Social Innovation

MGMT 220 ~ TuTh(F) ~ Fall 2026 ~ 8:40 to 9:40 AM (1:10 to 2:40 PM) ~ Coxe 8

Instructor	Email	Office Hours
Craig A. Talmage, Ph.D.	talmage@hws.edu	Open: MW 3 to 5pm, Email (←), or Text (623-980-9288)

About the Syllabus and Course Policies

This syllabus is a working document. Changes will be made to the syllabus as needed. Students will be alerted of any changes to the syllabus. Please review the syllabus course policies/procedures on the first day of class.

Course Description

The course engages students with two convergent streams of conceptual thought: social innovation and social enterprise. Both streams constitute the field of social entrepreneurship. Students will first work through a framework for social change through social innovation. Second, students will explore conceptualizations of social enterprise to understand their many facets. Overall, this course shows students how to become social change agents, if not also social entrepreneurs and social enterprisers. Moreover, students learn the basic setups of social enterprise, especially how to utilize earned income strategies to serve social missions. They also get to see social enterprise at work through their community-based learning experiences in Geneva and the Finger Lakes. Students learn to take on critical perspectives to examine the social impacts of enterprises such as, "Can purpose and profit really go together?"

Social Action Fridays

This is a doing-social-action course. Students form teams, select or join a local policy-change campaign, and attempt measurable change by term's end—identifying targets, building power, choosing tactics, and launching actions, while grounding practice in social innovation theory. The pedagogy follows Teaching Social Action's model ("On Your Mark, Go!, Get Set" flow; early campaign choice; mid-semester launch) with the professor as guide/coach and students as co-creators. *Special dedicated time for teamwork or guest speakers on social action will mostly occur on Fridays.*

Objectives for Students

1. Expand their individual and community capacities for critical thought, coherent argumentation, and clear and effective oral and written expression.
2. Demonstrate understanding of social innovation, entrepreneurship, and enterprise by considering key theories, acquiring essential tools, and studying exemplary practices.
3. Recognize entrepreneurship as a universal behavior in all sectors.
4. Make key distinctions in the multiple fields, such as convergence and divergence of for-profit, nonprofit, social entrepreneurship, and social enterprise values and practice.
5. Discover the function and forms of social innovation, social entrepreneurship, and social enterprise in communities to add social value and improve the quality of life in communities.
6. Appreciate the different elements required to increase the likelihood of a successful social venture.

Social Action Objectives

1. Conduct **issue development** (demands, targets) and a power map;
2. **Build power** (base-building, one-to-ones, coalition/ally strategy);
3. Select and implement **tactics** (actions, media, lobbying) non-violently and aligned with the **UN Declaration of Human Rights**;
4. **Launch and evaluate** a campaign (plan → action → iterate);
5. Connect practice to **theory**.

Course Experience

Course Policies and Procedures are available under files on Canvas. Each class session will consist of lectures, group discussions, multimedia, and discussions/demonstrations. Complete the course readings and assignments on-time (submit via Canvas) to avoid being penalized for late submissions.

Office Hours

Office Hours will be conducted in-person in Stern 322 before my afternoon classes. Zoom is an option if it is the only option available. You are expected to come ready and prepared with assignments/projects started prior to your appointments. The link for scheduling appointments is below:

- 15-Minute Appointment: https://calendly.com/talmage-1/15min
- Longer appointments can be arranged via email or text: Talmage@hws.edu or 623-980-9288

Textbook(s) and Readings

Two Required for Purchase (All additional readings are available via PDF or weblink to students.)

Doyal, Nan Alexander (2017). *Dig Where You Are: How One Person's Effort Can Save a Life, Empower a Community and Create Change in the World.* Casper Press. ISBN 978-0997320305.

Martin, Roger, and Sally Osberg. (2015). *Getting Beyond Better: How Social Entrepreneurship Works*. Boston, MA: Harvard Business Review Press. ISBN 978-1633690684.

Course Evaluation and Requirements for Success

Students should bring their computers or tablets to class. We will have in-class activities and participation matters for your grade, which require your computers and tablets.

This course is constructed to be *reading and writing intensive.* The instruments chosen to evaluate your performance provide you with ample opportunity to demonstrate and further develop your analytic, critical, and expressive abilities. The course assignments have been selected to emphasize and further develop concepts, themes, and insights from the assigned readings and other resources used in class.

The course is evaluated to understand your *mastery of the course material.* In this course, you will gain multiple skills that will help your ability to apply your management abilities and knowledge of management principles to real world management scenarios. Your professor will allow you to redo assignments (up until finals week) to reach a higher level of mastery; however, late submissions will still be penalized.

Grading Scale

>/= 90.0% = A 80.0% to 89.9% = B 70.0%-79.9% = C 60.0%-69.9% = D < 60.0% = F

Plus (+) and Minus (-) Grades

Plus (+) grades are assigned to students who participate in an exemplary manner in class. Attending all classes is not enough to receive a + grade. Consider taking a leadership role in a small group discussion, being a group leader for your course projects, or raising your hand to offer your own insights or questions regarding the material covered in each class session. Minus (-) grades are assigned to all students who do *not* participate at all or at satisfactory levels. A+ grades are *rare* and require *full* attendance and participation.

Evaluated Coursework

Course Requirements (Assignment Descriptions are on Canvas)	% of Grade
1. Weekly Reflections	10% (10 x 1% each)
2. Case Study Assignments	30% (3 x 10% each)
3. In-Person Mid-Term Exam	20%
4. Doyle Guided Discussions	10%
5. Semester-Long Social Action Campaign Project	30%
Total	100%

Course Schedule

Week 1 — Orientation – Week of September 1st
Topics: Course launch; TSA model; public narrative
Read/Watch before class:
- Martin & Osberg, *Getting Beyond Better*: "Introduction" and skim Talmage, "Social entrepreneurship"

Reflection: Who am I as a citizen, social entrepreneur, and student? What does it take to change the world?

Week 2 — Social Entrepreneurs and Equilibrium Shifting – September 8th
Topics: Equilibrium language; purpose, people, power; social issues; stakeholder mapping; and tactics.
Read/Watch before class:
- Martin & Osberg, "Shifting an Equilibrium" & Watch "The Social Entrepreneur: That Rare Individual"
- Doyal, *Dig Where You Are*: Introduction

Class Project: Select issue areas for team *campaigns* and draft stakeholder maps.
Reflection: What do I care about for my world, my community, my family, and myself? What would I change?

Week 3 — Understanding the World and Issue Development – September 15th
Topics: Issue development; targets; power mapping; demand setting.
Read/Watch before class:
- Martin & Osberg, "Understanding the World."
- Doyal: Read all stories from "The Alchemist" to the "The Inmate."

Group Project: *Doyle discussion preparation* (we will form 7 groups)
Class Project: Power maps; systems analysis; and outreach list.
Friday Guest Speaker: Andrew Dennis – Turner Construction
Reflection: How do I/we get at the root causes beyond values, jobs, pains, and gains? How do we access and find resources or partners?

Week 4 — Envisioning a New Future and Setting the Tone – September 22nd
Topics: Vision statements; theory of change; commitments tracking; media plan basics.
Read/Watch before class:
- Martin & Osberg, "Envisioning a New Future." And re-Read Doyal social entrepreneur chapters.

Class Project: Vision Statements
Group Project: *Doyle guided discussions* (from the groups of 7)
Class Project: Public narrative drafts; SMART demands; commitment tracker setup.
Reflection: Who are social entrepreneurs, how do you spot them, and how are their visions compelling?

Week 5 — Building a Model for Change and Change Theory – September 29th
Topics: Tactics ladder; coalition/ally strategy; logistics & risk ethics.
Read/Watch before class:
- Martin & Osberg, "Building a Model for Change" with accompanying Skoll Foundation case videos
- Forbes & Talmage, "Social Entrepreneurship."

Case Study One: Skoll Foundation case discussions; draft action plans; outreach scripts; press note.
Class Project: Tactics and Frameworks
Reflection: Which models for change stand out the most to you? Where do your skills and passions align?

Week 6 — Scaling the Solution and Building Power – October 6th
Topics: Replication vs. blueprint copying; pivots; partners for diffusion.
Read/Watch before class:
- Martin & Osberg, "Scaling the Solution" + "A Path Forward."
- Doyal: "Values in Common" & "Return of the Nightingales."

Class Project: Launch Plan.
Reflection: What does it take to create meaningful social change that gets beyond better?

Week 7 — Soft Launch Window, Group Dynamics, and Mid-Term Prep – October 13th (Exam 15th)
Topics: Check-ins; exam prep; execute first action(s); earned media; debrief & iterate.
In-class / Deliverables: Run action; collect commitments; rapid debrief.
Individual In-Person: *Mid-Term Exam (October 15th)*
Reflection: How is your team working? What can you do more? Where are the gaps and shortfalls?

Week 8 — Social Entrepreneurship → Social Enterprise Strategies & Tactics – October 22nd
Topics: Connecting mission to models; definitions under debate.
Read/Watch before class:
- Dees, "Taking Social Entrepreneurship Seriously"; "The Meaning of 'Social Entrepreneurship.'"
- Dees & Anderson, "Framing a Theory of Social Entrepreneurship."

Class Project: Zoom check-ins with Professor

Week 9 — What Is Social Enterprise, Really? Hard Launch and Universal Rights – October 27th
Topics: Deliberately different models
Read/Watch before class:
- U.N. Universal Declaration of Human Rights
- Dart et al., "Meaningful Difficulties in the Mapping of Social Enterprises."

Class Project: Hard launch of actions and activities
Reflection: Which humans rights resonate with you? Which apply most to our respective course projects?

Week 10 — Critical Perspectives for Framing and Bolstering Rights – November 3rd
Topics: Gray, dark, misfit/alternative entrepreneurship; ethics, nonviolence; "Robin Hood" enterprises.
Read/Watch before class:
- Assorted Talmage articles on the shadier sides of (social) entrepreneurship.

Class Project: *Campaign* check-ins and iterations
Reflection: How can social entrepreneurship go dark side? How is it more expansive than our textbooks?

Week 11 — Social Enterprise Structures – November 10th
Topics: Choosing structures: Bcorps, L3Cs, nonprofit ventures; financing logics.
Read/Watch before class:
- Assorted articles on social enterprise structures for discussions.

Class Project: Sustainability and longevity plans for social action campaign

Week 12 — Impact, Evaluation, and SDGs – November 17th
Topics: Measurement choices, logics, and tradeoffs; Sustainable Development Goal (SDG) alignment.
Read/Watch before class:
- The 17 U.N. SDGs & Liang et al., "Impact Assessment and Measurement with SDGs."

Week 13 — Project Check-Ins – November 24th
Topics: Check-Ins
Case Study Two: Social Enterprise vs. Social Innovation

Week 14 — Project Debriefs + Film + Ethics Discussion – December 1st
Watch/Read: *How to Blow Up a Pipeline* (2022) + short critical readings (provided).
Reflection: How to change the world and course reflection?

Week 15 — Final Projects and Debriefs – December 8th
Class Project: Plans presented and pitches for the future across all three days.

Finals Week — Individual Social Action Plan Showcase – Thursday, December 17th 1:30 PM to 4:30 PM
Case Study Three: *How to Change the World*
Bozzuto Center Opportunities and Course Credit

IdeaLab + Elevator Pitch — Begins September 9 from 7pm to 8:30pm in Bartlett Theatre

IdeaLab is the Bozzuto Center for Entrepreneurship's starting point for turning ideas into action. Students can bring anything from a one-sentence idea to a developing venture, project, or initiative. Through workshops, peer feedback, mentoring, and the Elevator Pitch Competition, you will research, test, refine, and communicate your idea while building an entrepreneurial mindset and practical skills. By the end, you will be prepared to submit an application to The Pitch.

Course Incentive: Participate in at least four of the five IdeaLab sessions (the Elevator Pitch counts as two) and you may recover points or replace missing weekly reflections.

The Pitch — Applications Due November 6 at 5:00 p.m.

The Pitch helps students take a promising idea further through research, mentoring, and real-world feedback. Semifinalists are paired with alumni mentors with entrepreneurial or industry experience that helps them strengthen and test their ideas. Four finalists advance to the live Pitch competition, where they compete for up to $10,000 in funding to help put their ideas into action.

Course Incentive: Submit a high-quality Pitch application and you may recover points lost on quizzes. Students who also complete IdeaLab may recover additional points from missed weekly reflections or case studies.