 10 minutes) and in a written report, submitted on Canvas by the deadline. Oral presentations are assessed by an external jury.

Venue: Auditorium 3, House 2, 3rd floor, Campus Albano



The final course conference is followed by a mingle with snacks in the Faculty Lounge, 6th floor.

- 23/10** Deadline for uploading your group Project Report on Canvas
- 24/10** Questions for the Home Exam are published on Canvas
- 29/10** Deadline for uploading your individual Home Exam on Canvas

Assignments and Examination

The examination of the course is based on:

- Active participation throughout the course
- A group project report and an oral presentation (group level assignment), at the end of the course
- An individual home exam, submitted at the end of the course

Any use of AI in assignments or examinations, on individual or group levels, is not permitted and will be considered as academic misconduct.

Group Project EIDC 2024

The course includes a group project in which you are to design/imagine your own case of entrepreneurship in a developing country. The purpose is to apply learnings from the course and to familiarize you with practical aspects of entrepreneurship in a developing context. The case that you design should address one of the UN Sustainable Development Goals and strive towards economic, environmental, and/or social sustainability, including poverty alleviation. The Group Project should also be entrepreneurial in the sense that it includes the basics of a business plan, outlining the project's economic and social feasibility and its chances of creating a positive impact. This should be done through a process of critical scrutiny of the structural conditions of the local and global context, including a discussion of possible unintended problematic effects of your own project.

The Group Project is done in groups of three to four students, and groups will be organized at the first workshop with the aim of creating groups that reflect different educational backgrounds and experiences of students.

In the Group Project you are to consider the following aspects/steps:



1. Describe the problem you strive to address in relation to the UN Sustainable Development Goals your group focuses on (bearing in mind that projects often address more than one SDG).
2. Describe how your organization intends to alleviate the problem you have identified (including organizational purpose and goals).
3. Describe the context in which your organization is active (geographically and in terms of culture, society, political infrastructure, legislation, institutions, etc.).
4. Describe the market of your organization, including its customers/users/beneficiaries and explain why you target these groups.
5. Describe competitors or co-contributors (organizations doing similar work) and what differentiates your organisation from the work they are doing
6. Describe (potential) collaborators/partners of your organization (for ex NGOs, companies, public organizations or other entrepreneurs) and what you hope to receive from/give to your partners
7. Outline a basic organization model for your organization, including if it is a for-profit/not-for-profit organization, financial and logistic aspects, products/services, etc.
8. Include a time plan for the launch of your organization: When and how will you launch it? What milestones do you aim to achieve? When do you aim to achieve them? What resources (economic, human resources or other) are required to reach those milestones?
9. Describe financial issues of your organization, for example related to funding, revenue streams, costs, etc. (You can for example include a 3-5 year estimation of financial outcomes)
10. Discuss critical risks of your project including a description of ethical dilemmas and possible unintended consequences. Describe how you intend to deal with these ethical dilemmas and handle/minimize problematic consequences.

Workshops

During the workshops, we work collectively with the steps presented above and the teachers coach the groups through continuous discussion. There are specific tasks assigned to each workshop. These tasks are posted on Canvas at the beginning of each theme, and they relate to the ongoing theme's course literature and lectures. The groups present their findings to each other at the end of each workshop (in a short power point-presentation of appr. 5-10 minutes).

Group Project Report

At the end of the course, each group submits a Group Project Report. This is done after the oral presentation (see information below) which gives you the possibility to take the jury's comments into consideration when finalizing the report. The Report should follow the points above, in particular emphasizing the role of the context for the project's feasibility, the purpose of the idea in relation to a developmental problem (related to a UN SDG) and critical and/or ethical aspects/risks of the project.



The report should consist of 5,000 words (+/- 10 %), excluding the reference list (which should be included but not counted in the word limit). Use either Harvard or Oxford referencing style. The Report is to be uploaded on Canvas by October 23, and corresponds to 30 % of the course points, i.e. **max 30 points**.

Issues addressed for grading are:

- Presentation of case and context (description of the problem connected to the SDG, your idea on how to solve the problem, the context and its challenges etc.) (10p)
- The development of the organization within the context, feasibility of the project and its potential positive impact, and a discussion of risks and ethical/critical aspects. (10p)
- Execution: Is the text clear, coherent and well argued? Does it productively build on and apply learnings from the different themes and insights from course literature? (10p)

Oral presentation

During a final course conference, the Group Project will be presented to the class, teachers, and a jury as part of the examination of the course. Participation is mandatory for all groups and students. The jury will grade the presentations which corresponds to 10% of the course points, i.e. **max. 10 points**.

Individual home exam

The course includes one individual home exam that corresponds to 60 % of the course points. The questions for the home exam will be published on Canvas before the end of the course. The home exam consists of four to six questions addressing various themes and aspects covered by the course. In the home exam, students are expected to analyse as well as critically reflect on the role of entrepreneurship in developing countries, including its challenges and possibilities, with the help of the course literature, examples from lectures and in relation to the entrepreneurial initiative of the group project. Issues to consider for the exam and further instructions are published on Canvas on October 24. The total word limit for the home exam (comprising answers to all questions) is 3,000 (+/- 10 %), excluding the list of references (which should be included but not counted in the word limit). Use either Harvard or Oxford referencing style. The home exam is to be submitted on Canvas by October 29. **Max: 60 points**

Course requirements

Students are expected to participate *actively* in course activities; i.e. to prepare for lectures by reading the assigned literature, to formulate questions for lectures according to teachers'



instructions or instructions on Canvas, to participate actively in discussions, to read and provide feedback on other students or groups' work, and to reflect on their own work. As the course is centred on active student learning, participation in all lectures and all workshops is compulsory. Workshops aim to relate back to the lectures; they are not only a way to report on readings, but to prepare for the final project report and the home exam. To achieve the learning objectives of the course it is important that students come fully prepared to each session.

Legitimate absence can be compensated for a maximum of two times. Further absence requires individual work in the form of a well-written essay of 3-4 pages based on the literature related to course activities that are missed. Students who, without legitimate cause, fail to fulfil these requirements have to retake the entire course.

Students' performances are examined based on their active participation in lectures and workshops, the group project (group report and oral presentation) and the individual home exam. To pass the course, students' performance on all elements of the course must fulfil the criteria for a pass grade.

Grading and examination criteria

The course comprises 0-100 course points. Receiving a final passing grade requires 50 course points or more. Your learning and performance is 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. If you are a student from KI, Konstfack or admitted after fall 2016 at SSE you are listed to another scale of grading. Your grades will be transferred accordingly in line with regulations at your home university.

- A Excellent (90-100%)
- B Very good (80-89%)
- C Good (70-79%)
- D Satisfactory (60-69%)
- E Sufficient (50-59%)

A: Excellent work. Besides an excellent command of the main ideas in the literature, your work demonstrates a developed and mature ability to critically analyse 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 rigour.

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 analyse 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 rigour required for an A is absent.



C: Good work. Besides a good command of the main ideas in the literature, your work demonstrates a decent ability to critically analyse 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.

D: Satisfactory work. Besides a fairly good command of the main ideas in the literature, your work shows a fairly good ability to critically analyse concepts and problems in the field. The work contains some gaps and errors, and the depth required for a higher grade is absent.

E: Sufficient work. Your work shows some understanding of the main ideas in the literature, and some ability to critically analyse 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.

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 analyse 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 analyse 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.

Revision and resubmission in the event of F(x):

In the event of your individual assignment being graded as F(x), you have one opportunity to revise it for the possible achievement of a pass grade (E).

In the event of F:

In the event of your individual assignment being graded as F or failing to submit on time, you can retake the individual assignment once.

Plagiarism

Successful completion of your course assignments presumes that each individual student makes an independent contribution throughout the course. Plagiarism of other students or written sources or an already existing entrepreneurial initiative is NOT acceptable under any circumstances! 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 faculty

Course director: Birgitta Schwartz, birgitta.schwartz@sbs.su.se

Co-Course director: Anna Wettermark, anna.wettermark@sbs.su.se

Course assistant: Filipa Alpeza, filipa.alpeza@sbes.se

Teachers:

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