**Social Entrepreneurship and the Advancement of**

**Democracy, Development and Justice**

**INTLREL: 142**

**Syllabus, Spring 2017**

**Instructor**: Kathleen Kelly Janus

Haas Center

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 Office Hours TBD and by appointment

**TA**: Shea Streeter

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**Class Time**: Wednesdays, 1:30-4:20pm

**Location**: 50-52H

**Overview**

The goal of this seminar is to use practice to better inform theory in the contexts of democracy, development and justice, and to highlight the role of social actors and social entrepreneurs in bringing about concrete changes in developing and non-democratic countries as well as in developed democracies. Over the course of the seminar, we will explore the relationship between social entrepreneurship, democracy, development, and social change by examining current development paradigms and their relationship to existing power structures. Does development perpetuate the existing power asymmetry that is prevalent in most developing countries, or is it a force for democracy and social change that includes equality, justice and dignity?

The course will also identify some of the more practical aspects of social entrepreneurship in promoting social change, including examining innovation as a driver of social change, leadership models, fundraising, impact measurement and storytelling strategies.

The course part of the Program on Social Entrepreneurship at the Haas Center for Public Service and the Center on Democracy, Development and the Rule of Law (CDDRL). As a result, students in the course will have the opportunity to work closely with visiting Social Entrepreneurs in Residence at Stanford (SEERS) from both developed and developing country contexts. This seminar has a theoretical grounding in the politics, economics and sociology of development, but will use case studies of successful and failed social change strategies.

This is a service learning class in which students have the option of building their skills by working on projects that support the social entrepreneurs’ efforts to promote social change. As such, the SEERS fellows will act as a bridge to the global community, through which students will have the opportunity to work directly with practitioners to serve their organizations in developing contexts. Attendance at first class is mandatory in order to participate in service learning.

**Spring 2016 SEERS**

* *Cristi Hegranes* (Global Press Institute): training local female journalists to produce ethical, accurate news coverage to engage a global audience with the world’s least-covered places.
* *Chris Ategeka* (Health Access Corps): strengthening healthcare systems in Sub-Saharan Africa by using local talent to combat the extreme shortage of healthcare professionals in underserved areas.
* *Raj Jayadev*  (Silicon Valley De-Bug): advocating to support the interests of youth, immigrants, low-income workers and those impacted by the criminal justice system.
* *Carolyn Laub* (Springboard Partners/Gay-Straight Alliance Network): bringing a career of experience in mobilizing for LGBTQ equality to education justice, youth leadership and community organizing.

**SEERS Office Hours**

The SEERS fellows will be holding scheduled office hours each Wednesday prior to our class (exact times will be announced during the second week of class). To the extent that you would like to meet individually with the SEERS fellows, we highly encourage you to do so during this scheduled time. While the fellows are eager to interact with students, they will also be in high demand during their limited time at Stanford, so we ask that you please be respectful of their time.

**Course Materials**

Bornstein, David, and Susan Davis. *Social Entrepreneurship: What Everyone Needs to Know.* New York: Oxford University Press, 2010.

Janus, Kathleen Kelly, *Social Startup Success: How the Best Nonprofits Launch, Scale Up and Make a Difference* (publication forthcoming 2018, will be available to the class on Canvas).

All other readings will be available through Canvas.

**Learning Outcomes**

* Students will learn to define, clarify and give operational meaning to key terms, concepts and categories related to social entrepreneurship.
* Students will learn to identify the local, regional and global contexts in which social justice issues are embedded.
* Students will learn to analyze the ways in which the broader history and evolution of political and economic structures, patterns and trends at the national and global level work to help and hinder social entrepreneurs in their work.
* Students will link practical action, as described by SEERS, with broader academic theory and frameworks related to development, democracy and social justice.
* Students will learn to identify biases and assumptions about how social change happens in the context of developing democracies, and will examine how their own values, assumptions and motivations might affect their role in promoting social change.
* Students will learn how to apply practical tools of nonprofit management such as fundraising, use of new media, measuring impact and developing organizational strategy to innovative models for social change.
* Students will learn the principles of ethical and effective service: reciprocity through partnership, humility, respect for diversity, commitment, ongoing communication and clear expectations, preparation, context and participatory pedagogy.

**Additional Service Learning Outcomes**

* Students will participate in at least one service learning project to develop professional skills such as time management, research, writing, strategic thinking and effective communication through active listening and constructive dialogue.
* Students will integrate the theoretical principles of the course to develop creative, interdisciplinary and collaborative practical recommended solutions to the problems that the SEERS identify.
* Students will reflect upon their work with the SEERS fellows to identify how it connects with what they are learning from the content discussions in the course.

**Course Requirements and Evaluation**

Students will be evaluated based on the following categories. The assignments will vary depending on whether or not the student is participating in service learning, but the grading categories will remain the same.

Class Participation and Attendance 20%

Written Reflection Assignments 30%

Final Project/Paper Assignments 50%

**Class Participation and Attendance**

Students are expected to read the assigned materials for each class and to come prepared to raise questions and participate in discussion. Our hope is that we will work together to create an atmosphere that is safe and open to a range of ideas, perspectives and opinions.Students are required to arrive on time and stay for the duration of each class. Excused absences are limited to illnesses and students must notify instructor of any excused absences in advance. Class participation grades will be based on a combination of attendance and level of contribution to in-class discussion.

**Class Lead or Co-Lead**

Each student will lead or co-lead a portion of one class either alone or with a fellow student. Leaders/Co-leaders are responsible for providing a brief summary of the readings at the beginning of each class and being “on call” to answer specific questions about the readings during the course of the class. Students who are not on call to lead or co-lead for the week are still expected to participate regularly and meaningfully in all other class discussions, and the instructor may call on other students at any point during the course of the semester.

**Written Reflection Assignment #1 (5 pages double spaced) – Due April 17th – ALL STUDENTS**

Drawing on examples from the readings, from our class discussions, from the work of SEERS Fellows and your service learning projects (for service learners), answer one of the following questions:

1. What is the role of social entrepreneurship in promoting social change? OR
2. How does culture affect the role of social entrepreneurs?

**Written Reflection Assignment #2 (5 pages double spaced) – Due May 1st – ALL STUDENTS**

Drawing on examples from the readings, from our class discussions, from the work of SEERS Fellows and your service learning projects (for service learners), answer one of the following questions:

1. How do social entrepreneurs use the innovation process in pursuit of social change? OR
2. What are the challenges of measuring impact and how do social entrepreneurs overcome those challenges?

**Final Paper Assignment (15 pages double spaced) – Due June 9th – NON SERVICE-LEARNERS[[1]](#footnote-1)**

The final assignment for the course will be to develop, document, and analyze a real-life case study based on the experience of a social entrepreneur of students’ choosing. The paper will assess the effectiveness of a specific intervention in advancing social change by enhancing citizen participation, or a related/comparable intervention that pertains to that social entrepreneur’s work. Students may choose to use one of the SEERS fellows as a case study, or they may choose to highlight the work of any other social entrepreneur (which must be approved by the instructor). The papers should review background issues of the problem, the mission of the organization, how the social entrepreneur is approaching the problem in a novel way, and the effectiveness of that approach in light of the topics discussed throughout the course of the quarter. Students must cite at least 15 sources to support their argument, which may include readings from the class. Students are also required to perform at least 3 interviews (including but not limited to founders, staff, board members, community partners, funders, etc.) and include information garnered from those discussions as evidence to support their arguments. Students should turn in abstracts, outlines and early drafts as follows:

* Abstract (1-2 paragraphs) summarizing paper topic: **April 21st**
* Outline of paper: **May 5th**
* Interview notes due: **May 12th**
* First draft of paper: **May 19th**

**Students with Documented Disabilities**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk. URL: <http://studentaffairs.stanford.edu/oae>.

**Honor Code**

Students are expected to read, understand and adhere to the Honor Code of Stanford University. Available at: <http://studentaffairs.stanford.edu/judicialaffairs/policy/honor-code>.

**Disclaimer**

This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

**Course Schedule**

**Class 1. The History of Social Entrepreneurship and Course Introduction (April 5)**

*Introduction to the history of social entrepreneurship and service learning; Presentation by SEERS of their organizations and experiences, including their visions and observations of democracy, development and justice in the context of their work*

*Reading:*

* Martin, Roger L., and Sally Osberg, “Social Entrepreneurship: The Case for Definition,” Stanford Social Innovation Review Spring (2007): 29-39.

*Handout*:

* Christine M. Cress, Peter J. Collier and Vicki L. Reitenauer, *Learning through Serving: A Student Guidebook for Service-Learning Across the Disciplines*, Ch. 1.

**Class 2. Navigating Culture, and Biases and Assumptions + Writing Workshop (April 12)**

*How does culture affect the work of social entrepreneurs? How do we identify our own biases and assumptions about culture with respect to our work? What is the role of community wisdom in the process and the reciprocal learning opportunities and our roles as international development practitioners?*

*Presentation* – Chris Ategeka/Cristi Hegranes

*Readings:*

* Wise, Tim. *The Pathology of Privilege: Racism, White Denial and the Costs of Inequality* (2008).
* Tervalon, Melanie and Jann Murray-Garcia, *Cultural Humility Versus Cultural Competence: A Critical Distinction In Defining Physician Training Outcomes in Multicultural Education.*
* Illich, Ivan, *To Hell With Good Intentions.*

*Handouts*:

* Sample Reflection Paper, Sample Final Paper, Sample Final Memo, Evaluation Rubrics

**Class 3. Innovation (April 19)**

*How do social entrepreneurs identify the problem that they are trying to solve? What is the role of testing? What is human-centered design thinking and how does it apply to social entrepreneurship? How do social entrepreneurs engage beneficiary feedback into their work? Why is it important to have open conversations about failure and to reframe them as learnings?*

*Presentation* – Carolyn Laub/Raj Jayadev

*Readings:*

* Bornstein, David, and Susan Davis, *Social Entrepreneurship: What Everyone Needs to Know*, pp. 1-47
* Kelly Janus, Kathleen, *Social Startup Success*, Part 1: Testing Ideas (forthcoming from Da Capo Press, 2018).

**\*\*\*Monday, April 17 – First Written Reflection Assignment Due\*\*\***

**Class 4. Measuring Social Impact; Project Rounds (April 26)**

*How should the performance of social entrepreneurships be evaluated? What is the difference between effort and outcome? What should we consider as impact? How should an organization use its resources to achieve maximum impact?*

*Presentation –* Christi Hegranes

*Readings:*

* Bornstein, David, and Susan Davis, *Social Entrepreneurship: What Everyone Needs to Know*, pp. 61-74.
* Kelly Janus, Kathleen, *Social Startup Success*, Part 3: Measuring Impact (forthcoming from Da Capo Press, 2018).

**\*\*\*Monday, May 1st – Second Written Reflection Assignment Due\*\*\***

**Class 5. Movement Building and Collective Impact – How to Create Sustained, Positive and Widespread Change; A Discussion on Social Entrepreneurship in the Context of Politics Today (May 3)**

*How do we use collaboration to scale innovative solutions to fully address the vastness of the social problems that we face? What is collective impact and how does it work in practice? What are the challenges that nonprofit organizations face when working together in collaboration to create sustained, positive and widespread change? What is the role of social entrepreneurship in our current political climate*

*Presentation* - Sarina Beges/Raj Jayadev

*Readings:*

* John Kania & Mark Kramer, *Collective Impact*, Stanford Social Innovation Review (Winter, 2011).
* Peter Senge, Hal Hamilton & John Kania, *The Dawn of System Leadership*, Stanford Social Innovation Review (Winter 2015).
* Jane Wei-Skillern & Sonia Marciano, *The Networked Nonprofit*, Stanford Social Innovation Review (Spring, 2008).

**\*\*\*Friday, May 5th – Outline for Final Assignment Due\*\*\***

**Class 6. Funding Experimentation; Project Rounds (May 10)**

*What is the role of philanthropy in creating social change? Are philanthropy and democracy compatible? How have innovative funding models changed the face of philanthropy over the past decade?  To what extent do funders set the agenda for global development? What are the ethical obligations of funders working in grassroots communities around the world?*

*Presentation* – Chris Ategeka

*Readings:*

* Kelly Janus, Kathleen, *Social Startup Success*, Part 3: Funding Experimentation (forthcoming from Da Capo Press, 2018).
* Bornstein, David, and Susan Davis, *Social Entrepreneurship: What Everyone Needs to Know*, pp. 48-61, 99-114.

*Video Clip*:

* Dan Pallotta, *The Way We Think About Charity is Dead Wrong:* [www.ted.com/talks/dan\_pallotta\_the\_way\_we\_think\_about\_charity\_is\_dead\_wrong.html](http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong.html)

**Class 7. Leadership; Project Rounds (May 17)**

*What is the role of social entrepreneurs as leaders of social change? How might the “cult of the social entrepreneur” inhibit progress as opposed to promoting broader leadership opportunities? What are some of the tools that social entrepreneurs might implement in order to make them more effective leaders in the implementation of their ideas?*

*Presentation* – Carolyn Laub

*Readings:*

* Kelly Janus, Kathleen, *Social Startup Success*, Part 4: Leading with Others (forthcoming from Da Capo Press, 2018).

**\*\*\*Friday, May 12th – Interview Notes Due\*\*\***

**Class 8. Storytelling** **(May 24)**

*Why does it matter who tells the story? What forms of new media are ripe for improving the quality of life for individuals around the world? How have social change agents leveraged new media to promote development, democracy and justice globally?*

*Presentation* – Cristi Hegranes/Raj Jadayev

*Readings:*

* Kelly Janus, Kathleen, *Social Startup Success*, Part 5: Storytelling (forthcoming from Da Capo Press, 2018).
* Bornstein, David, and Susan Davis, *Social Entrepreneurship: What Everyone Needs to Know*, pp. 115-120.

*Video Clips*:

* Barack Obama 2004 Democratic National Convention Keynote Speech: <https://www.youtube.com/watch?v=eWynt87PaJ0>.
* Kony 2012 Video: <http://www.youtube.com/watch?v=Y4MnpzG5Sqc>.

**\*\*\*Friday, May 19th – First Draft of Paper Due\*\*\***

**Class 9. Scaling Impact + What is Your Role in Social Movements?**  **(May 31)**

*How do we scale impact beyond an organization’s immediate reach? What are the various forms that scale can take? What is the role of government in achieving scale? What is the role of individuals in the social justice movement?*

*Presentation* – Carolyn Laub/Chris Ategeka

*Readings:*

* Gugelev, Alice & Andrew Stern, *What’s Your Endgame?* Stanford Social Innovation Review (Winter 2005).
* Bornstein, David, and Susan Davis, *Social Entrepreneurship: What Everyone Needs to Know*, pp. 67-70; 121-128.

**Class 10. Course Wrap-up – Final Presentations (June 7)**

**\*\*\*Friday, June 9th – Final Papers and Final Projects Due \*\*\***

**ADDENDUM A**

**Assignments and Expectations for Service Learning Students[[2]](#footnote-2)**

**What is Service Learning?**

Service learning provides students the opportunity to participate in an organized service activity to benefit community partners and reflect on that service activity to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

The goal of incorporating service learning in this course is to provide students with a pedagogically rich experience, bridging the theoretical concepts of the course with the practice of social entrepreneurship, while simultaneously assisting the Social Entrepreneurs in Residence at Stanford (SEERS) fellows to tackle some of the pressing needs of their organizations.

Through directed reflections, small group discussions with the SEERS fellows and projects that will culminate in final class presentations, students will develop skills to address real-world problems that social entrepreneurs face while also acquiring a deeper perspective on how social entrepreneurship operates in the context of democracy, development and the rule of law. For the students who participate in service learning, the class will culminate in a final written assignment, which will provide the SEERS fellows with new perspectives on how to deal with the problems they have identified.

**Description of Service Learning Partnerships with SEERS Fellows**

Students who choose to participate in the service learning aspect of this class will work in partnership with a Supervising SEERS Fellow on projects to support the work of the SEERS’ organizations. The overall goal of this partnership is to create a relationship that is mutually beneficial to the students’ education about social entrepreneurship in the context of emerging democracies, while also leveraging the students’ efforts to provide meaningful assistance to the SEERS’ organizations.

The SEERS fellows will be full participants in the development of the curriculum, including working with the instructor to develop the projects, the proposed learning outcomes for the students, the content of the syllabus, and student evaluation. During the course, SEERS fellows will participate in weekly meetings with the students to help move the projects forward, review reflection papers from the students to gain insights into the progression of the relationship and provide feedback on the final projects that the students submit. SEERS fellows will also work to provide opportunities for students to be exposed to the communities they serve, such as providing background readings or arranging for in-person meetings or Skype sessions with their constituents

**Service Learning Project Assignments**

**Projects**: The following are the projects for the Spring 2017 quarter -

**Project #1. Silicon Valley De-Bug (with Raj Jayadev): *Assessment of the Silicon Valley De-Bug Nationwide Participatory Defense Project.*** One of the core components of Silicon Valley De-Bug’s work is to support families whose loved ones face charges in the criminal justice system, and provide them the tools they need to help them in whatever way they can, including preparing a “social biography video” to humanize clients for purposes of impacting sentencing, assisting in defense preparation, and general understanding of and presence in, the court process. Over the course of the last few years, Silicon Valley De-Bug done trainings to integrate their participatory defense work in 11 jurisdictions around the country, which are being run independently by community-based organizations in each respective geographic location. They would now like to assess best practices in each of those jurisdictions to create an outward-facing report that they can share as part of their trainings, as well as to inform their strategy moving forward. This project will involve students performing both an online survey and analyzing the results, as well as performing individual phone interviews in each jurisdiction and compiling the findings in a report.

**Project #2. Springboard Partners (with Carolyn Laub): *Good Policing Advocacy Project*.** Springboard Partners is a new social enterprise that incubates both startup companies and high impact social justice campaigns. Springboard provides strategic consulting and supplemental campaigning capacity to organizations that engage in organizing and advocacy, with a focus on complex long-term campaigns and short-term campaigns that require specific and rare sets of skills or experience. One of their first projects will involve piloting a campaign for police accountability that targets the power of police unions to block common-sense reforms to policing in local jurisdictions and experiments with a targeted social media campaign around police accountability. The first two jurisdictions they will focus on are Philadelphia and Chicago. For this project, students will work with Carolyn Laub to research the politics and policies in those jurisdictions and design tactics for an advocacy strategy that Springboard can implement going forward.

**Project #3. Global Press Institute (with Cristi Hegranes):** ***Competitive Analysis of Accuracy in International Media.*** Global Press Institute employs local women journalists to produce ethical, accurate news coverage from some of the world’s least-covered places. In order to fully evaluate the organization’s value proposition, the purpose of this project is to perform a competitive analysis of accuracy initiatives in competing international media outlets such as Associated Press, Washington Post, New York Times and others to determine best practices with regard to things like use of independent fact checkers, duty of care for reporters overseas (local vs. foreign), diversity statistics and accountability practices. Students will review both publicly available information as well as perform interviews with reporters and editors from these news outlets, and then apply the same criteria to an internal analysis of Global Press Institute. The final report will analyze areas where Global Press Institute has a strong standard of practice as well as areas where they might improve.

**Project #4. Health Access Corps (with Chris Ategeka):** ***Research and Analysis of Potential Sources of Earned Income***. Health Access Corps works to strengthen healthcare systems in Sub-Saharan Africa using local talent to combat the extreme shortage of healthcare professionals in underserved areas. Founded in 2011, the organization has until this point been funded primarily through philanthropic contributions. Now entering its sixth year of operation, the organization would like to explore ways that they can become more sustainable through earned income such as a fee for service model or charging invested third parties. This project will involve researching organizations that have successfully achieved earned-income strategies such as Living Goods, One Acre Fund or Medic Mobile. Students will also interview staff from Health Access Corps to learn more about the programming and brainstorm earned-income strategies that may be applicable to their work. The final report will summarize student research and suggest a strategy for the organization moving forward.

**Project #5. Hourglass Venture (with Chris Ategeka):** ***Research and Analysis of Seed Funding for Early Stage Social Entrepreneurs***. The ability to start a social enterprise is dependent on early-capital and the ability to take risk. As a result, the field privileges those who have access to "friends and family" funding and/or connections to a network of people who can provide the early support needed to get a social venture off the ground. The purpose of Hourglass Venture is to help level the playing field for social entrepreneurs who do not have access to this early stage capital, providing them the funding, the connections and the capacity-building resources they need to grow their organizations. This project will provide a needs assessment for Hourglass, studying the current sources of seed funding for social entrepreneurs (i.e. Echoing Green, etc.) and interviewing social entrepreneurs to brainstorm where they first got funding and how. The final report will provide an analysis of the existing pipeline for early-stage social entrepreneurs as well as a proposal for how Hourglass Venture could fill he gaps.

**Project Selection:** The service learning project proposals will be circulated in class the first day of class, along with applications. The application process will proceed as follows:

* + - * Thursday, April 6: Applications and project rankings due by noon
			* Thursday, April 6: Interview schedule will be circulated by 5pm
			* Friday, April 7: Interviews
			* Monday, April 10: Project selections will be circulated

Given the limited number of slots, not all students will be able to participate in a service learning project. Students will be selected based on their qualifications and interest in the issue areas of the various projects that are being offered.

**Student Learning Goals:** Prior to the first team meeting, you should send an email to the instructor, TA and your supervising SEERS Fellow describing your learning goals for this service learning project and how they will relate to the concepts described in the course. Your learning goals should build off of the learning outcomes described in this syllabus, and should also incorporate a discussion of how your work with the SEERs Fellow will be providing service.

**Weekly Team Meetings**: Students will be required to meet with their team at least once per week at a mutually agreed upon regularly scheduled meeting on either Tuesday or Wednesday. All meetings will be scheduled at the beginning of the quarter. If a student is not able to make one of the team meetings, he or she is required to inform the Supervising SEERS Fellow, the instructor and team members at least one week in advance. The purpose of team meetings is to ensure in a sustained, systematic way that students are making adequate progress on the projects, and to obtain direction for the work. In each meeting students should discuss:

* 1. the procedural and substantive status of the project;
	2. ongoing strategies and work to be done;
	3. any issues related to answering the question posed by the project;
	4. students’ satisfaction with the work and workload.

Students are expected to prepare for the meetings. By **NOON the day before each team meeting**, students should send a proposed agenda and any related work product that students would like reviewed before the meeting to: the instructor, the TA, the supervising SEER and all teammates.

**Project Rounds**: At least once during the quarter, students will be required to participate in project rounds. This is an opportunity to resolve difficult problems in presenting each team’s project. The rest of the class must come prepared to provide constructive suggestions based on the memo and background material provided. The goal of project rounds is to move your projects forward and get work accomplished. It should be treated as an organizational meeting. Each presenting team should give a short overview of the case and lead class discussion for approximately 10-20 minutes, focusing on a specific question or issue the team is currently confronting in its project. The question should be a real, unresolved, problem the team is struggling with.

**Project Presentation:** All students participating in service learning will be required to present their final project and their most important findings to the classduring the final class session. Students will be asked to make a 10-15 minute oral presentation. Students are encouraged to be interactive and creative in their presentations. Students who are listening to the presentations will be graded on their participation with the presenter (such as asking questions and answering questions when asked), which will factor into the class participation grade.

**Final Project Submission – Due June 9th**: At the end of the quarter, students will be responsible for turning in a final work product describing the results of the project. This may take the form of a written memo to the organization, a literature review, an outline of recommendations, or any other mutually agreed upon format, which the students decide in consultation with their supervising SEER. Each team must work together to prepare the final project, dividing the work equally. Each team is also responsible for setting up a schedule of deadlines with their supervising SEER in which they agree to submit at least one preliminary draft of their final project which the Supervising SEER and/or instructor agree to review and provide comments prior to the project presentation. Students should turn in outlines and early drafts as follows:

* Outline of final project submission: **May 5th**
* First draft of paper: **May 19th**

**Service-Learning Contract**: The SEERs fellow, in partnership with the Program on Social Entrepreneurship provide this service-learning opportunity for the mutual benefit of the student and the organization. To best facilitate the service-learning project, the Supervising SEERs Fellow will:

* Be available for weekly team meetings with students to discuss the progress of their service learning projects and provide feedback and guidance.
* Where possible, create opportunities for exposure to key stakeholders or members of the community that the SEERs Organization serves (through Skype or otherwise).
* Discuss any concerns about the service learner’s performance with him/her directly, and with the course instructor if necessary.
* Respond to student emails in a timely manner.
* Work with student to try to meet the student’s learning goals.
* Provide feedback on a preliminary draft of the student’s final project.
* Evaluate the students’ performance at the end of the quarter and provide feedback on the students’ final projects.

By signing up for a service learning project, students agree to:

* Complete the assigned project in conjunction with team members and in partnership with the Supervising SEERs Fellow and submit final project by June 3rd.
* Work with the Supervising SEERs Fellow to prepare a schedule of mutually agreed upon deadlines and submit at least one preliminary draft of their final project to the Supervising SEERs Fellow at least two weeks prior to the final June 3rd deadline.
* Participate in weekly team meetings and come prepared, including submitting a proposed agenda to the Supervising SEERs Fellow and the instructor by noon the day before each team meeting.
* Participate in project rounds during the quarter to reflect on the project in the classroom setting.
* Ask for help from the Supervising SEERs Fellow and/or instructor as soon as questions or issues arise.
* Work with the Supervising SEERs fellow to try to achieve the learning goals, which will be discussed during the first team meeting.
* Respond to emails, phone calls or texts from teammates and supervisors in a timely manner.
* Act in a professional manner with respect to absence, appropriate behavior, punctuality and deadlines.
* Respect the privacy of clients understanding confidentiality is key to many of our interactions.
1. Those participating in service learning will instead submit a Final Project Assignment in lieu of the Final Paper Assignment (see Addendum A). [↑](#footnote-ref-1)
2. Please note that service learning in this class is optional. Those students who choose to participate in service learning must commit to doing so by the first week of class. **Students may not change their decision for any reason after the second week of the quarter.**  [↑](#footnote-ref-2)