

## **ECON 89: Entrepreneurship and Social Equity**

UNC Shuford Program, Minor in Entrepreneurship, Spring 2022

Thursday, 3:30-6:00 PM

Location: Gardner Hall, Room 0106

Office Hours:

Thursday

9-10:30 am

Riley Jones, IV

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### **Background: The College's FYS**

First-Year Seminars (FYS) courses are designed and structured for incoming first-year students with no prior college experience. Students join faculty members who are active scholars and accomplished teachers in small classes that offer an introduction to the intellectual life of the University. Students will focus on how scholars pose problems, discover truths, resolve controversies, and evaluate knowledge, and how to explore a specific questions or issues in depth. First-Year Seminars go beyond the traditional lecture and discussion format. They invite students to explore new and old ideas, engage with complex issues, and become active learners through inquiry, analysis, discovery, and action. For more, see <https://fys.unc.edu/>.

### **The Seminar**

This FYS will explore how concepts of social justice, equity, and inclusion influence an entrepreneur's journey from idea to execution. we will study:

- a. Social entrepreneurs (and 'intra'preneurs) whose own identities have encouraged them to build organizations or advocate within organizations for social equity, inclusion, justice, or belonging.
- b. Social enterprises whose missions address some aspect of racial equity, economic inequality, gender parity, or other forms of historic and contemporary marginalization.

The course will cover several different industries that will expose students to the breadth of options that exist to pursue a passion for equity while also building or supporting an enterprise's agenda. Industries included are:

- 1) Education and Education Technology
- 2) Financial Services and Financial Technology
- 3) Government, Law and Public Policy
- 4) Climate and Energy
- 5) Real Estate
- 6) Consumer Goods
- 7) Media and Entertainment

At the core of each session of the seminar, students will engage with a business challenge that reflects a core question of equity. Through case examples, students will discuss how the tension between principles of entrepreneurship and social impact metrics can support or hinder an organization's development. Guest speakers will bring real business challenges that are underpinned by questions of political and social change. Students will master concepts in entrepreneurship and tools to engage as student leaders on campus and their community.

## **Seminar Requirements**

Major Requirements include:

- Participation in seminar discussion
- Three 2-page papers responding to prompts on the session topics
- A final 5-page paper on a topic to be determined
- A Take-Home Midterm
- A Take Home Final-Exam

## **Evaluation of *Your* Performance and Progress**

2-Page Response Papers	30% (10% for each submission)
Final 5-Page Paper	25%
Class Participation	15% [Attendance, Discussion]
Take-Home Midterm	15%
Take-Home Final Exam	15%

## **Grading Scale**

A : 93 – 100  
A- : 90 – 92.99  
B+ : 87 – 89.99  
B : 83 – 86.99  
B- : 80 – 82.99  
C+ : 77 – 79.99  
C : 73 – 76.99  
C- : 70 – 72.99  
D+ : 65 – 69.99  
D : 60 – 64.99  
F : < 60

## **Required Readings**

*Knowledge for Social Change: Bacon, Dewey, and the Revolutionary Transformation of Research Universities in the Twenty-First Century* (Benson, Harkavy, Puckett, et. al) (paperback available at Student Stores or online used).

[Stanford State of Latino Entrepreneurship](#)

## [Brookings Institute Report on Expanding the Economy through Black Business](#)

### **Sakai**

We make use of Sakai—a collaboration and learning environment used by millions of users at hundreds of colleges, universities, and schools to enhance collaborative teaching, learning and research. For more information on Sakai, see <https://sakai.unc.edu/portal>. You also might want to visit the Carolina Sakai Blog at <http://blog.sakai.unc.edu/>.

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

### **Schedule of Topics**

#### **Thursday, January 13<sup>th</sup>: What is Entrepreneurship and Social Equity?**

#### **Thursday, January 20: Technology and Social Equity**

**Case Study:** AI Now and DAIR

**Case Materials:**

1. [Timint Gebru and DAIR](#)
2. [DAIR Institute Website](#)
3. [AI Now on the History of Tech and Racial Inequality](#)

#### **Thursday, January 27: Education and Workforce Development**

**Case Study:** New Profit, JFF

**Case Materials:**

1. [NewProfit Annual Report](#)
2. [JFF Market Scan](#)

#### **Thursday, February 3: Financial Services and Technology**

**Case Study:** Capway

**Case Materials:**

1. [Capway Website](#)
2. [Black Enterprise Article on Capway](#)
3. [Sheena Allen Tedx Lecture on the Underbanked](#)

#### **Thursday, February 10: Real Estate**

**Case Study:** L+M Development

**Case Materials:**

1. [Understanding the Low-Income Housing Tax Credit, Urban Institute](#)
2. [L+M Development Partners Website](#)
3. [Ron Moelis discusses his journey into Real Estate](#)

**Thursday, February 17: Higher Education**

**Case Study:** Columbia University

**Case Materials:**

1. [To Narrow Inequities, Some Colleges Invest In Minority-Led Funds](#)
2. [Re-Entry Acceleration Program](#)
3. [Columbia Center for Justice](#)

**Thursday, February 24: Law**

**Case Study:** Paladin

**Case Materials:**

1. [Paladin Website](#)
2. [Paladin on Choosing to be a For-Profit, Purpose-Driven Company](#)

**Thursday, March 3: Beauty and Haircare**

**Case Study:** Walker & Company

**Case Materials:**

1. [Tristan Walker discusses Race and Entrepreneurship](#)
2. [Walker and Company gets acquired by Proctor and Gamble](#)

**Thursday, March 10: Government and Public Policy**

**Case Study:** PPP

**Case Materials:**

1. [Dallas Federal Reserve- How PPP Loans Eluded Small Businesses of Color](#)
2. [Brookings Institute Study on PPP Loan Disparities](#)

**Thursday, March 17<sup>th</sup>: SPRING BREAK**

**Thursday, March 24<sup>th</sup>: Sports**

**Case Study:** Evil Geniuses

**Case Materials:**

1. [Goldman Sachs E-sports growth report](#)
2. [Evil Geniuses Website](#)
3. [Evil Geniuses Partners with HBCUs](#)
4. [Esports and Historically Black Colleges and Universities](#)

**Thursday, March 31<sup>st</sup>: Media and Entertainment**

**Case Study:** South Side, HBO Max

**Case Materials:**

1. [Stuck on the South Side, Chicago Magazine](#)
2. [South Side Creators Strike Overall Deal with Warner Bros. TV](#)

**Thursday, April 7<sup>th</sup>: Venture Capital and Investing**

## **Case Study: Harlem Capital**

### **Case Materials:**

1. Harlem Capital HBS Case Study

## **Thursday April 14<sup>th</sup>: Class Presentation**

## **Thursday April 21<sup>st</sup>: Owning Social Equity**

### **COVID-19 Community Standards**

As noted in the [Updated Community Standards](#), face masks are still required in all University buildings. As such, the following statement should also be included on course syllabi for in-person classes.

"This semester, while we are amid a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community — your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see [Carolina Together](#)."

### **Key Additional Resources**

#### **1. Academic Integrity**

To ensure effective functioning of the Honor System in this institution, students are expected to:

- A. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes. If unsure about the limits of group work versus individual work on papers and projects, ask the instructor. Do not guess.
- B. Consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- C. Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
- D. Treat all members of the University community with respect and fairness.
- E. Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Reports should be made to the office of the Student Attorney General. Students are expected to cooperate with the Office of the student Attorney General in the investigation and resolution of any complaints.

The Instrument of Student Judicial Governance requires that you sign a pledge on all written work. Please type the following on ALL your written work and sign your name next to it: **“On my honor, I have neither given nor received unauthorized aid on this assignment.”** If you have any questions about your rights and responsibilities, please consult the Honor Code at: <http://honor.unc.edu/>.

## **2. Attendance Policy**

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

Authorized University activities include Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC); Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessments and assignments. Please provide your approach on the course syllabus. Please communicate with me early about potential absences. Please be aware that you are bound by the [Honor Code](#) when making a request for a University approved absence.

## **3. Writing and Learning**

The Writing Center is in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. You can chat with someone in the writing center or set up an appointment on their website: <http://writingcenter.unc.edu>.

The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: <http://learningcenter.unc.edu>.

## **4. Accessibility Resources & Service (ARS)**

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses, programs, and activities. See the ARS Website for contact information: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).

## **5. Counseling and Psychological Services**

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> to learn more.

## **6. Title IX**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Additional resources are available at [safe.unc.edu](https://safe.unc.edu).