

Class time: Fri – 3 pm to 6:10 pm

Instructor: Advaita Rajendra (PhD, IIM Ahmedabad; Faculty, IIM Sirmaur)

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Office Hours: TBA

Course Overview:

This course aims to support students create and build organisations that are ecologically sensitive and socially relevant. In the changing context of the urgent need to handle climate change, environmental degradation, and increasing social inequality, the course walks students through opportunities and challenges for organisations. The course will draw on cases from a wide variety of settings varying from large organisations like Patagonia to smaller startups like Skrap and lessons from the margins -- newspaper vendors, street vendors, traditional arts and crafts -- lessons of management from the unexplored sector of the informal.

Through critical readings, analysis of videos, and case discussions, participants will engage with the social and environmental challenges the society is facing. Through deeper engagements with organizations and collectives that have been developing a path of environmentally and socially conscious journeys, participants will set foot on such paths, by developing the possibilities and potentials to create more of such paths, not only at a larger scale of building new organizations but also by incorporating and integrating versatile and pluralistic values and logics of environmentally and socially conscious decision making.

In-class discussions will be largely based on the cases and readings assigned to the sessions. This will create a space to learn ways in which collectives and organizations are being built and, further, shaping environmental and social consciousness.

Course Objectives:

This course is designed to be an overview course and does not require any prerequisite courses.

The course will help channel the sense of social and ecological responsibilities that many students may feel to entrepreneurial ideas and ventures. Further, the case analysis and discussions will expose them to the issues and challenges that the organizations and collectives face in their journeys. Upon completion of the course, students should be able:

1. Engage with the complexities and paradoxes of social change and environmental issues
2. Critically think through seeming paradoxes of social and ecological needs with the economic viability of organisations
3. Explore cases and journeys of social enterprises to delve into decision making dilemmas
4. Understanding models of social entrepreneurship and frameworks for evaluation of social enterprises

Target Participants:

1. Students who seek to translate their ideas and experiences on social and environmental issues into entrepreneurial ideas
 - o Understand how entrepreneurs attempt to negotiate business values with social and environmental ideas.
2. Students who seek to join start-ups and/or to be entrepreneurs,
 - o An insight into paradoxes and dilemmas the social enterprises face
 - o Providing an insight into how entrepreneurs decide while facing different logics
 - o To possess the ability to make decisions in seemingly contradictory pulls
3. Others
 - o Often enterprise logics are imagined and assumed to be in contradiction with social and environmental logics. The course attempts to disentangle these logics and think about more coherent alternative pathways that entrepreneurial ventures could take.
 - o Will enable students to decide their career pathways, sectors, and issues that they may connect with strongly

Optional Textbooks:

1. Edwards, Michael. *Small Change: Why Business Won't Save the World*. 1st ed. A BK Currents Book. San Francisco: Berrett-Koehler Publishers : [Distributed by] Ingram Publisher Services, 2010.
2. Green, Duncan. *How Change Happens*. Oxford University Press, 2016.
(Available for download at: <http://oxfamlibrary.openrepository.com/oxfam/handle/10546/581366>)
3. John Elkington. *Green Swans: The Coming Boom In Regenerative Capitalism*, 2020
4. Anand Giridharadas, *Winners Take All: The Elite Charade of Changing the World*, 2018

Organization of the Class:

- A. The classroom sessions will be a mix of case discussion, activities and simulations, student presentations and engagement with live projects.
- B. The course has 15 sessions of 180 minutes each. Each class will further require an investment of approximately 2 hours before every session for readings. Following a flipped classroom, each student will be expected to read the case/reading and come to class. The students are expected to come with a 1-pager every class of their learnings from the readings/case. There is no format for this 1-pager. This could be rough thoughts, creative ideas. The class will collectively build on each other's understanding.
- C. In some sessions, guest faculty will be invited, depending on their schedule and availability.

Evaluations:

The course is designed to assist in critically thinking about the most challenging wicked problems that the world is facing and potential ways of resolving them. Numbers and grades may not do justice to the learning that is the most important outcome of the course. However, the course will follow the Ashoka standard grading rubric as follows:

Percent	Letter Grade	GPA Quality Points
90 – 100	A	4.0
85 – 89	A-	3.7
80 – 84	B+	3.3
75 – 79	B	3.0
70 – 74	B-	2.7
65 – 69	C+	2.3
60 – 64	C	2.0
55 – 59	C-	1.7
50 – 54	D+	1.3
45 – 49	D	1.0
40 – 44	D-	0.7
< 40	F	0

Proposed Grading:

Assessment component	Percentage	Description of the component
Class participation/ Case analysis	20%	The students are expected to complete the readings before the class and participate in the debates and discussions in class. We understand, not all contributions are or can be verbal. The course will allow for contributions in different formats in

Developing a case note (groups of 3-5)	30%	discussion with the class. After each module (every 5 sessions), the students are expected to submit a reflective note (of 10% weightage each) based on the readings and discussions. They are expected to take up a different case of an enterprise and apply the theoretical concepts we studied in class.
Final group project (groups of 3-5)	50%	Building a business plan for an organisation Throughout the course, the students will craft their own enterprise and develop the details of the socio-environmental concern they wish to handle, the nature of the enterprise.

[will be edited based on discussion in-class]

Detailed descriptions, deadlines, rubrics for evaluation, of each component will be shared with the class after the 2nd session, based on discussions with the students.

Expectations (from students)

To be discussed in class

Course Outline

****SYLLABUS IS SUBJECT TO CHANGE BY INSTRUCTOR, W/T ADVANCED NOTICE****

Session	Topic	Sub-Topics	Guest Speaker	Assignments Due/Case Study
Module 1: Why and how? <i>Introduction to building socially and environmentally meaningful organizations</i>				
1	Elephant in the room: Bringing business, society and environment on the same side of the table	- Can businesses protect societies and the environment? - familiarizing with concepts and examples	-	1. Kivel, P. (2007). Social service or social change. Incite, 129-149. 2. Social Service or Social Change? Cultivate Charlottesville 3. 690 Arshiya Bose, Can a coffee company save forests 4. The Story of Solutions 5. The Story of Stuff 6. "The World That Food Made" with Raj Patel
2	Discovering a purpose and/or profits?	- Tensions in purpose and profits - decision making and how entrepreneurs balance tensions	-	1. Teach for India: https://hbsp.harvard.edu/product/KEL813-PDF-ENG OR 2. Aravind Eye Care 3. Mehta, Pavithra, and Suchitra Shenoy. <i>Infinite Vision: How Aravind Became the World's Greatest Business Case for Compassion</i> . Berrett-Koehler Publishers, 2011. Chapters 1 & 2
3	Alternate organisational forms (1/2)	- History of organisational forms - Examples of organisations with alternate forms	To be invited	1. 1worker1vote: MONDRAGON in the US https://hbsp.harvard.edu/product/315103-PDF-ENG?Ntt=mondragon 2. Social Enterprises and the Pursuit of Mission: Form Matters

4	Alternate organisational forms (2/2)	- Going back to the drawing board - Issues faced by alternate organisational forms	-	India Milk: Kennedy Government School A Women-Inclusive Emancipatory Alternative to Corporate Capitalism? The Case of Kerala's State-Instituted Kudumbashree Programme http://vsliir.iima.ac.in:8080/xmlui/handle/11718/25788
5	Concerns to enterprises	- Several social and environmental concerns first appear in the form of collectives raising specific concerns - how to channel the energies of social concerns to entrepreneurial ventures	To be invited	Fridays for Future https://pressbooks.claremont.edu/soc189kspring21group2/part/fridays-for-future-youth-in-movement/
Module 2: Organizations for the society and environment: <i>challenges and collective paths they carved</i>				
6	Organisations to address poverty	- The value mandates of organizations targeted towards livelihood generation	To be invited	SEWA https://www.hbs.edu/faculty/Pages/item.aspx?num=38352 Bhatt, E. R. (2006). We are poor but so many: The story of self-employed women in India. Oxford University Press, Chapter 1.
7	Marketing lesser consumption	- decision making in a world of contradictions	-	Patagonia: Closing the Loop on Packaging Pollution https://hbsp.harvard.edu/product/B5933-PDF-ENG?Ntt=pantagonia
8	Alternate energy	- understanding the role of enterprises in an energy transition, in the face of climate change, and policy measures to transition away from carbon intensive energy systems	To be invited	1. Elon Musk's Big Bets https://hbsp.harvard.edu/product/717431-PDF-ENG?Ntt=solar%20energy OR Tesla, Inc. https://hbsp.harvard.edu/product/MH0049-PDF-ENG?Ntt=solar%20energy Green Illusions: The Dirty Secrets of Clean Energy and the Future of Environmentalism, Chapter 1

9	Unorganised or informal?	<ul style="list-style-type: none"> - looking at learnings from unseen areas of informal waste picking - working with people who may have unrecognized skills - differences between conceptually overlapping terms like unorganized and informal. 	-	<ol style="list-style-type: none"> 1. Dias, S. 2020. “Waste and Citizenship Forum: Waste Pickers and the State in Brazil”, in M. Chen and F. Carré (eds), <i>The Informal Economy Revisited: Examining the Past, Envisioning the Future</i>. London: Routledge. 2. Dias, S. and L. Fernandez. 2020. “Formalisation from the Ground: The Case of Waste Pickers’ Cooperatives”, in J. Charmes (ed), <i>Research Handbook On Development and The Informal Economy</i>. Cheltenham: Edward Elgar.
10	Measuring impact	<ul style="list-style-type: none"> -Metrics as a means of knowing or hindering social change - evolution of standard metrics used to measure social and environmental impact - limits of metrics - alternate ways of measuring impact 	-	<p>Case: Robinhood Foundation (HBS Case #)</p> <p>Readings:</p> <p>Alnoor S Ebrahim and V. Kasturi Rangan, “The Limits of Nonprofit Impact: A Contingency Framework for Measuring Social Performance,” <i>SSRN eLibrary</i> (2010), http://ssrn.com/paper=1611810.</p> <p>The B Corp Handbook, Second Edition: How You Can Use Business as a Force for Good</p> <p>By Dr. Tiffany Jana & Ryan Honeyman</p>
Module 3: Exploring the larger questions: <i>exploring contradictions in entrepreneurship</i>				
11	Is fair trading enough?	<ul style="list-style-type: none"> - Familiarizing with different fair trade labels - How is ‘fair’ measured - Contradictions in fair trade certifications 	To be invited	<ol style="list-style-type: none"> 1. Beautiful Coffee and Fair Trade: Working with Local Farmer Cooperatives in Nepal https://hbsp.harvard.edu/product/HEC202-PDF-ENG?Ntt=Beautiful%20Coffee%20and%20Fair%20Trade%3A%20Working%20with%20Local%20Farmer%20Cooperatives%20in%20Nepal 2. Reynolds, L. T. (2018). Fairtrade certification, labor standards, and labor rights: Comparative innovations and persistent challenges. <i>Sociology of Development</i>, 4(2), 191-216.
12	Technology and	<ul style="list-style-type: none"> - What is the role of technology in social and environmental initiatives 	-	<ol style="list-style-type: none"> 1. I Got Garbage 2017-2018 Mindtree

	society	- The contradictions here		2. Banco Compartamos: Life after the IPO https://hbsp.harvard.edu/product/308094-PDF-ENG?Ntt=compartamos
13	Design and organisations	- Behavioural insights and designing organisations that work with people at the center	-	1. Gram Swaraj, Mahatma Gandhi, Chapter 1 2. Small Is Beautiful, E. F. Schumacher, Chapter 1 3. Case: Sanergy: Tackling Sanitation in Kenyan Slums [B5871-PDF-ENG] 4. Dohrmann, Susanne, Matthias Raith, and Nicole Siebold. "Monetizing Social Value Creation – A Business Model Approach." Entrepreneurship Research Journal 5, no. 2 (January 1, 2015). https://doi.org/10.1515/erj-2013-0074 .
14	Conscious capitalism or degrowth or something else?	- Familiarising with concepts of conscious capitalism, degrowth and others - thinking about interlinkages between individual, organization and macro-economic systems and environment	-	1. Less is More — Jason Hickel, Chapter 2 1. Chapter 1, Conscious Capitalism, With a New Preface by the Authors: Liberating the Heroic Spirit of Business 2. A History of the World in Seven Cheap Things review – how capitalism works https://www.youtube.com/watch?v=PHXxXWSJT98
15	Project presentations	Students' present their projects	-	-

Faculty Details:

Advaita Rajendra has completed her Ph.D. from the Indian Institute of Management, Ahmedabad in the Public Systems Group. She has earlier worked as a consultant for PricewaterhouseCoopers Pvt. Ltd. and as a research associate at Indian Institute of Management, in Ahmedabad exploring 'second chance programs' with Pratham Education Foundation. Her doctoral research explores how governing mechanisms (in)visibilise waste materials, infrastructure and work. Based on ethnographic policy fieldwork in a small town in central India it critically examines the National Cleanliness Mission (Swachh Bharat Mission) and the National Urban Livelihood Mission (NULM). The work involved examining contemporary and historical policy texts and extended interactions with street level bureaucrats in local governments, and informal and formal sanitation workers. She was also involved in survey-based research work in collaboration with the NGO collective RCRC (Rapid Rural Community Response To COVID-19, rcrc.in). Her earlier work includes the understanding of gender, caste and how they manifest in skewed sex ratios and in the reproduction of social hierarchies in government run residential schools. Her research interests lie in policy issues at the intersection of labour, social hierarchies, and the environment.

STANDARD COURSE POLICIES

Academic Honesty and Plagiarism:

There are only two types of sentences that you may have in your submissions, something that you read or seen and something that is your own argument/idea. In the first case, cite, and in the second, own your voice. Learning is valuable when we recognize and credit what we have learnt from someone and clearly point to our own contribution. Upholding academic standards in highly effective learners and learning collectives, like our classroom is foremost. Turn-it-in software provided by the university will be used to detect plagiarism, at least the kind that it can. Several other forms of plagiarism include, copying verbatim without using double quotes/any way of clearly pointing that out and including the citation in the references, using the same essay for different courses. Any cases of plagiarism will be reported to the Office of Academic Affairs.

I'd strongly encourage you to become well versed with what constitutes plagiarism and how to avoid it. You are expected to understand and abide by the campus Code of Academic Integrity. I am happy to help and discuss any doubts that you may have. Recent leaps in Generative AI have raised the bar of what is expected from humans, as more than just generating sequence of words. For this course, you are welcome and rather encouraged to use ChatGPT and other generative AI, but please explicitly mention text that has been generated from/enhanced with the technology and make sure you are engaging with these technologies to enhance your learning.

Academic Accommodations:

I understand that we all come from different backgrounds, capabilities, and life situations. If you require any specific accommodation during classes or for evaluations, request you to contact me during the first week of the classes. Please reach out to the OLS as soon as possible and we will do our best to support you.