**Social Entrepreneurship and the Advancement of**

**Democracy, Development and Justice**

**URBAN STUDIES 135**

**Syllabus, Spring 2023**

**Instructor**: Kathleen Kelly Janus

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Office Hours, Thursdays 4:30-5:00pm or by appointment (Haas Center, Ford Patio – back entrance)

**Teaching**

**Assistant**: Jathusha Mahenthirarajan, [jathusha@stanford.edu](mailto:jathusha@stanford.edu)

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

**Location**: DK Room, Haas Center for Public Service, 562 Salvatierra Walk

**Overview**

This community-engaged learning class is part of a broader Program on Social Entrepreneurship at the Haas Center for Public Service. It will use practice to better inform theory about how innovation can help address societies biggest challenges. Working with the instructor and four visiting social entrepreneurs in residence, students will use case studies of successful and failed social change strategies to explore relationships between social entrepreneurship, race, democracy and justice. This course interrogates approaches like design theory, measuring impact, fundraising, leadership, storytelling and policy advocacy and explores how they can address issues like ending homelessness, fighting the COVID-19 pandemic and achieving racial justice, with a particular focus on California. This is a community-engaged learning class in which students will learn by working on projects that support the social entrepreneurs' efforts to promote social change. Students should register for either 3 OR 5 units only. Students enrolled in the full 5 units will have a community-engaged learning component along with the course. Students enrolled for 3 units will not complete the community-engaged learning component. Limited enrollment. Attendance at the first class is mandatory in order to participate in community-engaged learning.

**Spring 2023 SEERS Fellows**

* **Steve Good**, CEO of Five Keys Schools and Programs, a nationally-recognized trauma-informed restorative justice organization dedicated to ending mass incarceration
* **Tinisch Hollins,** Executive Director of Californians for Safety and Justice (CSJ), one of the nation’s most effective criminal justice reform agencies
* **Beth Schmidt,** CEO of Uppercase, an education technology company focused on making our nation’s very best teachers and their knowledge easily accessible
* **Shakirah Simley,** Executive Director of the Booker T. Washington Community Service Center, one of San Francisco’s oldest Black-led and serving community-based organizations, and home to some of the only permanent supportive affordable housing for transitional aged youth in San Francisco

**Course Materials**

Janus, Kathleen Kelly, *Social Startup Success: How the Best Nonprofits Launch, Scale Up and Make a Difference*, Da Capo Lifelong Books, 2018.

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, measuring impact and developing organizational strategy to innovative models for social change.
* Students will learn the [principles of ethical and effective service](https://haas.stanford.edu/about/our-approach/principles-ethical-and-effective-service): humility, reciprocity, respect and inclusion, preparation, safety and well-being, accountability, evaluation, and learning and reflection.

**Additional Community Engaged Learning (CEL) Outcomes**

* Students will participate in at least one community engaged learning (CEL) 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.

**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. **For an absence to be excused, students must notify instructor in advance and write a 3-page reflection paper to make up the class.** 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.

**Insights and Questions**

Each week by midnight the Wednesday before class, you will submit ONE insight and ONE question about the readings. You can submit your insights and questions under the appropriate week’s folder on the Discussion tab on Canvas. This will count as part of your participation grade.

**Written Reflection Assignment #1 (3-5 pages double spaced) – Due April 25th – ALL STUDENTS**

Drawing on examples from the readings, from our class discussions, from the work of SEERS Fellows and your community engaged learning projects, answer one of the following questions:

1. What is the role of social entrepreneurship in promoting social change? OR
2. How does race affect the role of social entrepreneurs? OR
3. How do social entrepreneurs use the innovation process in pursuit of social change?

**Written Reflection Assignment #2 (3-5 pages double spaced) – Due May 12th – ALL STUDENTS**

Drawing on examples from the readings, from our class discussions, from the work of SEERS Fellows and your community engaged learning projects, answer one of the following questions:

1. What are the challenges of measuring impact and how do social entrepreneurs overcome those challenges? OR
2. What are the challenges nonprofits face with fundraising and how do social entrepreneurs overcome those challenges?

**Final Paper Assignment (15 pages double spaced) – Due June 7th – NON CEL**

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 14
* Outline of paper: May 3
* Interview notes due: May 19
* First draft of paper: May 26

**Course Requirements and Evaluation**

Students will be evaluated based on the following categories.

Class Participation and Attendance 20%

Written Reflection Assignments 30%

Final Project/Paper Assignments 50%

Non-graded assignments including outlines, interview notes, paper drafts, class leads and project rounds are required for successful completion of the course, and will not be factored into the final participation grade.

**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 can be reached at phone: 723-1066, URL: http://studentaffairs.stanford.edu/oae.

**Honor Code**

The Honor Code is the University's statement on academic integrity written by students in 1921. It articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work. The Honor Code is an undertaking of the students, individually and collectively:

1. That they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading.
2. That they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
3. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.
4. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

AI-Tool Usage: Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution work (this includes in-text citations and/or use of quotations, and in your reference list) is a form of academic dishonesty. Furthermore, ChatGPT should not be relied upon as the sole source of information. It is the responsibility of the student to verify the accuracy of information through using multiple sources to validate and expand upon information obtained from ChatGPT.

**COVID-19 Protocols**  
It is no longer required to keep a mask on during class unless you have symptoms of being ill. If you are feeling sick, do not come to class until you have received a negative COVID-19 test. Please be sure to communicate with your SEERS Fellow as well. If you become ill or find yourself needing to take extra time on certain assignments due to external factors, we will be flexible and responsive to your needs. Please let us know as early as you can and we will work it out. (Please also see additional resources for support in Appendix B).

**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**

**Week 1. What is Social Entrepreneurship and Course Introduction (April 6)**

*Introduction to the history of social entrepreneurship and community engaged 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.*

*Presentation* – All SEERS Fellows

*Reading:*

* [Martin, Roger L., and Sally Osberg, “Social Entrepreneurship: The Case for Definition,” Stanford Social Innovation Review Spring (2007): 29-39.](https://canvas.stanford.edu/courses/170481/files/folder/Class%201.%20What%20is%20Social%20Entrepreneurship?preview=11424931)

**Week 2. Race, Equity and Social Change (April 13)**

*What are the systemic inequities that social entrepreneurs are addressing? How do we identify our own biases and assumptions about race and 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 social entrepreneurs?*

*Presentation* – Shakirah Simley, Tinish Hollins, Steve Good

*Readings:*

* [Wilkerson, Isabel, *America’s Enduring Caste System*, New York Times, July 1, 2020](https://canvas.stanford.edu/courses/170481/files/folder/Class%202.%20Navigating%20Race%2C%20Equity%20and%20Social%20Change?preview=11424920).
* [Kendi, Ibram, *How To Be An Antiracist* (One World, 2019), pages 1-23.](https://canvas.stanford.edu/courses/170481/files/folder/Class%202.%20Navigating%20Race%2C%20Equity%20and%20Social%20Change?preview=11424935)
* [Dismantling Racism Works adapted by The Centre for Community Organizations, *White Supremacy Culture in Organizations*.](https://canvas.stanford.edu/courses/170481/files/folder/Class%202.%20Navigating%20Race%2C%20Equity%20and%20Social%20Change?preview=11447427)
* [Tervalon, Melanie and Jann Murray-Garcia, *Cultural Humility Versus Cultural Competence: A Critical Distinction In Defining Physician Training Outcomes in Multicultural Education.*](https://canvas.stanford.edu/courses/170481/files/folder/Class%202.%20Navigating%20Race%2C%20Equity%20and%20Social%20Change?preview=11424933)

*Optional:*

* [Illich, Ivan, *To Hell With Good Intentions.*](https://canvas.stanford.edu/courses/170481/files/folder/Class%202.%20Navigating%20Race%2C%20Equity%20and%20Social%20Change?preview=11424932)

**\*\*\*Friday, April 14 – Abstract for Final Assignment Due (non-CEL)\*\*\***

**Week 3. Innovation + Writing Workshop (April 20)**

*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* – Beth Schmidt

*Readings:*

* Kelly Janus, Kathleen, *Social Startup Success*, Part 1: Testing Ideas (Da Capo Press, 2018).
* Chi By Design (review website and innovation approach at [www.chibydesign.com](http://www.chibydesign.com))
* My Brother’s Keeper Design Process ([Overview](https://www.chibydesign.com/our-work/my-brothers-keeper)and [Final Report](https://static1.squarespace.com/static/60ab02c018844e32d8430dca/t/60b5b856827a592b689fb72c/1622521947491/Thrive_MBK_ActionPlan_Final_2019.pdf))

*Handouts*:

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

**\*\*\*Tuesday, April 25 – First Written Reflection Assignment Due (ALL)\*\*\***

**Week 4. Measuring Social Impact; Project Rounds (April 27)**

*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 –*Tinisch Hollins, Steve Good

*Readings:*

* Kelly Janus, Kathleen, *Social Startup Success*, Part 3: Measuring Impact (Da Capo Press, 2018).
* Snibbe, Alana Conner, [*Drowning in Data*](https://ssir.org/articles/entry/drowning_in_data), Stanford Social Innovation Review, Fall 2006.
* Grant Reports and Annual Reports
* [Hugs and Algorithms: How Data Drives Brighter Futures for Foster Youth](mailto:https://www.youtube.com/watch?v=AFzWPntAPN4?v=AFzWPntAPN4), Sam Cobbs Tedx Talk.

**\*\*\*Wednesday, May 3 – Outline for Final Assignment Due (ALL)\*\*\***

**Week 5. Fundraising Experimentation; Project Rounds (May 4)**

*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* – Shakirah Simley, Beth Schmidt

*Readings:*

* Kelly Janus, Kathleen, *Social Startup Success*, Part 3: Funding Experimentation (Da Capo Press, 2018).
* Kolbert, Elizabeth, [*Gospels of Giving for the New Gilded Age: Are Today’s Donor Classes Solving Problems or Creating New Ones?*](https://www.newyorker.com/magazine/2018/08/27/gospels-of-giving-for-the-new-gilded-age)The New Yorker, August 27, 2018.
* Dorsey, Cheryl, et al. [Overcoming Racial Bias in Philanthropy](https://ssir.org/articles/entry/overcoming_the_racial_bias_in_philanthropic_funding), Stanford Social Innovation Review, May 4, 2020.
* Dan Pallotta, *The Way We Think About Charity is Dead Wrong:* <https://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong>

**Week 6. Leadership; Project Rounds (May 11)**

*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* – Shakirah Simley

*Readings:*

* Kelly Janus, Kathleen, *Social Startup Success*, Part 4: Leading with Others (Da Capo Press, 2018).
* [Zaleznik, Abraham, *Managers and Leaders: Are they Different?* Harvard Business Review, January 2004.](https://canvas.stanford.edu/courses/170481/files/folder/Class%206.%20Leadership?preview=11424930)
* [What does it look like to radically reinvent leadership? – Nonprofit AF.pdf](https://canvas.stanford.edu/courses/170481/files/folder/Class%206.%20Leadership?preview=11424913)

**\*\*\*Friday, May 12 – Second Written Reflection Assignment Due (ALL)\*\*\***

**Week 7. Storytelling** **(May 18)**

*Why does it matter who tells the story? How have social change agents leveraged storytelling to promote development, democracy and justice globally?*

*Presentation* – Beth Schmidt

*Readings:*

* Kelly Janus, Kathleen, *Social Startup Success*, Part 5: Storytelling (Da Capo Press, 2018).

*Video Clips*:

* [James Croft’s Harvard LGBT Bullying Speech](mailto:https://www.youtube.com/watch?v=lymvc5d6qxY)
* 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 19 – Interview Notes Due (ALL)\*\*\***

**Week 8. Scaling Impact, Public Policy, Movement Building** **(May 25)**

*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 movement building in social entrepreneurship? What is the role of individuals in movement building?*

*Presentation* – Tinisch Hollins, Steve Good

*Readings:*

* [Gugelev, Alice & Andrew Stern, *What’s Your Endgame?* Stanford Social Innovation Review (Winter 2005).](https://canvas.stanford.edu/courses/170481/files/folder/Class%208.%20Scaling%20Impact%20%2B%20Public%20Policy?preview=11424929)
* [2021 State of California Social Innovation Impact Report](https://www.flipsnack.com/socialinnovatorsofca/2021-ca-social-innovation-impact-report/full-view.html).

**\*\*\*Friday, May 26 – First Draft of Paper Due (ALL)\*\*\***

**Week 9. Course Wrap-up – Final Presentations (June 1)**

**\*\*\*Wednesday, June 7 – Paper Re-Writes and Class Make-Up Reflections Due (ALL)\*\*\***

**\*\*\*Wednesday, June 7 – Final Projects Due (ALL)\*\*\***

**APPENDIX A**

**Assignments and Expectations for Community Engaged Learning Students[[1]](#footnote-1)**

**What is Community Engaged Learning?**

Community engagedlearning provides students the opportunity to work alongside a community partners and reflect on that work 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 community engaged 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 community engaged 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 Community Engaged Learning Partnerships with SEERS Fellows**

Students 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 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 Zoom sessions or in person meetings with their constituents.

**Community Engaged Learning Project Assignments**

**Projects**: The following are the projects for the Spring 2023 quarter –

***Project #1.* Exploration of Innovative Models of Intergenerational Housing with Shakirah Simley:** The oldest Black-led, Black-serving organization in San Francisco, Booker T. Washington Community Service Center (BTWCSC) was established in 1919 as a gathering and organizing place for homecoming African American soldiers and their families after World War I. Its mission is to empower the lives of our neighbors by offering individuals and families the services and support they need to become self-sufficient. Built on a strong tradition of providing support services to stabilize and uplift families, the organization has served as an anchor institution throughout San Francisco’s long legacy of government redevelopment, forced removal, and economic genocide. Among other programs, BTWCSC offers the only Black-led and owned transitional aged youth (TAY) housing in San Francisco. The Center provides 50 units of service-enriched housing, 25 units dedicated to TAY, and the other 25 are dedicated to low-income families and seniors.  BTWCSC would like to do better for all its residents and to move to an intergenerational housing model. Intergenerational housing is a progressive concept based on the idea that seniors and older adults should not be segregated from other generations and that people of all ages benefit from connecting with one another in daily life. For this project students will explore through research and interviews existing case studies (in California and beyond) and BIPOC-led opportunities where intergenerational housing models have been successful in breaking cycles of intergenerational poverty, combatting issues of social isolation, prioritizing shared responsibilities, and providing access to culturally relevant programming and services. To better understand the organization and opportunities to advance this work, students will do a site-visit to BTWCSC in San Francisco. Students will draft a report on their findings which they will present to the organization at the end of the quarter.

***Project #2.* Draft and designSan Francisco Black Wallstreet’s first ever social impact report and research models for reparations with Tinisch Hollins:** SF Black Wallstreet was founded in June 2020 by a group of seven Black San Francisco natives in response to the devastating impact of COVID-19 and anti-Black racism on Black business, cultural space, and stakeholdership. The organization is made up of a network of community servants, professionals, and cultural influencers who are committed to uplifting and protecting Black San Francisco. Three of SF Black Wallstreet’s cofounders are members of the San Francisco African American Reparations Advisory Committee. The Reparations Committee advises the Board of Supervisors, the Mayor, the Human Rights Commission, and the public on the development of a San Francisco Reparations Plan. The plan will highlight ways that City policies have harmed Black lives. It will also include specific actions to address discrimination and inequities in areas like housing, education, transit access, and food security. This project has two parts: (1) one group of students will research and develop a report cataloging the work of state and local reparations committees happening across the country and highlight incremental solutions to repair harm proposed by these committees. This report will be presented at the national reparations convening tentatively scheduled to take place in December 2023; (2) another group of students will develop a social impact report that communicates SF Black Wallstreet’s accomplishments to donors and other stakeholders. Students will interview the Black Millionaire Development Program participants, community partners, and other stakeholders to gather both quantitative and qualitative data that demonstrate our organization's achievements.

***Project #3.* Research best practices for corporations hiring formerly incarcerated individuals with Steve Good**: Over half of the individuals incarcerated in the US lack basic high school education. There is an undeniable link between a lack of education and incarceration. To address this problem, Five Keys was launched as a high school for the incarcerated with the goal of reducing recidivism by allowing individuals to complete their high school degree, thus increasing the likelihood of an individual gaining employment upon release from custody. While access to education has proven to reduce recidivism, formerly incarcerated individuals face many additional challenges to successful reentry. Five Keys has seen these challenges firsthand as they employ over 500 formerly incarcerated individuals in various programs. This project will seek to understand the components and support mechanisms needed for successful post-incarceration employment and attempt to answer the following two questions: What obligations do employers have to the formerly incarcerated if they are committed to hiring these individuals? And what can employers do to support formerly incarcerated individuals in the workplace? Components of this project will include a review of current research on recidivism, an examination, and critical review of reentry programs, interviews with reentry program managers, interviews with formerly incarcerated individuals and their employers, and site visit(s) to Five Keys housing programs. The project will conclude by answering the two questions posed and curating a summary of the research findings along with recommendations of best and promising practices for Five Keys leadership to consider for implementation.

***Project #4.* Identify gaps in teacher education and design a rubric for teacher curriculum and expert teacher sourcing for Uppercase with Beth Schmidt**: [Uppercase](https://uppercaseteach.com/) aims to transform teacher support by making our nation’s very best teachers and their knowledge easily accessible, allowing early-stage educators to find a trusted community of experts for the best advice, lesson plans, and classes. More than half of U.S. teachers do not currently feel adequately supported in their profession.[[2]](#footnote-2). Uppercase builds off of something that we know is successful, which is expert teachers teaching other teachers through just-in-time, personalized support aligned to their strategic needs. As Uppercase aims to launch to a beta group of teachers this summer, the objectives of the project are to establish a clear understanding of our teacher “learners’” greatest needs, defining a clear taxonomy of the grades, subject areas and topics that Uppercase will support. Based on “learners’” needs, we will also identify who our ideal expert teachers should be to meet those needs, what they should offer, and where to source them. Through deep field research and structured teacher interviews, students will identify what topics are currently most under-resourced for teacher support and what topics teachers are most interested in learning about from expert teachers. Students will develop an index of both “soft skills” and academic support topics, by grade and subject area, determining what focus area Uppercase will start with. Based on this taxonomy, students will then define Uppercase’s expert teacher personas: who they are, what they will offer, and where we will source them to best meet teacher learners’ needs.

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**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 community engaged 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 likely on Thursday. 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 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 7th**: 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 SEERs Fellow. 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 paper: May 3
* Interview notes due: May 19
* First draft of paper: May 26

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

* Be available for weekly team meetings with students to discuss the progress of their community engaged 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 Zoom or otherwise).
* Discuss any concerns about the student’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 to participate in a community-engaged 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 7th.
* 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.

**APPENDIX B: ADDITIONAL SUPPORT RESOURCES**

If you are feeling overwhelmed, stressed, or isolated, there are many individuals here to help. Do not hesitate to contact me if you need assistance or support for your mental health or well-being. Here is a partial list of resources. CR (CONFIDENTIAL RESOURCE) is used below to identify resources that offer confidential support.

Dean of Students: Contact at 650.723.2733

Department of Public Safety (DPS) endeavors to be a consultative resource for all members of the community and can be reached 24/7 at 650.329.2413.

Vaden Medical Services is the first stop for all student medical care, including: diagnosis and treatment of illness, injury, and ongoing conditions, as well as for preventive counseling and education. Contact at 650.498.2336. CR

Counseling and Psychological Services (CAPS) offers individual consults, skills workshops, process groups, seminars, psychiatry services, community referral resources, and crisis intervention. Contact CAPS at 650.723.3785. CR

Confidential Support Team (CST) offers support to Stanford students impacted by sexual assault and relationship violence. Contact CST at 650.736.6933 or 24/7 (for urgent concerns) at 650.725.9955. CR

Office of Alcohol Policy and Education (OAPE) aims to reduce high-risk alcohol and other drug use and related harms by enriching the social experience and providing collaborative, educational strategies and programs. Contact at 650.725.5947.

Well-Being at Stanford advances student well-being through individual coaching, academic courses, consultations, trainings and workshops, and volunteer, internship and funding opportunities.

Weiland Health Initiative promotes mental health and wellness across the spectrum of gender identities and sexual orientations through education, training and clinical services

at Stanford and beyond. CR

Office of the Ombuds is available to all faculty, staff, postdocs, and students where all are welcome to discuss any concern that is interfering with their academic or work life. Contact Ombuds at 650.497.1542 CR

Office for Religious Life (ORL) offers pastoral care and spiritual guidance and can be reached at

650.723.1762. CR

The Bridge Peer Counseling Center (The Bridge) offers anonymous peer counseling by trained students. Contact at 650.723.3392.

Office of Sexual Assault and Relationship Abuse Education and Response (SARA) promotes caring, empowered, and consensual relationships at Stanford. Contact SARA at 650.725.1056 or

saraoffice@stanford.edu.

Office of Accessible Education (OAE) provides a wide array of support services, accommodations, and programs to remove barriers to full participation in the life of the University. Contact OAE at 650.723.1066 or oae-contactus@stanford.edu.

Schwab Learning Center helps students with learner variability understand how they learn and how to leverage their strengths. Contact at schwablearningcenter@stanford.edu.

Financial Aid Office (FAO) Contact at 650.723.3058 or financialaid@stanford.edu.

ACADEMIC ADVISING RESOURCES

• Undergraduate students: VPUE Academic Advising - Contact at 650.723.2426 or

advising@stanford.edu.

• Graduate and professional students: VPGE Grad Advising Contact at 650.736.0775 or

vpge@stanford.edu.

URGENT CONSULTATION RESOURCES

RD on-call Available to help undergraduates 24/7 at 650.504.8022.

GLO Dean on-call Available to help graduate and professional students 24/7 at 650.723.7288. Please provide pager ID number #25085 to the operator.

CAPS on-call - Available for all students 24/7 at 650.723.3785. CR

Confidential Support Team (CST) Available for all students impacted by sexual assault and relationship violence 24/7 at 650.725.9955. CR

Vaden Medical Services - Available for all students 24/7 at 650.498.2336 CR

National Suicide Prevention Lifeline offers 24/7 free and confidential support for people in distress at 800.273.8255. CR

SOCIAL CONNECTION RESOURCES

Asian American Activities Center (A.C.) builds a community of Asian and Asian American students, faculty, staff and alumni that fosters greater understanding and awareness of the Asian experience in America.

Bechtel International Center (Bechtel) supports the international student community, assisting with legal status, scholarships abroad, and nurturing cross-cultural relationships.

Black Community Services Center (BCSC) focuses on supporting the total advancement and excellence of Black students and Black student groups within the Stanford community.

El Centro Chicano y Latino (El Centro) works to support Chicano and Latino students academically, personally, socially and culturally.

Hillel at Stanford (HIllel) empowers Jewish students at Stanford to explore and deepen their Jewish identities, and to envision their futures with choices inspired by Jewish values and commitments.

Office for Inclusion, Belonging and Intergroup Communication (IBIC) provides campus leadership for students, faculty and staff to consciously and actively affirm intersectional identities and foster intergroup relationships. Resources include experiential workshops, conflict navigation, staff training, and inclusion consulting.

Markaz Resource Center (The Markaz) supports a vibrant community of students who identify with or are interested in Muslim experiences both here and around the world.

Native American Cultural Center (NACC) works to improve the quality of life for American Indians, Alaska Natives, Native Hawaiians and Indigenous Pacific Islanders. Our community reaches out to new students and their families to help them adjust to life at Stanford, and to help them realize goals and prepare for the future.

Queer Student Resources (QSR) is a community of students, university staff, and faculty working to make Stanford a place where people of all genders and sexualities can flourish.

First-Gen and/or Low Income (FLI) Office connects first-generation and/or low-income (FLI) students to resources, builds community and fosters a sense of belonging through mentorship and advocacy.

Women's Community Center (WCC) exists to facilitate growth and engagement for Stanford students around issues of gender, equity, identity, and justice.

1. Please note that community engaged learning in this class is optional. Those students who choose to participate in community engaged learning must commit to doing so by the first week of class. **Students may not change their decision to participate in a project for any reason after the second week of the quarter.**  [↑](#footnote-ref-1)
2. Education Policy Institute (2019) [↑](#footnote-ref-2)