



UNCG

The University of North Carolina Greensboro
Department of Marketing, Entrepreneurship, Hospitality, and Tourism

Course Number: BUS/ENT 440/640

Course Title: Experiences in Sustainable Entrepreneurship

Credits: 3:3

Prerequisites/Corequisites: Upper-division undergraduate status

For Whom Planned: This course is planned for upper-division undergraduate students and graduate students majoring in Entrepreneurship and other Business Majors, but also other upper-division undergraduate students and graduate students interested in sustainable entrepreneurship.

INSTRUCTOR INFORMATION:

Dr. Channelle D. James

Office: **Room 361 Bryan**

Office Phone: **336-334-4473 (it is best to contact me through email)**

Office Hours: **Thursday 2pm – 5pm and by appointment**

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Web Access: **canvas.uncg.edu**

BULLETIN DESCRIPTION:

Interdisciplinary course in sustainable entrepreneurship. Exploration of models for designing and implementing entrepreneurial projects which respond to social, economic, environmental, and aesthetic issues. Introduction to direct action and evaluation.

COURSE OVERVIEW

This is an interdisciplinary course designed to expose upper class undergraduate and graduate students to sustainable entrepreneurship and multiple models for designing and implementing community-based projects that respond to environmental, social and economic issues. As sustainable entrepreneurs, students will investigate environmental concerns, identify related issues of justice, create and inspire a model for direct action, and assess the potential impact of this action in the community and society at large.

The goal of the course is not only to teach *about* sustainable entrepreneurship but also to actively engage student's *local community-based action*.

As such, we adhere to UNCG's definition of academic service learning as a vital pathway for students to build deep relationships with community members:

Service-learning links community action and academic study so that each strengthens the other. Students, faculty, and community partners collaborate to enable students to address community needs, initiate

social change, build effective relationships, enhance academic skills, and develop civic literacy. Service-learning encourages critical consideration of the ethical dimensions of community engagement.

Our explicit discussion of and reflection on service-learning activities underscores the need for citizen engagement and social change via social entrepreneurship competencies.

This Trans-disciplinary course reflects the growing understanding that today's environmental issues are best addressed through the collaborative thinking and action of people with varied interests, experiences, and knowledge bases. This course seeks to expose students to their peers from other academic disciplines to engage in research, proposal writing, and community action through a social entrepreneurial venture that can make a positive impact in the community.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course students will be able to:

1. Identify models of sustainable entrepreneurship and the key issues that sustainable entrepreneurs face;
2. Assess the characteristics of sustainable entrepreneurs and communities, and the organizational characteristics that support sustainability;
3. Analyze the impact of sustainable entrepreneurship in local and global contexts;
4. Develop a sustainable value proposition that has potential for significant impact, through cross-disciplinary collaboration; and
5. Exhibit strong written and oral communication strategies to coherently, clearly, and thoughtfully present entrepreneurial ideas.

Upon successful completion, graduate students will also be able to:

1. Critically examine economic, social, and political systems and power dynamics as related to sustainable entrepreneurship and the community served;
2. Evaluate sustainable solutions in local ecosystems; and
3. Generate collaborative models for application.

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:

Class Participation--Your attendance and participation in class is vital to the overall objectives of the course. You are responsible for expressing your questions, comments, and insights as well as responding to those offered by others to ensure a rich learning experience. Class participation is still a requirement in an online environment and will take form as online discussions, virtual activities, and other online experiences. **(15 points)**

Course Vlog - Chronicling student progress in the course provides a vibrant learning community where students can express interest in topics that impact the community and develop and stream of consciences about opportunities in Sustainable Entrepreneurship. For each of the seven modules students will be asked to create and share course module vlogs. Vlogs of high quality can be produced with devices a simple as a smart phone. Students should base each vlog in connect to the topical areas in each module. **(25 points)**

Sustainability – Food Insecurity Solution/Business Model

Each student will be asked to envision a new or analyze an existing mission-driven solution. Using the learnings in the course, each student will develop a Theory of Change, an Impact Framework and Success Metrics, Impact Messaging and will detail their Sustainable Business Model.

During the course students will be introduced to a local organization who is in the start-up phase of creating a solution to food insecurity or other social problem which has an impact on the larger community. In a virtual environment as well as in the face-to-face environment students will meet the local entrepreneur, examine case studies of the venture, and be encouraged to create solutions to address issues like food insecurity. These projects will take two forms:

Undergraduate Expectations: Undergraduates will develop online narrated presentations that capture their entrepreneurial response to sustainable value creation. The presentation will be based on course readings, theories, experiences, and independent examination. Students are expected to show the impact of sustainability on the decision-making process, through their presentation.

Graduate Expectations: Graduate students are expected to complete a research assignment related to their understanding of sustainability value creation. As with the undergraduates all students in the course will be introduced to an entrepreneur focused on addressing sustainability issues in a local context. At the graduate level students will submit a proposal that outlines a sustainable business model. The 8-page proposal will provide an innovative and appropriate solution with a community partner. Graduate projects should show an advanced level of knowledge of sustainability and demonstrate an understanding of complex course themes.

(30 pts)

Community Engagement:

Each student must spend ten hours engaged in community activities that will help them understand the role of the community partner. In the online format the student will negotiate interviews with their community partner and discuss their

Each student will work with the instructor to identify a host organization with which they will volunteer at least 10 hours during the semester. Students also agree to attend any initial training required to fulfill that volunteer position. This service-learning opportunity should be viewed as a professional activity and be treated as such. That is, this activity will be a priority in your schedule including reporting on time to volunteer shifts, working in advance with the site coordinator to reschedule if an unavoidable conflict arises, etc. In an on-line course environment, community engagement hours can be completed in a virtual format with a standard operating protocol developed by the instructor, the student, and the community liaison. **(30 pts)**

EVALUATION AND GRADING--The following will be included in a course grading rubric:

- Is the work reflective of an interdisciplinary understanding?
- Does the work articulate a particular social problem?
- Does the work advance a critical understanding of the problem?

- Does the work effectively integrate scholarly literature throughout?
- Does the work offer ways to address the social problem?
- Does the work consider difficulties of shifting power relations in the process of advancing change?
- What is/will be the impact of the student team work product?
- Do the authors adhere to the APA scholarly style guide?

Weighting of Grades

Your final grades will be computed based on these weights for the following assignments:

- | | |
|---|-----------------|
| 1. Participation | 15 pts. |
| 2. Vlog | 25 pts. |
| 3. Sustainability – Food Insecurity Solution/Business Model | 30 pts |
| 5. Community Engagement | 30pts |
| Total | 100 pts. |

<i>Undergraduate</i>		<i>Graduate</i>	
A	93-above	A	94-above
A-	90-92	A-	90-93
B+	87-89	B+	87-89
B	83-86	B	83-86
B-	80-82	B-	80-82
C+	77-79	C+	77-79
C	73-76	C	73-76
C-	70-72	C-	70-72
D+	67-69	F	Below 70
D	63-66		
D-	60-62		
F	Below 60		

REQUIRED TEXTS

Wirtenberg, J., Kelley, L. M., Lipsky, D., & Russell, W. G. (Eds.). (2018). *The Sustainable Enterprise Fieldbook: Building New Bridges*. Routledge.

Hedstrom, G. S. (2019). *Sustainability: what it is and how to measure it*. Boston/Berlin: Walter de Gruyter Inc.

Epstein, M. J., & Yuthas, K. (2014). *Measuring and improving social impacts: a guide for nonprofits, companies, and impact investors*. San Francisco (Calif.): Berrett-Koehler.

Other Readings

Chapters from the following texts are on Canvas for student reading. Also, students will select one book to read and review in preparation for a presentation to the class on the contributions of that volume to social entrepreneurship and the themes of the class. (Note: Book selections are to be jointly determined by students and instructors.)

Castro, N. R., & Chousa, J. P. (2006). An integrated framework for the financial analysis of sustainability. *Business Strategy and the Environment*, 15(5), 322-333.

Coleman, D. (2009). *Ecological intelligence: How knowing the hidden impacts of what we buy can change everything*. New York: Broadway Books.

Dees, J. G., Anderson, B.B. & Wei-Skillern, J. (2004, Spring). Scaling social impact. *Stanford Social Innovation Review*, 1(4), 24-32.

Featherstone, L. (2009, February 16). Help wanted for green jobs. *The Nation*, 288(6), 18-24.

Hahn, R., Spieth, P., & Ince, I. (2018). Business model design in sustainable entrepreneurship: Illuminating the commercial logic of hybrid businesses. *Journal of cleaner production*, 176, 439-451.

Hanohov, R., & Baldacchino, L. (2018). Opportunity recognition in sustainable entrepreneurship: an exploratory study. *International Journal of Entrepreneurial Behavior & Research*, 24(2), 333-358.

Hoogendoorn, B., van der Zwan, P., & Thurik, R. (2019). Sustainable entrepreneurship: the role of perceived barriers and risk. *Journal of Business Ethics*, 157(4), 1133-1154.

Juma, N. A., James, C. D., & Kwesiga, E. (2017). Sustainable entrepreneurship in Sub-Saharan Africa: the collaborative multi-system model. *Journal of Small Business & Entrepreneurship*, 29(3), 211-235.

Kaza, S. (2008). *Mindfully green: A personal and spiritual guide to whole earth thinking*. Boston: Shambhala.

Ploum, L., Blok, V., Lans, T., & Omta, O. (2018). Toward a validated competence framework for sustainable entrepreneurship. *Organization & environment*, 31(2), 113-132.

Pollard, D. (2008). *Finding the sweet spot: The natural entrepreneur's guide to responsible, sustainable, joyful work*. White River Junction, VT: Chelsea Green.

Pollin, R. (2009, February 16). Doing the recovery work. *The Nation*, 288(6), 13-18.

Prilleltensky, I. & Prilleltensky, O. (2006). *Promoting well-being: Linking personal, organizational, and community change*. Hoboken NJ: John Wiley & Sons.

Rechelbacher, H. M. (2008). *Minding your business: Profits that restore the planet*. San Rafael, CA: EarthAware.

All graded assignments are due by the last day of the module.

Module	Topical Areas	Activities:
1 Jan 19 - Jan 31	Building a foundation for sustainable entrepreneurship ● Leadership in Sustainable Entrepreneurship	Community Speaker on Urban Farming Vlog#1 Readings: The Sustainable Enterprise Field book - part 1 and 2 Sustainability: what it is and how to measure it. Pages 1- 8

		<p>Vuorio, A. M., Puumalainen, K., & Fellnhofer, K. (2018). Drivers of entrepreneurial intentions in sustainable entrepreneurship. <i>International Journal of Entrepreneurial Behavior & Research</i>, 24(2), 359-381.</p> <p>Module Questions:</p> <p>What leaderships skills do sustainably focused entrepreneurs use to connect stakeholders in the ecosystem?</p> <p>How can entrepreneurs embed themselves in the local community to encourage sustainability?</p> <p>What does it mean to be a mission driven leader?</p> <p>What attitudes and behaviors are important to sustainable entrepreneurial success?</p> <p>Why is an interdisciplinary approach to leadership most effective for sustainable entrepreneurship?</p> <p>To prepare for participation during this week of class be ready to discuss: your definitions of sustainability, and impact entrepreneurship.</p>
<p>2</p> <p>Feb 1 – Feb 14</p>	<p>Impact Framework</p> <ul style="list-style-type: none"> ● Developing Models for Sustainable Entrepreneurship ● Theory of Change ● Opportunity Recognition in Sustainable Entrepreneurship ● Creating a values-based mission. 	<p>Community Speaker on Food Insecurity</p> <p>Vlog#2</p> <p>Readings:</p> <p>The Sustainable Enterprise Field Book Chapter 8</p> <p>Sustainability: what it is and how to measure it. Chapter 11</p> <p>Hahn, R., Spieth, P., & Ince, I. (2018). Business model design in sustainable entrepreneurship: Illuminating the commercial logic of hybrid businesses. <i>Journal of cleaner production</i>, 176, 439-451.</p> <p>Hanohov, R., & Baldacchino, L. (2018). Opportunity recognition in sustainable entrepreneurship: an exploratory study. <i>International Journal of Entrepreneurial Behavior & Research</i>, 24(2), 333-358.</p> <p>Additional course readings TBA</p> <p>Module Question:</p> <p>What is value-based decision mission?</p> <p>How does a sustainable entrepreneur recognize the opportunity to act?</p> <p>How do entrepreneurs create a theory of change that results in appropriate innovations for sustainable value creation?</p> <p>What are the important tools for incorporating the triple bottom line in entrepreneurial innovations?</p>

		How does the value for aesthetics fit into models for sustainable entrepreneurship?
3 Feb 15 - Feb 28	Decision Making for Sustainability	<p>Community Speaker on Community Engagement</p> <p>Vlog#3</p> <p>Readings:</p> <p>Hoogendoorn, B., van der Zwan, P., & Thurik, R. (2019). Sustainable entrepreneurship: the role of perceived barriers and risk. <i>Journal of Business Ethics</i>, 157(4), 1133-1154.</p> <p>Kaza, S. (2008). <i>Mindfully green: A personal and spiritual guide to whole earth thinking</i>. Boston: Shambhala.</p> <p>Ploum, L., Blok, V., Lans, T., & Omta, O. (2018). Toward a validated competence framework for sustainable entrepreneurship. <i>Organization & environment</i>, 31(2), 113-132.</p> <p>Questions:</p> <p>How is sustainability a factor of success in decision making for the sustainable entrepreneur?</p> <p>How does justice play a role in decision making for sustainability?</p> <p>What are the challenges of centering on sustainability in entrepreneurial decision making?</p>
4 Mar 1 - Mar 14	<p>Impact Messaging</p> <ul style="list-style-type: none"> ● Marketing for Sustainable Enterprise ● Identifying and Using Market Imperfections ● Analysis of Economic, Environmental, Social trends ● Community Mapping and Ecosystem Mapping 	<p>Vlog#3</p> <p>Community Mapping Activity</p> <p>Readings:</p> <p>Sustainability: what it is and how to measure it. Chapters 20 and 21</p> <p>Questions:</p> <p>How can sustainable entrepreneurs use information on market failure to develop successful models for community engagement?</p> <p>How can sustainable entrepreneurs use effective marketing strategies as innovations in business models?</p> <p>What is the role of “big data” in creating appropriate sustainability responses for value creation?</p> <p>In this module students will explore the process of defining appropriate markets in sustainable entrepreneurship. Then students will be encouraged to use this information to better understand market imperfections is</p>

		sustainable entrepreneurship. A data mining activity is a part of this module.
5 Mar 15 - Mar 28	Partnership and Network Building for Sustainable Entrepreneurship	<p>Speaker: Local Nonprofit</p> <p>Vlog#4</p> <p>Readings:</p> <p>Sustainability: what it is and how to measure it. Chapter 27</p> <p>Juma, N. A., James, C. D., & Kwesiga, E. (2017). Sustainable entrepreneurship in Sub-Saharan Africa: the collaborative multi-system model. <i>Journal of Small Business & Entrepreneurship</i>, 29(3), 211-235.</p> <p>Schmitz, C. L., Matyók, T., Sloan, L. M., & James, C. (2012). The relationship between social work and environmental sustainability: Implications for interdisciplinary practice. <i>International Journal of Social Welfare</i>, 21(3), 278-286.</p> <p>Questions:</p> <p>What is the of interdisciplinary practices in sustainable entrepreneurship teams?</p> <p>How does the sustainable entrepreneur recognize and develop human resources from a community perspective?</p> <p>What tools are important for the development of teams for sustainable development?</p>
6 Mar 29 - Apr 11	<p>Success Metrics</p> <ul style="list-style-type: none"> ● Effective Financial Models in Sustainable Entrepreneurship ● Evaluation and Measurement tools for Sustainable Entrepreneurship 	<p>Speaker: Local Sustainable Entrepreneur</p> <p>Vlog#5</p> <p>Readings:</p> <p>The Sustainable Enterprise Field Book Chapter 6</p> <p>Castro, N. R., & Chousa, J. P. (2006). An integrated framework for the financial analysis of sustainability. <i>Business Strategy and the Environment</i>, 15(5), 322-333.</p> <p>Rechelbacher, H. M. (2008). <i>Minding your business: Profits that restore the planet</i>. San Rafael, CA: EarthAware.</p> <p>Pollard, D. (2008). <i>Finding the sweet spot: The natural entrepreneur's guide to responsible, sustainable, joyful work</i>. White River Junction, VT: Chelsea Green.</p> <p>Questions:</p>

		<p>How can sustainable entrepreneurs use financial data to make mission driven decisions?</p> <p>What are the measures used to evaluate sustainable entrepreneurship?</p> <p>Community Engagement Hours Due</p>
7 Apr 12 - Apr 27	Sustainability – Food Insecurity Solution/Business Model	<p>Undergraduate Presentations (online Poster Sessions)</p> <p>Graduate presentation (Online)</p> <p>Presentation Day April 27, 2021</p>

COURSE POLICIES AND EXPECTATIONS

Academic Integrity Code: Students are expected to adhere to the UNCG Academic Integrity Policy, discussed in the first class and linked from the syllabus. See <http://studentconduct.uncg.edu>.

Attendance Policy: Students are expected to fully participate in all course activities. Even in an on-line format student may be asked to attend online sessions or participate in on-line activities which will result in a record of attendance. Please see the course schedule so that you can effectively participate in the course. If they are medical or legal reasons for not adhering to the course schedule, please provide documentation for those issues. Students are required to participate based on course schedule in order to earn grades for course assignments.

Accessibility: If you have a disability or special need that requires accommodation, please see your instructor privately during office hours the first week of class to discuss. UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS). If you wish to request accommodations, please start the process by contacting OARS at 215 Elliott University Center, 336-334-5440, oars.uncg.edu.

Writing and Speaking Resources: Writing is a process and formal speaking presentations benefit from practice. Be sure to consult the Writing Center and the Speaking Center on campus for free consultations for improvement suggestions. Note that you need to make appointments in advance with these centers.

Late Work: Late work *may* be accepted at the discretion of the instructors but expect that your grade will be substantially lower as a result.

Documentation of Course Work: Be sure to keep electronic and hard copies of everything you turn in for a grade as your own personal “insurance” against misplaced materials.

Websites—These are some websites we found useful for business ideas, web design, and social entrepreneurial values.

www.yolocolorhouse.com
www.solarcookerproject.com
www.farmersfreshmarket.org
www.oneworldeverybodyeats.org
www.soysilk.com

www.zolagoods.com
www.foothillsconnect.com
www.ncsavesenergy.org
www.macys.com/campaign/rwanda/inex.jsp
www.lejyouth.org

www.larrysbeans.com
www.kiva.org
www.earth911.com
www.gogreentriad.com

Sustainable Communities Network. Available at <http://www.sustainable.org/>
Sustainability Institute. Available at <http://www.sustainer.org/>
Sustainable Greensboro: <http://www.sustainablegso.org/>

UNCG Covid 19 Statement

Approved by the Faculty Senate on July 1, 2020

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19.

Such actions include, but are not limited to, the following: \

- Wearing a face covering that covers both nose and mouth
- Observing social distance in the classroom
- Engaging in proper hand washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time. A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements. For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Approved by the Faculty Senate Executive Committee on July 30, 2020

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the

Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu COVID-19 Spartan Shield Video UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you.

We have created this video featuring your student body presidents to better explain how and why this is so important. Please watch this video before the first day of classes. <https://youtu.be/Mb58551qxEk>