

Syllabus

Markets and Missions: A Practicum on Entrepreneurial Poverty Solutions (International and Area Studies 140, Spring, 2012)

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Course Description

Markets and Missions: A Practicum on Entrepreneurial Poverty Solutions is a project-based course which critically and creatively examines social entrepreneurship, both in its for-profit and nonprofit forms, as a tool in the service of a world without poverty. The course will address the broad range of ethical, strategic and on-the-ground tactical realities which challenge and confront social change agents.

This capacity-building clinic employs case studies and hands-on, real world assignments (a) to learn about various social finance tools for ending poverty, including relevant ethical considerations, and (b) to sharpen the professional skills requisite to effective poverty alleviation. By design, these two learning dimensions occur concurrently and simultaneously as students and professor work together as colleagues on real world assignments.

CLASS PROGRAM & SCHEDULE

Week One – January 23, 2011, Monday, 3:00 to 6:00 pm

Overview & Expectations; Anti-Poverty Project Explained

- Academic requirements, assignments, desired outcomes, team approach, professorial quirks, etc. revealed.
- The Anti-Poverty Project (APP): APP described, projects clarified (your idea or mine, as you prefer), teams formed, and assigned, timelines established, etc. The center of gravity for this course is executing a professional level, entrepreneurial project. Here is the basic idea: What we do matters. It matters to families living in poverty. And, it matters because of what it says about us. But, lofty ideals are not enough. Wanting to do good is one thing. Doing it effectively is another. When we hold ourselves to lesser standards, it disrespects the impoverished whom we seek to help and must empower.

- Capacity-Building Lecture/Workshop: The pragmatic necessity of persuading social investors and the general public to advance consequential results is - on multiple levels - central to a social venture's success. Preparing credible and convincing fundraising presentations, from so-called "elevator pitches" and speeches to social venture business plans, is integral to effective social entrepreneurship. Like it or not, anti-poverty entrepreneurs are the surrogate voices of the poor. Not only are the impoverished without economic resources, they are often without heard voices in the West -- invisible, faceless, ignored. Without voice, there is no influence, no power, no change and no social venture. Bonus topic: Networking Tips and Techniques.

Provocations for Class Discussion:

- "A good plan, violently executed now, is better than a perfect plan next week." - George S. Patton (American general, 20th Century)
- "The moral advantage of being the architect of many losing causes is highly over-rated." - Arthur Schlesinger (American historian, 20th Century)
- "I'm idealist. I don't know where I'm going, but I'm on my way." - Carl Sandburg (American poet, 20th Century)
- "A wise man should have money in his head, but not in his heart." - Jonathan Swift (British novelist, 18th Century)

Assignment Due:

- Read: *The Social Entrepreneur's Handbook*, Rupert Scofield, McGraw-Hill, 2011. 250 pages. Come to class prepared to discuss what the book suggests about organizational social change leadership.
- Review iOnPoverty video podcast social enterprise; see Appendix A. Bring your ideas for an Anti-Poverty Project OR a thought or two about how you can contribute to iOnPoverty.

Week Two – January 30, 2011, Monday, 3:00 to 6:00 pm

Poverty, Like Money, Is Fungible

- Capacity-Building Lecture/Workshop: The poor live in a complex world of competing and unmet basic needs. It is a world of few choices, and many hardships. Macro statistics abound, but what are the defining elements of poverty on the ground? Who is the "impoverished customer"? What does "ending poverty" mean at the so-called bottom of the economic pyramid (BoP)? What are the implications when social entrepreneurial businesses slice and dice the poor into ever narrower customer market segments (or policy silos)? Are social entrepreneurs producing useful, life-enhancing products for the BoP or merely a glut of glitzy gadgetry? Does anyone really talk to or for the poor?
- Class Discussion: APP progress reports and in-class problem-solving – brainstorm solutions, resources, ways of rethinking problems.

Provocations for Class Discussion:

- "Anyone who has ever struggled with poverty knows how extremely expensive it is to be poor." - James Baldwin (American novelist, 20th Century)
- "I have enough money to last me the rest of my life, unless I buy something." - Jackie Mason (American comedian, 21th Century)
- "If absolute power corrupts absolutely, does absolute powerlessness make you pure?" - Harry Shearer (American actor, 21st Century)

Assignment Due:

- Read: *Last Orders at Harrods: An African Tale*, Michael Holman, Little, Brown Book Group, 2008. 300 pages. Come to class prepared to discuss what does the story teaches us about the nature of poverty.

Week Three – February 6, 2011, Monday, 3:00 to 6:00 pm

Scale, Sustainability and Impact Unwrapped

- Capacity-Building Lecture/Workshop: Some argue that without larger, so-called "scaled" market solutions that are commensurate with the enormity of the poverty challenge, the poor will always be with us. Others argue that anti-poverty work chiefly means person-centric opportunity creation, that is, providing an impoverished person with choices (the choice to feed a child, pay a medical bill, fix a leaky roof, etc.). Social entrepreneurs (not to mention NGOs, foundations and governments) rarely investigate their failures and can be mediocre at tracking, let alone understanding, their successes. Hence, a current focus in poverty alleviation, and the subject of much bloviating at social change conferences, is impact. What are the hands-on, practical tools for growing organizational impact, sustainability and scale?
- Class Discussion: APP progress reports and in-class problem-solving – brainstorm solutions, resources, ways of rethinking problems.

Provocations for Class Discussion:

- "Organized crime in America takes in over forty billion dollars a year and spends very little on office supplies." - Woody Allen (American movie director, 21st century)
- "Not everything that can be counted counts, and not everything that counts can be counted." - Albert Einstein, attributed (American physicist, 20th Century)
- "To be good is noble, but to show others how to be good is nobler and no trouble." - Mark Twain (American essayist, 19th Century)
- "How big you are doesn't measure of how good you are at driving social change." - Sally Osberg, President, Skoll Foundation

Assignment Due:

- Read:

- *Different Levels of “Knowing” the Impact of Microfinance*, Chris Dunford, Megan Gash & Bobbi Gray Kotara, Hunger Blog, Freedom from Hunger, April 30, 2010. (<http://www.freedomfromhunger.org/blog/?p=34>)
- *How We Think About Impact*, Mulago Foundation, Tactical Philanthropy Blog, July 10, 2009. (<http://www.tacticalphilanthropy.com/2009/07/the-mulago-foundation-how-we-think-about-impact>)
- *The Worst Thing About Best Practices*, Michael W. McLaughlin, The Conference Board Review, Summer, 2010. (<http://mindshareconsulting.com/worst-thing-best-practices/>)
- *Much Ado about Scale*, Daniela Papi, Beyond Profits, May 25, 2010. (<http://www.scribd.com/doc/59757964/Much-Ado-About-Scale-Beyond-Profit-April-June-2010>)

Week Four – February 13, 2011, Monday, 3:00 to 6:00 pm

Poverty Enterprises: Money, Mission, Morality & Mendacity; Microfinance Case Study

- Capacity-Building Lecture/Workshop: Operational and ethical distinctions between for-profit versus nonprofit enterprises, government programs versus non-governmental organizations (NGOs), political action versus social service delivery programs, donating versus investing money, venture capital versus "patient" capital, faith-based versus secular interventions, etc. will be dissected from the social entrepreneur's perspective. What is a coherent framework for impactful action? Is there a market-based economic development elixir? This class session reviews social versus profit goals for entrepreneurs and the pros & cons of the multiple "money sources" and types, including equity, loans, guarantees, grants and investments from foundations, NGOs, investment funds, as well as private and social investors.
- Class Discussion: APP progress reports and in-class problem-solving – brainstorm solutions, resources, ways of rethinking problems.
- Class Discussion: Social entrepreneurs, like all market-based enterprises, depend on consumer and client feedback. Indeed, a recurring criticism of the entire international aid infrastructure is its frequent deafness to the opinions of the poor. To model the point, time this week is allocated for students qua consumers to provide feedback on the course, the professor and the GSI.

Provocations for Class Discussion:

- “Remind people that profit is the difference between revenue and expense. This makes you look smart.” - Scott Adams (Dilbert cartoon creator)

- “The trouble with the profit system has always been that it was highly unprofitable to most people.” - E.B. White (Author, *Charlotte's Web & Elements of Style*, 20th Century)
- “He that is of the opinion money will do everything may well be suspected of doing everything for money.” - Benjamin Franklin (American politician, 18th Century)

Assignment Due:

- Prepare a one-page memorandum critiquing the utility of the course to your career goals or academic interests, commenting on the quality of the professor's presentations and offering suggestions for improvement. Your comments will be reviewed and taken seriously to make mid-course corrections! As noted elsewhere, your opinions will *not* be considered for grading purposes, but the quality of your memo's argumentation and presentation will.
- Read or View:
 - *Unitus We Stand, Divide We Fall*, Jonathan C. Lewis, Skoll Social Edge, August, 2010 (<http://www.ionpoverty.com/library.php>)
 - *Obama Calls Out Microfinance: Taking the Measure of Microfinance*, Jonathan C. Lewis, iOnPoverty.com, April, 2010 (<http://www.ionpoverty.com/library.php>)
 - *Balancing Act: Mission, Profit, and Impact in Microfinance, Microfinance USA*, Microfinance USA conference, April, 2011 (<http://www.microfinanceusaconference.org/videos-2011/session-03-balancing-act.php>)

Week Five – February 20, 2011, Monday, 3:00 to 6:00 pm

No class this week. However, poverty does not take a holiday and neither should you. The poor must work and so can you. Prepare yourself for an intensive in-class APP presentation. Ask your colleagues to critique and improve your memos and work. In particular, this is a great time to schedule an individual coaching session with the course GSI.

Week Six - February 27, 2011, Monday, 3:00 to 6:00 pm

APP Presentation Rehearsals

- Class Discussion/Presentation: APP progress reports and problem-solving. In-class presentations will be critiqued for quality improvement in anticipation of final presentations. We want you to shine, but even more we want to see your APP succeed!!!

Assignment Due:

- Each student and/or student team will have ten minutes to give an oral report on their findings, including the good, the bad and the ugly. Emphasis should be on concise and candid(!) reports. In keeping with

the spirit of the class, practice, practice, practice, but also every student will be expected to constructively provide feedback, suggestions, tips, leads, etc.

Week Seven – March 5, 2011, Monday, 3:00 to 6:00 pm

Anti-Poverty Project Presentations

- Anti-Poverty Project final presentation: Each student or student team will present their APP. Student in-class APP presentations will be reviewed, rated and graded by the entire class. Each student will have ten minutes to give a well-practiced oral report on their findings, failures and successes. Oral reports at the student's discretion may be accompanied by a written memorandum (due in week eight). Emphasis should be on concise and candid(!) reports.

Week Eight – March 12, 2011, Monday, 3:00 to 6:00 pm

The Existential Entrepreneur; Who Are You?

- Capacity-Building Lecture/Workshop: Social investors and entrepreneurs, like charitable donors, act in response to “poverty pornography” – the heart-breaking reality of people in need. Confidently we boast, even if only quietly to ourselves, that we did our part even though “our part” may have parted company with the strategic levers of change. What are the ethical obligations of anti-poverty entrepreneurs to the poor, to investors, to colleagues and to the civic commons? Even more, what ethical obligations do we have to ourselves? Distorted by Broadway and Hollywood into the musical *My Fair Lady*, the original play *Pygmalion* by George Bernard Shaw, which is faithfully presented by the BBC edition, reveals the existential entrepreneurial challenge.
- Class Discussion: Come prepared for an intensive debriefing of the Anti-Poverty Project, including, but not limited to, the utility of the results, next steps for those who want to continue forward, how as a team we could have done better, what we have learned and lessons for the future. (Lesson: In the world of social entrepreneurship, last impressions matter as much as first impressions.)

Provocations for Class Discussion:

- “Be ashamed to die until you have won some victory for humanity.” - Horace Mann (American educator, 18th Century)
- “We must not only give what we have; we must also give what we are.” - Cardinal Joseph Mercier (Belgian Catholic Bishop, 20th Century)
- “Do not seek death. Death will find you. But seek the road which makes death a fulfillment.” - Dag Hammarskjöld (United Nations Secretary General, 20th Century)
- “Is it progress if a cannibal eats with a knife and fork?” - Stanislaw Lec (Polish essayist, 20th Century)

Assignment Due:

- View and think about *Pygmalion* (video), George Bernard Shaw, BBC Video (starring Lynn Redgrave). The video is available at Amazon (http://www.amazon.com/Pygmalion-Lynn-Redgrave/dp/B000E8JNRE/ref=sr_1_9?ie=UTF8&s=dvd&qid=1280207591&sr=1-9); you must order it directly. Do not view any other version, and certainly not *My Fair Lady*; this is the instructor's favorite playwright so be warned.
- Read:
 - *Freeing the Social Entrepreneur*, Chantal Laurie Below & Kimberly Dasher Tripp, Stanford Social Innovation Review, Fall, 2010. (http://www.ssireview.org/articles/entry/freeing_the_social_entrepreneur/)
 - *Monk, Architect, Diplomat*, Mark Albion, Stanford Social Innovation Review, Fall, 2010. (http://www.ssireview.org/articles/entry/monk_architect_diplomat/)
- All written assignments (blogs, papers, memos, etc.) are due.

COURSE LOGISTICS & OUR SHARED MISSION

Course Prerequisites. You are a student at one of the world's finest universities, you read newspapers, you watch public broadcasting, you have internet access and you possess a library card. Accordingly, this course assumes that you know about the size and scope of global poverty --- the numbers, the challenges, the horrific reality of grinding poverty on women and children, the woeful insufficiency of many aid programs, the episodic nature of media coverage about developing world issues and the multi-disciplinary burdens of the poor. If not, you are advised to take any number of fabulous courses, such as *Global Poverty: Challenges and Hopes in the New Millennium* (Roy).

Everyone in the class will share your passion for a more just world. That is the starting point. Next, it is assumed that you are neither an ideologue nor a romantic. You are a pragmatic social entrepreneur or nonprofit activist applying your talents to poverty alleviation. I am, too. This course is for you, but – perhaps more notably – for the impoverished whose existence shames us all.

There are no formal prerequisites for this course. This course meets the Sectors and Methods elective requirement for the GPP Minor.

General Course Expectations. This is a class about getting things done. For eight weeks, we will work as colleagues. That is a clue and a cue about the over-arching approach, tone and style of the course.

My time is valuable (and so is yours, of course); hence, I would prefer not to have it degraded with students who are "window-shopping" or less than serious about poverty reduction. We all have an important part to play in reducing poverty, so students from diverse disciplinary or life backgrounds are welcome.

I will respect you by demanding hard work, professionalism, tough-minded thinking and actionable results. No "busy work"; everything that you are assigned will matter to the larger mission. In turn, respect me by fully participating in class, doing the work on time, etc. Perform as the adult professional that you are.

Re-read the preceding paragraph. It applies to me too. Demand a lot from me.

You should expect to learn the following:

- Realistic, to-the-point written and oral communications to move your social venture idea
- Idea generation and presentation, predicated on realistic thinking about poverty alleviation
- Irreverence for conventional wisdom in the poverty space
- A few good jokes and probably a lot of bad ones

Course Format, Requirements & Making the Grade. Classes will consist of a mix of lectures, memos, robust in-class discussions and a major clinical assignment. To prepare this course, I have borrowed heavily from a selection of syllabi from other professors, both at Berkeley and Stanford. (Lesson: Leadership is collaborative, cumulative and creative. It builds on the work *of others*, depends on the support *of others* and succeeds with the help *of others*. Hint, hint!!)

In reviewing the syllabi provided me, I was struck with the detailed attention to expectation-setting about student performance and grading it. Grades aside, my assumption is that you are taking this course because you fervently intend to direct your career, or at least a portion of it, to reducing global poverty. Poverty alleviation demands our best because the poor have certainly seen our worst.

The clinical assignment is about making a difference. The concept is to produce a high-quality work product that contributes in some way to the reduction of poverty. This is the real deal. Assignments will matter. Sound daunting? It is. By working in a team, we will surprise ourselves.

With respect to grading standards, here is the plan:

- Anti-Poverty Project 60%
- Class Feedback Memorandum 10%
- Class Discussion & Readings 30%

Peer-to-Peer Feedback & Assessment. In the over-sold mythology about the lone entrepreneur, the charismatic leader, the “self-made man,” etc., it is easy to forget that social change is, well, social, that is, a community or group process. This course will embrace team-building, sustained and supportive peer feedback and peer-to-peer assessment. In the “real world” social change professionals and activists are all evaluated continuously, relentlessly and, hopefully, productively by peers. With respect to your grade, your peers will score you and you, in turn, will be asked to provide *both formal and informal* performance reviews on other students.

Course Guarantees. Let me set forth a few sweeping, “money-back” guarantees. By that I mean, if you neglect the following guidelines, the course is guaranteed to disappoint you. In general, the following are “learned lessons” garnered from leading various for-profit and nonprofit enterprises (some successful, some not):

- Time is your most precious and least replaceable asset. “Time is the scarcest resource and, unless it is managed, nothing else can be managed.” -- Peter F. Drucker, American management consultant. We have 8 weeks together, so we will strive to use them wisely. Committed change agents are advised to use, perhaps a better word is leverage, time efficiently in the service of reducing poverty. The poor are waiting.
- “I used to think I was poor. Then they told me I wasn’t poor. I was needy. They told me it was self-defeating to think of myself as needy. I was deprived. Then they told me underprivileged was overused. I was disadvantaged. I still don’t have a dime. But I now have a great vocabulary.” – Jules Feiffer, American satirist. From time to time, this course will employ common words, humor, generalizations, shorthand and politically incorrect phrases to describe the poor and poverty. This is not disrespectful. It is efficient communications. This course is about alleviating poverty, not fretting over what to call it.
- Disagreement is important. We are situated in an institution whose sacred mission is the pursuit of truth. If you and I always agree, one of us is unnecessary. Your grade is de-linked from your professional opinions! This course depends upon robust brainstorming and its corollary, diversity of intelligent opinion. That said, opinions without facts and opinions without performance are useless generally and absolutely useless in the poverty reduction field.
- Every single student (or, for that matter, employee) is entitled to ask every single dumb question and make every single idiotic mistake.....once. As colleagues, part of our responsibility is to help each other execute smartly and reach our goal. That means, while we expect each other’s best effort, it is better to correct mistakes internally (i.e., in class and among ourselves

as professionals) without recrimination. The sin is making the same mistake twice!

- When someone says "don't take it personally, it is just business," it usually means that they are going to screw you. (Lesson: It is always personal. If you care about your work, your reputation, the poverty reduction mission, your academic standing, the respect of your community, etc., then it hurts when colleagues let you down, your social enterprise suffers, funding is denied or any other hurdle materializes.) In this course, tenacity and toughness will be taught and measured (of necessity, subjectively). Why? Because tenacity and toughness are part of the social capital of the poor.
- As bad luck has it, I am not a mind reader. Talk to me if you need clarification, have a problem, want to proffer a class suggestion or just think that I have lost my mind (which will remain our little secret, please). We are colleagues, not psychics. This point is worth remembering as you team-build for real-life social enterprise(s) as well as work together in this class.

Mandatory Readings. While this course is neither a theory nor research class, readings are pivotal to the learning experience in this course. Readings will be used to inform class discussion, assess entrepreneurial ideas, learn about the mistakes of others, present case studies and – most essentially – challenge conventional wisdom. As for all assignments, whether course-related or employment-related, you insult your colleagues and demean yourself by showing up unprepared. In every instance, I have learned important, useful lessons from the selections. I hope to learn even more from your judicious commentary.

Communicating with Written Assignments. Whether preparing a formal memorandum or a compelling blog, facility with the written word matters in this course. The impoverished are often illiterate and, thus, in order to give voice to their needs, concerns and lack of empowerment, a critical "social change skill" is written communications. Writing to "make a difference" will be taught as an integral part of the course and, moreover, be evaluated, improved upon and graded.

So we have more time to focus on your core message and communication skills, let's follow a few basic format and style rules. Proof papers thoroughly and cite your sources where appropriate to do so. Use Arial, 12 point font, one inch margins all around, pagination and single line spacing. This format is what I use in my daily anti-poverty work.

In this course, written work is intended to demonstrate critical thinking and to improve presentation competency. Thus, where warranted and at the professor's

discretion, students may be given the opportunity or, put differently, be required to rewrite memos, blogs and papers.

Attendance & Class Participation Matter. “We learn by listening, reading, thinking, doing AND speaking.” – John Danner, Professor, U.C. Berkeley. Come to class on time, readings completed and prepared to engage your fellow classmates (and me). Empathetic, yet critical, listening will be modeled.

“I long ago abandoned the “vessel theory” of learning, where the instructor (believes s/he) has the knowledge and tries to “pour” it into the heads of his or her students. Instead, I believe learning takes place when you read, think, put your ideas “out there,” and are forced to come to your own understanding. To support this style of teaching / learning, ... each of us is expected to bring to the class an open mind, a sense of curiosity, and a willingness both to listen to others and offer their points of view.” – Michael Gordon, Professor, University of Michigan.

I am not your time manager or babysitter. As a professional, you are responsible for managing your own time. I respect people who are punctual and prepared, but I also know that emergencies occur, other deadlines impede, etc. Inescapably, if you are absent, your contribution is irreplaceable, null and void, and un-gradable. Miss class at your peril.

At the start of each class session, name tents will be available. As a courtesy to your fellow students and guest speakers, and as a help to the professor, keep your name tent visible during class, returning it upon adjournment. It is also how we will measure your class participation and attendance.

Class Times & Place. Mondays, 3:00 pm to 6:00 pm with a 15-minute break. The location is Blum Center (specific room to be announced and posted).

Professor Contact Information. Email: JLewis@MCEnterprises.org. Phone: 530-758-8600. When on campus, my offices are in the Blum Center lounge or outdoor benches, Peet’s near the Blum Center or Top Dog (north side). For sending materials, you should use my direct email.

Professor Office Hours. Monday afternoons by appointment. After every class I plan to walk over to Top Dog on Hearst (or Durant, if we are feeling ambitious) for my weekly fix. You are always welcome to join me. And, finally, as colleagues in the fight against poverty, email and telephonic communications are *a/ways* encouraged.

About the Professor. My resume plus a few of tirades on various subjects are posted at www.iOnPoverty.com.

Important Deadlines. Deadlines for all assignments – written, verbal, readings or otherwise – are the beginning-of-class on the designated day. For all assignments, we are looking for quality, not volume. Brevity and intelligent content will be taught and rewarded. Verbosity and fuzzy thinking will be untaught and discouraged.

I dislike even thinking about the possibility of late assignments. Assignments handed in after the due date will no doubt suffer, but beyond this fair warning I can't be specific. The practical challenge is that I have budgeted a fixed time to review written assignments. If you miss the time window, it puts me in a grumpy mood, singles out your work for special attention, etc. That said, life happens. We are colleagues and I am not looking for a reason to penalize you. But, being human, if you complicate my life, it can't help but affect my attitude. (Lesson: This conundrum is precisely the balancing act you will face as a social entrepreneur in the "real world." Take extra time to prepare a better work product, but risk annoying the boss? We all learn to work with the time that we have.)

Recommended Readings & Internet Resources. At www.iOnPoverty.com I have posted 10 recommended books and various websites that are useful.

Electronics in Class. The course is an electronics-free zone. This rule is to promote active discussion, to engage your mind as an active participant, to acknowledge that the course is less about note-taking for the future and more about "doing" in the present, and also to remind ourselves that eye contact and face time matter as we build collegial work teams. And, let's be frank, the optics of open laptops during a discussion are rude – no matter how hard the techies try to convince us otherwise.

Academic Dishonesty. From reviewing other syllabi, apparently it is necessary to make explicit a truth about untruthfulness and plagiarism. Please review the University Code of Student Conduct (<http://students.berkeley.edu/osl/sja.asp>) , the CEE Graduate Student Handbook (www.ce.berkeley.edu/grad/pdf/handbook.pdf) and Berkeley Academic Services (<http://academicservices.berkeley.edu/advising/resources/plagiarism/>).

Appendix A

Potential Student Projects iOnPoverty Video Series

iOnPoverty catalyzes the best and brightest of the Millennial Generation in the service of a more decent world. In a series of video recording intensive and candid conversations with accomplished social entrepreneurs, iOnPoverty achieves two interconnected objectives. One, economic development/anti-poverty/economic justice organizations leverage a potent platform for tapping into the human and financial resources of the Millennial Generation. Two, Millennial Generation leaders learn from inspiring role models, gain the information they need to advance their social justice careers and expand their skills and knowledge about social change.

For the Millennial Generation, the video series focuses on the career and life questions they are asking. “iOnPoverty” captures the notion that the video podcasts are about what “i” individually can do to improve the world. See: Social Edge iOnPoverty blog, December 10th, at <http://www.socialedge.org/blogs/i-on-poverty/>.

Social entrepreneurship at its most fundamental level is about solving problems with full regard for an enterprise’s mission and its revenue base, that is, its financial sustainability model. For IAS 140, obviously, there is insufficient time to work on longer term enterprises, so the following current and real world assignments are options to consider as accessible, doable, achievable and USEFUL class projects.

Assuming IAS 140 students either don’t have their own Anti-Poverty Project idea, consider:

- *The Social Entrepreneur’s Handbook* by Rupert Scofield is rife with potential topics for iOnPoverty conversations and, for that matter, IAS 140 classroom discussions. Reverse engineer the book’s individual leadership takeaways into iOnPoverty topics & themes that you believe a Millennial audience needs to hear. Format your recommendations as moderator cue cards.
- Develop an outreach and guerilla marketing plan for Millennial-friendly conferences, events, concerts, etc. Analyze the pros and cons of each option and make recommendations on the high-value targets. Include a budget, calendar dates, timeline, the works. Develop a conference roster with key contact information and with a recommendation on how best to leverage each event.

- An iOnPoverty objective is catalyzing local chapters or clubs of social entrepreneurs. The clubs will require tools to succeed. On the web and elsewhere locate organizing kits, tips, resources, now-to guides, etc. Cull them for the best. Develop organizing toolkit with tips, rules, guidelines, etc. (To set the stage, read <http://www.movingfrommetowe.com/2011/06/12/seven-successful-ways-to-nudge-us-to-take-action/>)
- For the aforementioned clubs, develop 10 practical, inexpensive, legal, useful and fun action ideas on the theme “Power and Poverty.” For each, include the thematic point and supporting “teach-in” materials. An example:

To demonstrate the unwholesome or discriminatory power of banks in America, and to encourage people to switch their savings and checking accounts to more community-centered banks, organize citizens en masse to peacefully swarm a local bank. Each citizen will request change for a dollar, or open a checking account for \$5.00 (banks lose money on small accounts), the close it the next day, or sign up in the lobby for an appointment with a loan officer to discuss loan requirements. The idea is to immobilize the local branch. Wear arm banks, buttons or t-shirts stenciled with iOnPoverty (make your own or buy them on line). Invite the media. Handout leaflets in front of the bank explaining the relationship between bank practices and poverty in your community and around the world.
- Tentatively, we think it might be fun to call the clubs Friends of Franklin, named, after America’s first significant social entrepreneur, Benjamin Franklin. See: http://www.newyorker.com/talk/comment/2011/11/21/111121taco_talk_go_pnik. Research Franklin’s life, prepare a management memo arguing the case for (or against!) using him as the iconic leader. In the alternative, if you have a better idea, make that argument instead. Which side of the case you chose, remember the social entrepreneurial point is an *actionable*, useful conclusion.
- According to some accounts, literally thousands of social entrepreneurship and poverty-related courses are taught at colleges, community colleges, universities, MBA schools, law schools, etc. Develop a roster of faculty with full contact information. Interview a cross-section of faculty to assess how to make the iOnPoverty series useful to their classes, including how best to communicate as new videos are released.
- Propose your own project to advance iOnPoverty.