

AEM 3385: Social Entrepreneurship Practicum: Anabel's Grocery

Semester: Spring 2018

Credits: 3 credits. Students can repeat the course for 1 credit, earning a maximum of 4 credits over two semesters.

Meeting: Wednesday, 2:55-4:10 pm. Class will be held on site in the Founders room of Anabel Taylor Hall (room 114 ATH)

Practicum Requirement: 4 hours per week

Prerequisites: Students must be on the Anabel's Grocery team or be willing to volunteer in the store for their practicum requirement

Instructor: Anke Wessels, PhD, Executive Director of the Center for Transformative Action

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Office: 117 Anabel Taylor Hall

Office Hours: by appointment

COURSE DESCRIPTION

Overview

This is a seminar course with a practicum in the management and operation of a campus-based, student-led social enterprise, [Anabel's Grocery](#). Anabel's Grocery is a nonprofit project of the [Center for Transformative Action](#) that addresses food insecurity at Cornell by providing fresh, nutritious and affordable food to students, as well as educational programs on healthy and nutritious eating. The practicum requires 4 hours/week of service to the Anabel's Grocery team or as a volunteer in the store.

In this course, you will learn about and employ Systems Thinking to consider the complex and dynamic interconnecting elements of food insecurity on campus and Anabel's Grocery as a social venture. The 14 Habits of a Systems Thinker will frame our weekly discussions and analysis, helping us to consider how systems work and how interventions can have immediate and long-term effects. Together, these 14 habits encompass a spectrum of thinking strategies that foster problem solving and encourage questioning.

Within the framework of systems analysis, we will discuss key practices for the success of a social venture drawn from case studies and research. Topics include leadership and decision-making, relationship and culture building, social impact assessment, human-centered design-thinking, communication, volunteer and staff management, values-based governance, financial success, and operations management. As a class, you will develop a systems map of Anabel's as an organization and of food insecurity on campus. Your practicum will provide real-life experience to apply what we are learning from the readings and class discussions. It will also form the basis of your final assignment, a case study write-up. Your case studies will result in key recommendations for improving Anabel's as a social venture.

Last semester's case studies identified the following key focus areas: organizational culture including values-based decision making and communication; pricing and purchasing that reflect our social mission and financial bottom line; implementation and evaluation of the subsidy structure; store design, product placement and customer engagement; HR policies and practices including hiring procedures, onboarding and training; brand communication and marketing; and

inclusivity, collaboration and community building. In addition, this semester we will be preparing for Anabel's to transition from CTA to Cornell Dining in the fall of 2018.

Project-based Learning Culture

This course incorporates a reflective practice of learning, evaluation, and iteration. Together, you will roll up your sleeves and apply concepts from research articles and lessons from case studies to analyze problems and successes as you experience them in real-time. You will consider and implement, as appropriate, solutions to the problems and improve the store's oversight, operations, and educational programs. This is not passive learning. The class culture is more similar to that of a project team than a classroom. You will be active collaborators on the team and, as such, be expected to contribute your thoughts, insights, and suggestions.

Course Credit

This 3-credit course combines one 75-minute seminar-style discussion session with 4 hours of practicum per week. Students can earn an additional credit when repeating the course. Repeating students will attend class meetings and contribute by sharing their experience and insights to the class discussion. Repeating students must be active on the Anabel's Team or as volunteers in the store. They are not required to complete the written assignments.

Format

This is a project-based practicum course with written analyses and reviews of articles, student – facilitated discussion, a weekly practicum journal, short written assignments, and analyses and recommendations to improve Anabel's systems through a case study write-up. The practicum component is comprised of 4 hours/week dedicated to the Anabel's Team or as a volunteer in the store.

MAIN COURSE TOPICS

1. 14 Habits of a Systems Thinker
2. Defining Social Entrepreneurship and Social Innovation
3. Understanding Food Insecurity and Creating Equitable Food Systems
4. Hybrid Business Models for Social Ventures
5. Making Decisions in a Mission Driven Venture
6. Leadership and Communications in a Student-Led Social Change Organization
7. Incorporating priorities of equity, inclusivity, collaboration and community building into the design and implementation of all subsystems.
8. Financial and Social Impact Measurement
9. In-Store Design, Customer Engagement, Marketing & Promotions Strategies
10. Change management

REQUIREMENTS AND EVALUATION CRITERIA:

Written review of designated readings	10%
Short written assignments	5%
Class discussion facilitation	10%
Case Study Proposal	5%
Case Study progress report	10%
Final Case Study: Applying Systems Thinking to a student-run startup	30%
Weekly Practicum Journal	15%
Attendance, peer review, and practicum participation	15%
TOTAL	100%

LEARNING OUTCOMES

Upon completion of the course, you will be able to:

- Understand and apply the 14 Habits of a Systems Thinker, and use systems mapping to identify key leverage points to improve a system.
- Understand and apply basic best practices in the governance, management and assessment of a nonprofit social venture.
- Evaluate and revise the operational, programmatic, marketing, impact assessment, and revenue-generating strategies of a venture for social impact and financial sustainability.
- In a setting where success requires effective teamwork, interact and work collaboratively with diverse peers, with a higher level of self-awareness and empathy.
- Demonstrate an understanding of the impact and causes of food insecurity within the context of the larger food system, and incorporate this understanding into the design of a more effective solution with attention to the tools and habits of systems thinking, financial sustainability and social/environmental impact.

COURSE POLICIES**Communication:**

You are responsible for staying in communication with your fellow students, the larger Anabel's Grocery Team, and the instructor. The materials we discuss and develop will be relevant to an existing social venture with real-world responsibility to several stakeholders. What we do matters. To do it well, we need to establish excellent communication within and across teams. You will develop a project team culture where everyone is expected to participate fully and be accountable to the team.

Missed Work:

You are responsible for material covered in the course. It is your sole responsibility to obtain and review any materials missed. Moreover, because your team depends on you and your contributions, it is essential that you communicate with your teammates when you have missed work or when you cannot attend a planned meeting time. In order to maintain the integrity of our work, it is important that you do what you said you would do. We also understand that life happens. If, despite your best efforts, you can't live up to your promise, we expect you to communicate right away with those who are reliant on your work and offer a new time by which the work will be done.

Policy regarding disabilities

It is Cornell policy to provide reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Student Disability Services and their instructors for a confidential discussion of their individual need for academic accommodations. Student Disability Services is located in 420 CCC. Staff can be reached by calling 607.254.4545.

INSTRUCTOR:

Anke Wessels is the executive director of the Center for Transformative Action (CTA). CTA is an independent education-based 501(c)3 affiliated with Cornell University that provides fiscal sponsorship to social entrepreneurs with innovative non-profit ventures. Our services allow these change makers to focus on their social mission while we provide a well-established back office infrastructure with business services and mentorship that most start up nonprofits are unable to afford. We also offer educational programs--courses, conferences, and workshops--to help a diverse group of new or experienced social entrepreneurs develop the skills necessary to establish effective social ventures, and learn the leadership practices associated with Transformative Action. Transformative Action is an alternative paradigm for social action that moves us beyond complaint, competition and "us vs. them" thinking. Inspired by the non-violent organizing that erupted in the last century, Transformative Action has three components: (1) break the silence that surrounds injustice, (2) build bridges across difference to transform animosity into understanding and adversaries into allies, and (3) articulate an inspiring, proactive vision.

She also teaches AEM 3380, Social Entrepreneurs, Innovators, and Problem Solvers, organizes the Finger Lakes Social Entrepreneurship Institute and leads Cornell's relationship with [Ashoka U](#) as a changemaker campus. She has a BA in French and Economics, an MS in Agricultural Economics, and a PhD in Geography, specializing in environmental politics and social movements. She was previously on the faculty at Syracuse University, teaching domestic and international environmental politics.

ASSIGNMENTS

Article/Video Reviews and Leading the Class Discussion Instructions

Objectives:

1. To build your critical review, communication, and facilitation skills
2. To build your expertise on one of the topics in the class
3. To promote a more active and interactive learning community
4. To develop constructive learning relationships with the instructor and fellow students

Each student is expected to become an expert on assigned readings for the class. Being an expert entails:

- (1) Studying the assigned material,
- (2) Writing a review, and
- (3) Helping to lead the discussion, sharing your insights and analysis with the class.

You will be sharing your reviews with the class and leading the discussion for your assigned session. You may be grouped in pairs or a small team to lead the discussion and are expected to coordinate this with others in the group in advance. If you are in a team, you will each write separate reviews. Your reviews should be no more than 2 single-spaced pages. You will send your reviews to all members of the class and the instructor via email **by noon on the Tuesday before your assigned session.**

Below is information on how to write a review. Read it to make sure that you understand what is expected from your review.

How to Write Reviews (Sample)

Your name

Session topic

Date

Title of Review: Review of SSIR “Cause for Reflection,” and SSIR “When Innovation Goes Wrong”.

Text of brief review starts here and generally uses present tense to describe the readings/videos (e.g., “These readings focus on the power of leverage points to change a system.”).

The first paragraph or so usually contains a summary of the highlights of the readings/videos. What were the key points and themes from the piece or pieces you read/watched? How do the various assigned readings/viewings enhance or inform each other?

Subsequent paragraphs should explain the significance of the reading(s)/videos to Anabel’s and/or your work on the Anabel’s Team *with a focus on the systems thinking habits for that session*. For instance: How do they relate to the systems thinking tools assigned for this session? What are the connections with other assignments and discussions we have had? How does the

content of the reading(s)/videos pertain to our work with Anabel's Grocery? What did you think was particularly valuable about the content?

The next paragraphs should contain your own evaluation of the assigned materials: Is the content compelling? Does it provide valuable /useful information for Anabel's and our system's analysis? What can we learn from it and how might we apply or integrate this learning? Should we pursue more research or a new course of action based on what we've learned from this reading? What are key takeaways or recommendations?

At the end of the review, include two to three discussion questions that can be used in class to start an interesting and relevant discussion. Include context in your questions as necessary, such as "Given the x,y,z in the experience of Cause, what might we do to avoid a similar outcome?"

Your written review must be distributed to all members of the class by noon on the Tuesday before your assigned session.

Leading the Class Discussion

For the days that relevant readings are assigned, student facilitators will provide a brief overview of the reading and lead a discussion. For most days, there will likely be multiple students presenting and helping lead the class discussion. Students presenting for a given day are expected to collaborate. *If you are not facilitating that day, you are still expected to have read and reviewed all the assigned material.*

Each student/team is expected to give a 10-15 minute overview of their reading(s) for the day to remind the class about the reading (*this is meant to augment the reviews you distributed the day before, not read them verbatim*). The goals of doing the brief oral summaries include:

- To allow you to share your insights with the class
- To display your ability to summarize and condense lengthy material
- To gain practice translating more technical readings into oral communication suitable for a lay audience
- To build upon concepts throughout the course
- To give you an opportunity to set the agenda for the group discussion

After the brief summary is given, there will be about 30-40 minutes for a discussion related to the topic. Your goals should be for us to understand the assigned material and how it fits into the day's topic and to make us think about it in a new way related to Anabel's, to our systems analysis, and specifically to your practicum work.

A well-designed discussion should have the presenters only speaking 10-20% of the time and the rest of the time should be used engaging the rest of the class. As a group, the students presenting on a particular day should discuss different roles they might play in the discussion/activity, including facilitator, scribe, organizer, etc.

The discussion should:

- Be interesting and help the class go beyond a simple superficial understanding of the reading/videos

- Bring new insights to the topics
- Remain focused on the assignment and examine relevant issues
- Demonstrate understanding of the topic and interconnections between Anabel's as a social venture and as a system
- Raise interesting, carefully considered questions for discussion
- Keep the discussion focused and on track
- Involve the class
- Be shared among group members
- Be organized

Those students who are not presenting must be familiar with readings/videos and be ready to ask questions and engage in the discussion of how the readings inform our work with Anabel's.

The presentations are important for helping you practice facilitating listening and multi-voiced dialogue, share your insights, and encourage active learning.

Practicum Journal Assignment

By February 7th you will have started your practicum, arranging with the Anabel's Grocery team how you will be contributing 4 hours every week. Every week thereafter, you will write and submit a reflection of your experiential or practicum hours. Your first weekly reflection is due February 14th before class and will be due at the same time every Wednesday thereafter (accept the week of spring break).

The purposes of keeping this weekly journal of your experiences are two-fold:

1) To provide an avenue for critical reflection on the meaning of your practicum, both personally and academically. Critical reflection is a "meaning-making process" that helps us set goals, use what we've learned in the past to inform future action and consider the real-life implications of our thinking. It is the link between thinking and doing, and at its best, it can be transformative (Dewey, 1916/1944; Schön, 1983; Rodgers, 2002). Without reflection, experience alone might cause us to "reinforce stereotypes..., offer simplistic solutions to complex problems and generalize inaccurately based on limited data" (Ash & Clayton, 2009, p.26). Engaging in critical reflection, however, helps us articulate questions, confront bias, examine causality, contrast theory with practice and identify systemic issues all of which helps foster critical evaluation and knowledge transfer (Ash & Clayton, 2009, p. 27).

2) To document your observations of how a particular department within Anabel's is functioning within the larger Anabel's System and how the Habits of a Systems Thinker are relevant. This documentation will provide data for your final case study paper.

A journal is neither a diary nor a daily list of activities. Rather, your journal focuses on an incident, a person, an observation, or a feeling and it should help you in analyzing and reflecting on that particular aspect of your practicum experience by integrating what you've learned from readings and class discussions. Describe people and incidents only in as much detail as is necessary to give the reader a flavor for what is happening. Remember, the point isn't to describe what happened but to reflect critically (see above). Below is a list of possible topics for

discussion within your journal, but your writing need not be limited to these issues. As the semester progresses, your observations should focus on areas that are working particularly well or those that aren't, and why.

Sample Journal Topics

- Describe the physical environment: Is the climate upbeat, friendly, professional, depressing, uncomfortable? How does the climate affect people? You? Imagine you are using a video camera to record what you see. Describe what it documents without interpretation. What and who do you see? What do you hear? How are people interacting? Who is interacting and who isn't? Now, think about how what you are observing connects to particular readings and discussions about inclusivity, design, communication or building culture? Why does it matter?
- How does Anabel's fulfill its mission through this department? Based on our discussions and readings about developing culture and embedding values, does it do a good job? What are some barriers to its success? What might be done differently in specific situations? What specific situations are excellent examples of Anabel's mission coming to life? How does this relate to readings or discussions?
- Where is your work connected to Anabel's as a system? How does it influence or interact with other aspects of the system? Why is this important and what does this mean for how things are working well or not working? What Habits of a Systems Thinker are particularly relevant to your work within this department?
- What is the attitude and orientation of the leadership? How does she/he treat others? What direct observations (avoiding judgment) lead you to these conclusions? What are leaders doing well? Can you explain how? What are they doing poorly? Why? How do assumptions around power and leadership structure the outcomes of your work? Of Anabel's? How do readings or discussions inform your insights?
- What is the hardest part of your work with Anabel's? What do you love? Have your duties changed since you began? Are there particular accomplishments you are proud of? Dig down to understand the reasons why by asking the "5 whys" of a systems thinker.
- Critical reflection of what is not working: Based on your direct observation and experience, where do you see Anabel's falling short of its mission, goals, and objectives? Ask the "5 whys" to dig into what might be causing this. Based on this, what tangible changes could be made to improve the situation?
- Emotional effects: What events or insights have excited, impressed, or inspired you? What action have you taken in response to these emotions? What events or insights have upset, depressed, or frustrated you? Is there something you could have done to change the impact of these events? Are there readings or discussions that inform your thinking?
- What connections have you made between your practicum experience and class readings or discussions? Does what you have seen agree with what you learned in class and from the readings? Why or why not?
- Sense of self: What were your original motivations to serve? Have they changed over the course of your work with Anabel's? Has the service challenged your values, stereotypes, prejudices or understanding of food insecurity? Of other Cornell students? Stakeholders? Of the possibility of effecting social impact or social change? Has your self-concept been affected by the experience? How? Any personal insights? How might your personal experience help inform Anabel's purpose to create community?
- Commitment to service and systemic social change: Will you continue service after this semester? This year? At Anabel's? Will you look into other social entrepreneurship opportunities or other systems-focused social change opportunities? Why or why not?

These and many other issues can be discussed in your journal. Keep in mind that a journal is not a log or description of tasks, events, times and dates. It is a portfolio of your development, a documentation of what is happening around you, and a critical reflection of how our class discussions or your understanding of the assignments are informing your work and vice versa.

Case Study Assignment

Objectives

1. To identify and explore relevant applications of the 14 Habits of a Systems Thinker
2. To build your writing, communication and analytical abilities
3. To reflect on and document key challenges and successes of Anabel's as a start-up, student-led social venture that can inform systems understanding, structure and decision-making going forward and be useful for other similar ventures.

During this course, you will be turning in a proposal (due Feb 28 by class), a progress report (due April 11 by class), and a final paper for this assignment (due May 14 by 11:59pm). You can work individually or as a team on this case study assignment. [Here](http://www.monash.edu.au/lls/llonline/quickrefs/27-case-study.pdf) is more information on how to write the case study. (<http://www.monash.edu.au/lls/llonline/quickrefs/27-case-study.pdf>)

You will select one area or department of Anabel's Grocery (the one that you are working in) and develop a case study that analyzes something that is working particularly well, or not, and how the Habits of a Systems Thinker help explain why or why not. Begin with a baseline description of the department/area and how it functions, describe the issue and how key Habits helped inform your understanding of it, analyze it through the lens of these habits, readings, class discussions or outside sources, and finally provide key recommendations or opportunities for the team that will follow in your footsteps to strengthen weaknesses or replicate strengths. Topics to assess or analyze might include your team's response to customers, stakeholders, members of other teams; response to crises, successes, or the incorporation of new practices; the development and application of key strategies; the application of Anabel's values and mission; or efforts to learn, improve and iterate. Your analysis must draw on the 14 Habits of a Systems Thinker and should integrate articles read in this course, class discussions, interviews with other team members or experts, and your own outside research.

You will be collecting your data primarily through direct observations (recorded in your practicum journal) and interviews of customers, stakeholders, experts and Anabel's team members.

You will be approaching your case study from a systems point of view, which means you will be focused on the structure and function of the department /area as a sub-system within Anabel's, and within the broader system of Cornell and the food system. You will also want to pay close attention to your role in the department/area, the role of others, the relationships and informal exchanges between people within the department, between departments, and with customers or other stakeholders. In addition, consider how the values and goals of Anabel's Grocery are or are not manifest in this department, and what difference this makes. The systems analysis you add to the descriptive study is critical. Be sure to incorporate the themes and issues discussed throughout the class.

Your Proposal (due electronically Feb 28 by class): Submit a paragraph stating which department /area you have chosen to write about and why and what issue you might examine. Begin to frame your interest as a question, such as “Why might xyz be happening?” or “What can we learn from how these events came to pass?” or “Why is it that this process or these interactions are having this apparent impact?” Include what Habits of a Systems Thinker you intend to focus on and why, who you anticipate interviewing to gain more data beyond your own observations, and what kinds of questions you will ask in these interviews.

Progress Report (due electronically April 11 by class): Provide a status report update that includes what you have learned from your preliminary observations, discussions and interviews. What patterns do you see? What readings or discussions will be most useful in your systems analysis and where do you anticipate the analysis leading?

Your Final Case Study (due electronically May 14 by 11:59pm): Your final case study paper will include an analysis (based on insights gained from articles read in the course, class discussions, interviews and/or outside research) of how systems thinking gives insight into addressing a particular issue and how this department / area functions (or doesn't), how the Habits help explain the issue (how it works or doesn't work), and your key recommendations for solving the problem or replicating strengths in the overarching system through your department.

Guide to Writing Case Studies

Case studies are a form of qualitative descriptive research that is used to look at individuals and organizations, either in isolation or in comparison to one another. Case studies draw conclusions only about that participant or group and only in that specific context. Researchers do not focus on the discovery of a universal, generalizable truth; instead, emphasis is placed on exploration and description.

Case studies typically examine the interplay of all variables in order to provide as complete an understanding of a situation as possible. This type of comprehensive understanding is arrived at through description of the system at play: an in-depth description also involves interpreting the meaning of demographic and descriptive data such as cultural norms and mores, community values, ingrained attitudes, motives, and relationships. Asking the ‘5 whys’ is particularly useful in revealing these. Case studies seek to develop a holistic understanding of an event or situation. For this class, your case study will use the holistic framework of systems thinking.

Generally, case studies take the form of a story and offer a critical reflection of the story's events culminating in the lessons we can glean from the story. The content for this story is derived from your journal entries. Typically, the authors address their own involvement in the story, the questions that guided them, the methods for collecting data, and the data sources. They give the reader as much context as possible for the conclusions drawn.

It is important to note that in case studies, as in any qualitative descriptive research, while researchers begin their studies with one or several questions driving the inquiry (which influence the key factors the researcher will be looking for during data collection), a researcher may find new key factors emerging during data collection. These might be unexpected patterns that become evident only during the course of the research. In your case, you may have started focusing on one set of Habits and then find that another set is more interesting or relevant.

While not bearing directly on the researcher's guiding questions, these variables may become the basis for new questions asked at the end of the report.

Because case studies tend to be exploratory, most end with implications for further study. In your case, the report should end with implications for further improvements for Anabel's Grocery's structure, decision-making or systems.

[Use this guide for writing a case study.](http://www.monash.edu.au/lls/llonline/quickrefs/27-case-study.pdf) (<http://www.monash.edu.au/lls/llonline/quickrefs/27-case-study.pdf>). Remember that the theory we are using is systems thinking, and you are applying the Habits of a Systems Thinker to understand the problem, issue or strength you are examining in your case study.

Class Participation

One of the core objectives of this course is to develop a thoughtful, engaged and reflective learning community. This requires that you participate in class discussion and engage your peers in dialogue. Here is what I expect from you as you participate in class:

- Demonstrate a grasp of the core concepts in class and their linkages
- Consistently identify and analyze your practicum work with Anabel's as it relates to the topics we are discussing
- Apply core concepts to unfamiliar situations to produce an insightful and rigorous analysis
- Initiate and shape conversations by presenting key insights and contributing in a way that facilitates productive discussions
- Listen to new ideas and perspectives from a place of curiosity: ask clarifying questions rather than making assumptions
- Offer constructive, sensitive comments about classmates' contributions to sustain ongoing discussion
- Organize and structure analyses, including coherent and persuasive presentations of your thoughts

If you aren't present or don't contribute to the conversation, then the learning community is less robust and suffers. Your participation is critical to the success of this course. Not only do you get more from the experience if you engage fully, but you contribute tremendously to the rest of us in the class, enhancing our experience.

What constitutes participation? This is a difficult question to answer. Some people, who are fully engaged and listen deeply, may say very little. Others say a lot, but aren't listening well, so their contributions hardly further the conversation. I can never know what's going on inside of your head. I can only detect the signs of apparent interest -- whether you are making eye contact, whether you seem bored, whether your contributions seem to come from listening to the conversation closely, whether you seem like you would rather be somewhere else (or doing unrelated work on your computer or phone), or whether you seem like you are asleep or daydreaming. Speaking of devices, I appreciate having them handy to look up questions as they arise in our discussion. However, I do not condone multi-tasking that takes you away from the discussion. I may, periodically, ask those looking at devices, whether their activity is contributing to or drawing them away from our discussion.

I will attempt to make a fair assessment of your class contribution based on the following rubric.

A - You are an outstanding, invaluable contributor to class discussions. The class would be considerably poorer without your presence. You listen actively, and you appear to respect the opinions of your fellow students. When you speak, you engage your fellow students, and offer intelligent, thoughtful opinions. Your level of energy and enthusiasm is very high. You are passionate about learning; you show great motivation and interest. You miss no class sessions or only 1 in the semester. You know the names of all of your fellow students and help empower other people to do their best. You care about your classmates and how they are doing in class.

B - You are an active participant in class discussions. You seem to be showing a great deal of interest. You listen actively, and you appear to respect the opinions of your fellow students. You often contribute many valuable ideas to the class discussions. You miss only 2 class sessions in the semester. You know at least 80 percent of your classmates' names.

C - You have an acceptable level of class participation. You occasionally participate in a class discussion, although not very much. If you are a naturally quiet person, you at least seem to be paying attention and showing interest. You miss 3-4 class sessions in the semester. You know at least 67 percent of your classmates' names.

D - You are physically present in class, but your mind seems to be somewhere else. You do not seem to pay attention (or even to disguise your boredom). You rarely participate in class discussions. Even when called on to answer a question, you have very little to say. Sometimes you seem to be on the verge of sleeping, or melting into your chair. You miss 5-6 class sessions in the semester. You know less than 67 percent of your classmates' names.

F - You miss class often. You do not participate at all. You show no interest whatsoever in the subject matter, the readings, or the opinions of your fellow students. Overall, you put no effort into the class. You miss more than 6 class sessions in the semester. You know less than 50 percent of your classmates' names.

Written assignments - grading scale:

Grading may seem like a subjective enterprise. However, we have discovered a remarkable consensus as to what grade a paper deserves. We use the following guidelines for assigning letter grades to papers. These are derived from the work of Bill Ingram, a professor at the University of Michigan.

A - This grade is reserved for outstanding work. It dazzles everyone who reads it. In fact, it has the "wow factor" – i.e., if you showed it to 5 people, including a stranger who doesn't know you, all of them would enthusiastically shower it with genuine praise. If it is a personal project (e.g., the journal), it will reveal much about your unique character. If it is a persuasive paper (the case study), it will win people over and help them gain new insights. Overall, your work meets the highest standards of professionalism. It is hard to imagine that you could produce better work than this.

B - This paper is good. It goes beyond merely fulfilling the assignment; indeed, it shows evidence of significant thought and planning. It contains no major distracting errors, and is well developed with good supporting material and transitions. I am pleasantly surprised as I read it. Still I believe that you have a greater potential than this. With more work, you could push yourself to produce something that meets the standards of an A paper above.

C - This paper is acceptable. It fulfills all the requirements of the assignment, though in a routine way. It shows evidence of engagement with the topic and makes what I consider an adequate response to it. It contains few distracting errors. I can follow and understand the argument without difficulty, but also without much pleasure; the writing is not vigorous nor are the ideas fresh. It's an okay paper; it meets the requirements of the assignment and I am satisfied as I read it.

D - This is a weak paper that relates to the assignment but shows no evidence of real engagement with the topic. It is marred by enough errors to distract me seriously as I read it. It seems unprofessional and not carefully proofread. It also suffers from vague, ambiguous writing that makes it difficult for me to understand the content or the direction of the argument. I am disappointed as I read it.

F - This paper is a disaster. It shows no thought. It is so poorly constructed and so carelessly written that I cannot follow the sequence of ideas. Additionally, it is marred by so many errors in mechanics and usage that the message is difficult to decipher. I am dismayed as I read it.

Note: A paper can also receive a failing grade if it does not respond to the subject of the assignment. That is one way to show "no thought."

Course Calendar

(After week 10 we will identify specific areas for more research and discussion)

Week 1, Jan 24: Introduction

Welcome to this practicum in social entrepreneurship. Today you will get an overview of the course and Anabel's Grocery's response to food insecurity on campus. Please note that homework is listed in the syllabus under the day it is due. Look below (Week 2, Jan 31) to find what homework you are responsible for *before* class next week. Readings and videos can be found on BlackBoard unless a link is provided in the syllabus. If your practicum includes volunteering in the store, please reach out to Anabel's HR director, Sophie Cheung, at shc223@cornell.edu to sign up and get trained ASAP. Your practicum should be set up by February 7th. Your first practicum journal is due February 14. After that, you will submit your journal entries electronically every week before class.

Week 2, Jan 31: Systems Thinkers see the Big Picture: Food Insecurity and Systems Thinking

Today we will look at the big picture of food insecurity internationally, nationally and on campus. What is food insecurity? What does the system look like that produces it? And what systemic solutions are being tried? Where does Anabel's approach fit in?

Homework for today:

Food Insecurity

- Review FAO definition of food insecurity "Basic Concepts of Food Insecurity"
- Study USDA Statistics and Graphics about food insecurity in the US
<https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/key-statistics-graphics.aspx>
- Read "Hungry to Learn: Food insecurity spreads on campus;"
<https://thebestschools.org/magazine/hungry-to-learn-food-insecurity-spreads-on-campus/>
- Write a list of factors or variables that you believe contribute (positively or negatively) to food security at Cornell. Remember that variables are elements that change; as they change, food security goes up or down (improves or decreases). Bring this list to class to share and hand in.

Systems Thinking

- Watch Daniela Papi Thorton's Tedx on "Reclaiming Social Entrepreneurship"
- Go to this link <https://socialsystemdesignlab.wustl.edu/changing-systems/youth-homelessness-2017/>. Watch the video: Changing systems 2017 Youth Homelessness. Then, on the right, in the box under Youth Homelessness 2017, click on "The System of Youth Homeless." Review the various systems maps that the participants in this workshop developed.
- Drawing on the Youth Homelessness Systems Maps, write a few paragraphs (or a diagram) of how these variables intersect or affect one another across issue areas. Bring this to class to hand in.

Practicum

- Read Anabel's Grocery's Business Model
- Go to a grocery store of your choosing and identify items to make dinner (with dessert) for a family of 4 on \$5 or less. Write up the ingredients, their cost, and the recipe(s). Bring this to class to hand in.

- Confirm your practicum (4 hours per week). Reach out to Sophie Cheung at shc223@cornell.edu to become a volunteer.

Week 3, Feb 7: Systems Thinkers Make Meaningful Connections

Today we will develop a Systems Map of Campus Food Insecurity (with connections and feed back loops), locating Anabel's within this map as an intervention.

Homework for today:

Systems Mapping

- Read Chapter 1 & 2 of the Habit-Forming Guide to Becoming a Systems Thinker
- Read Chapter's 3 & 4 of Stroh's *Systems Thinking for Social Change*

Learning from other nonprofit grocery stores

- Compare and contrast the websites for the following nonprofit grocery stores (google the names to find them): Anabel's Grocery, Fare & Square (Pennsylvania), the Circle C grocery (Nebraska) and the Daily Table (Massachusetts). Include in your comparison thoughts about how Anabel's mission is similar to and differs from the others. Can Anabel's draw on these examples to strengthen its programs, message and website? If so how? Submit this write-up in class today.

Practicum

- Reread Anabel's draft business plan. Considering its Mission, Vision, and Theory of Change, write down your thoughts on what success should look like and what metrics (something that is measureable) or patterns we should track to see whether we are being successful. Come to class with your ideas written up, ready to share and hand in.
- Take Anabel's Shopper's Club survey (at the website). Notice the questions relevant to food security. Any suggestions?
- Contribute 4 hours to Anabel's

Week 4, Feb 14: Systems Thinkers Change Perspective, Consider Mental Models, and Surface & Test Assumptions:

If we are to understand a system, we must consider how people experience it from different perspectives, experiences and situations. We must also bring into relief the habits of mind (or mental models) that inform the system's behavior and test our assumptions about how interventions work. Today's readings provide examples of how to develop these practices. (Student facilitated discussion of Curb Cut, Designing for Impact, Human Centered Design and Habits 3-6. Facilitators must distribute their review of the readings to the class by Tues, Feb 13th at noon. Everyone must come to class having reviewed the assigned material.)

Homework for Today:

Designing for inclusivity and impact

- Read "The Curb Cut Effect" SSIR
- Watch Liz Ogbu TEDx "Why I'm an architect that designs for social impact, not buildings"
- Read "Why Human Centered Design Matters"
<https://www.wired.com/insights/2013/12/human-centered-design-matters/>

Systems Thinking

- Read Habits 3, 4, 5, & 6
- Re-read chapter's 3 & 4 in Stroh's *Systems Thinking for Social Change*
- Submit responses in class today to 3 of the following:
 - a) In your/Anabel's work, what trends might be important for you/us to observe and follow? What underlying structures shape these trends?

- b) What time delays between cause and effect might be important for you /us to anticipate? How might we be patient and not react too quickly?
- c) What negative feedback loops might you/we anticipate and how might we do now to thwart them?
- d) What positive feedback loops might you/we want to encourage so their positive effects can be amplified?
- e) What balancing feedback loops are relevant to your / Anabel's activities? Might these lead to "fixes that backfire?"
- f) What Limits to Growth should we anticipate and how can we plan for them?
- g) How might the Tragedy of the Commons narrative appear in your/Anabel's work?
- h) How might Drifting or Competing Goals become an issue for Anabel's?
- i) How does the Bathtub Analogy inform your/ Anabel's work?

Practicum

- Contribute 4 hours to Anabel's
- Submit first reflection journal entry electronically by class today

Week 5: Feb 21 Systems Thinkers Recognize that a System's Structure Generates its Behavior

The structure of a system determines its behavior. This structure is predicated by the mental models—the assumptions and beliefs we develop to interpret the world we experience. First let's consider elements of the structure that creates economic inequality, which has consequences for the system of higher education, as well as the structure of social ventures.

(Student Facilitation: Facilitators must distribute their review of the readings to the class by Tues, Feb 20^h at noon. Everyone must come to class having reviewed the assigned material.)

Homework for today

The structure determining poverty and wealth

- Watch "Wealth Inequality in America"
- Read "Higher Education's Biggest Challenge is Income Inequality"
https://www.washingtonpost.com/opinions/higher-educations-biggest-challenge-is-income-inequality/2013/09/06/94b809a8-15ac-11e3-be6e-dc6ae8a5b3a8_story.html?utm_term=.f9af77008882

The structure of social entrepreneurship and its 'dual gods'

- Read "In Search of the Hybrid Ideal," Battilana et al .
- Read "Bowing Before Dual Gods," Smith and Besharov

Systems Thinking

- Read Habit 7

Practicum

- Contribute 4 hours to Anabel's
- Submit second reflection journal entry electronically by class today

Week 6, Feb 28: Systems Thinkers Consider How Mental Models Affect Reality and the Future

Today we consider the mental models that inform how we lead, make decisions, solve problems together and excel. As a social venture, we are guided by our core values, but what if the dominant mental models and the behavior we see modeled around us contradict these? How do we learn new ways of being? How do we embed the organization's core values into everything we do?

(Student Facilitation: Facilitators must distribute their review of the readings to the class by Tues, Feb 27th at noon. Everyone must come to class having reviewed the assigned material.)
Homework for today:

Mental models about leading, innovating, excelling

- Read “Cross Sector Leadership, pp 1-8 SSIR
- Read “Social Innovation from the Inside Out” SSIR
- Read Google’s Research On Building the Perfect Team
https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=1
- Read “We live in uncivil times” Washington Post article
https://www.washingtonpost.com/lifestyle/style/we-live-in-uncivil-times-two-former-white-house-social-secretaries-offer-a-cure/2018/01/17/4e975f48-fbab-11e7-8f66-2df0b94bb98a_story.html?utm_term=.8fbab4acd878
- Re-consider Anabel’s Values and how we might embed these to create effective teams and a culture of community. Come to class with suggestions.

Relevant Habits

- Read Habits 4, 5, 6

Practicum

- Contribute 4 hours to Anabel’s
- Submit third reflection journal entry electronically by class today
- Submit Case Study Proposal electronically by class today

Week 7, Mar 7 : Mental Models that Inform How We Respond to Failure

Today we consider our response to failure. For most of us, failure is NOT OK. Why? How willing are we to learn from our mistakes and those of others? Do we respond to failure by assigning blame? Do we respond with curiosity? What practices would you like to cultivate at Anabel’s?
(Student Facilitation: Facilitators must distribute their review of the readings to the class by Tues, Mar 6^h at noon. Everyone must come to class having reviewed the assigned material.)

Homework for today :

Mental models about failing

- Read “When Innovation Goes Wrong” SSIR
- Read “Cause for Reflection” SSIR
- Read “Strategies for Learning from Failure” HBR <https://hbr.org/2011/04/strategies-for-learning-from-failure>

Relevant Habits

- Read Habits 4, 5, 6

Practicum

- Contribute 4 hours to Anabel’s
- Submit fourth reflection journal entry electronically by class today

Week 8, Mar 14: Systems Thinkers Look at Patterns & Trends Over Time, Looking for Intended and Unintended Consequences

Today we will revisit the assumptions in our Theory of Change and what patterns or trends we should be tracking to be successful. What stocks and flows should we be monitoring? How do we identify and build in a response to intended and unintended consequences? How might we document the personal stories that aren’t easily measured but tremendously powerful in communicating our success?

(Student Facilitation: Facilitators must distribute their review of the readings to the class by Tues, Mar 13 at noon. Everyone must come to class having reviewed the assigned material.)

Homework for Today:

Documenting, Communicating and Growing Success

- Read, "Leverage Points: Places to Intervene in a System;" Donella Meadows
<http://donellameadows.org/archives/leverage-points-places-to-intervene-in-a-system/>
- Read "Transformative Scale: The future of growing what works" SSIR
- Listen to "Ripple Effects Mapping" webinar here (60 minutes):
<https://learn.extension.org/events/2143>

Systems Thinking

- Habits 8,9,10,

Practicum

- Contribute 4 hours to Anabel's
- Submit fifth reflection journal entry electronically before class today

Weeks 9 & 10, Mar 21 & 28 Evaluation and measurement planning tied to Theory of Change

Over these two weeks we will focus on developing and implementing evaluation tools and metrics that are tied to our Theory of Change. Individually, you will focus on metrics specific to your work with Anabel's. As a group, you will plan and lead a ripple effects mapping event for the Anabel's Team.

Systems Thinking

- Habits 11,12, 13, 14

Practicum

- Contribute 4 hours to Anabel's
- Submit sixth and seventh reflection journal entry electronically before class on the 21st and the 28th.

SPRING BREAK

Weeks 11-15, Apr 11- May 9:

TBD based on your interests and Anabel's needs.

Your reflection journals will continue to be due each week before class.

Week 11, Apr 11

Case Study Progress Report is due before class. Please submit electronically

May 9

By May 9 you will have developed a systems map of Anabel's focused on elements that lead to or detract from its success.

May 14

Final Case Study is due by 11:59pm. Please submit electronically.