

## UMBC UGC New Course Request: ART 422 Social Entrepreneurship in Place

Date Submitted: January 17, 2016

Proposed Effective Date: Fall 2016

	Name	Email	Phone	Dept
Dept Chair or UPD	Dr. Preminda Jacob, Assoc. Prof.	pjacob2@umbc.edu	410 455 2150	Visual Arts
Other Contact	Stephen Bradley, Associate Prof.	sbradley@umbc.edu	410 455 2721	Visual Arts

### COURSE INFORMATION:

Course Number(s)	ART 422
Formal Title	Social Entrepreneurship in Place
Transcript Title (≤30c)	Social Entre in Place
Recommended Course Preparation	
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	ART 215 or ENTR 200 or ENTR 201, passed with a "C" or better or permission of the instructor.
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

### PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

This course introduces the students to a range of interdisciplinary community arts, maker culture and examples of entrepreneurial case studies. These examples embrace civic agency-based methods that will be applied to approach projects in this transitional urban/suburban border community. Students, participants and stakeholders will identify and manage logistical problems inherent in budgeting, design, fabrication, testing and implementation of entrepreneurial solutions that can be modeled within the semester timeframe.

### RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?

*Social Entrepreneurship in Place* fulfills an aspect of the university mission for collaborating and building partnerships in surrounding communities. The timing of the course directly addresses some of the systemic issues that plague the southern portion of Baltimore City and northern Anne Arundel County. ART 303 immerses UMBC students into a specific community near the campus. Students in the visual arts, interdisciplinary and the entrepreneurship minor will participate in this social entrepreneurial course. The course is taught primarily at a community arts center in northeast Anne Arundel County connecting stakeholders and potential partners from southeast Baltimore City and northeast Anne Arundel County. *Social Entrepreneurship in Place* proposes to collaborate with community stakeholders and agency partners who are addressing crime, poverty and lack of opportunities for continuing education and jobs. The course adopts the spirit of social entrepreneurship, which seeks to create opportunities out of what appears on the surface to be limitations or lack of resources. The timing of this course aligns with a trend in the community for stakeholders to begin collaborating on identifying funding

sources and a realization that cooperating with one another is more effective and sustainable than singular efforts. Course fulfills elective for the Entrepreneurial Minor.

b) How often is the course likely to be taught?

Every two years in the spring semester.

c) How does this course fit into your department's curriculum?

This experiential and project-based course employs the arts and interdisciplinary practice as catalysts for community engagement in the Baltimore City region. The course emphasizes professional development, civic agency, social practice and social entrepreneurship with the students in visual arts and other disciplines so they may acquire learning experiences to be included in their portfolio. Students will gain a working knowledge of the array of new maker tools and resources that offer them training opportunities. They will learn how to sustain and maintain a micro enterprise, and to develop cottage industries in collaboration with community members.

d) What primary student population will the course serve?

*Social Entrepreneurship in Place* will serve interdisciplinary, entrepreneurial minors and students seeking to learn through hands on experiences and skills with new maker tools for real problems.

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?

This course is offered at the 400 level with the assumption that students will have acquired skills and methods that they can apply directly with a real problem. Some advanced methods acquired by each student will be critical to the outcome of the course since its goal is for students to collaborate with each other and with community members as well as design and fabricate a product. ART 422 will be cross-listed with a graduate level course, ART 622 so that IMDA graduate students can take the course as an elective. [The 400-level designation is an indication that the course requires understanding and information integrated from 100-, 200-, and 300-level courses in many different disciplines.]

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

Recommended course preparation is for students to have some background in entrepreneurship to be prepared to work with community members on various kinds of problems. Foundational work within the student's discipline will be useful. It is recommended that students complete ENTR 200 or ENTR 201.

g) Explain the reasoning behind the P/F or regular grading method.

The regular grading method is selected to foster critical approaches to problems that the students are addressing throughout the course.

h) Provide a justification for the repeatability of the course.

Not repeatable.

**ATTACH COURSE OUTLINE (mandatory):**

## **ART 422, Social Entrepreneurship in Place**

Entrepreneurship & Innovation Minor

Stephen Bradley, Associate Professor Visual Arts

Office hour: TBA

Office: FA 219C

### **COURSE UNDERPININGS**

Social entrepreneurs are innovators who focus on designing and creating concrete products and services that address social needs and problems. Unlike scalable startups the goal of a social entrepreneur is to seed awareness of organizer collaboration and effective business models for creating micro-enterprise. The Chesapeake Arts Center (CAC) located in the middle of northeast Anne Arundel County and southeast Baltimore city will serve as a secure place to foster, stimulate and sustain the “culture” of place through the management of an accessible maker-space and workshop. The culture of Brooklyn-Curtis Bay (southeast Baltimore City) and northeast Anne Arundel County is fragmented and complicated by the quickly shifting industries that have left community members without jobs to sustain their residency in the area. Over the past two decades, there has been a gradual brain drain in the area that has resulted in a place stressed by few public resources, services and higher-level jobs.

Economic opportunities are necessary to promote arts and culture within any community. ART 422 Social Practice in Place seeks to create a safe and creative place with tools and resources that offers participants training opportunities for UMBC students and community members to learn how to sustain and maintain a micro enterprise, aka cottage industry.

### **COURSE DESCRIPTION:**

This course introduces the students to a range of interdisciplinary community arts, maker culture and examples of entrepreneurial case studies. These examples embrace civic agency-based methods that will be applied to approach projects in this transitional urban/suburban border community. Students, participants and stakeholders will identify and manage logistical problems inherent in budgeting, design, fabrication, testing and implementation of entrepreneurial solutions that can be modeled within the semester timeframe. Access to maker-space tools and materials will be available during the semester.

### **COURSE OBJECTIVES**

Methods:

- identify specific community need by utilizing data of Dr. Marina Adler/UMBC study that focuses on the Filbert Street Community Garden, Curtis Bay, Baltimore City\*.
- provide a research-based model of a successful micro-enterprise (cottage-industry) business plan for Brooklyn-Curtis Bay and north Anne Arundel County participants to emulate
- access simulation techniques to develop lateral thinking skills for product innovation
- test product concept with a community focus group
- Practice:
  - organize stakeholder and community participants in order to present process and product concept
- follow-up to reassess and reflect on product feasibility to apply residents’ knowledge gained from experience

- educate targeted users for marketing and alignment of product placement
- Outcome:
- place product with businesses, organizations and other consumers
  - establish product support with maintenance by designated participants
  - harness social capital to improve community empowerment and participation
- increase a localized knowledge base at CAC to sustain participant involvement for future projects.

## **COURSE REQUIREMENTS**

### **ASSIGNMENTS:**

Biweekly blog post - 20%

Visiting Scholars and Artists - 10%

At least 3 lectures are required to attend; 1 from Visual Art and 1 from another discipline that pertains to the course content; 2 from the Alex. Brown Center for Entrepreneurship lecture and workshop series.

Project I: Social Practice - 20%

- Community member driven problem identification & brainstorming. Using social practice and the methodologies of art (critical thinking and creative problem solving) to organize community members towards a solution. Project includes a proposal, budget and feasibility study.

Project II: Implementation - 20%

- propose and execute a solution to the identified problem. Includes the marketing plan, feasibility and budgeting of the item(s). Items will be on display as part of the public unveiling of the project including documentation at the public event.

Teamwork / collaboration - 10%

Feasibility study that includes photo-voice exercise.

- UMBC IRB
- ethnographic interviews, economic study
- short documentary/digital story

Public event to present course findings, recognizing community leaders and UMBC students.

Media - 20%

2 - 3 minute interviews with onsite visits to small creative businesses in the Baltimore City and Anne Arundel Co. and County regions. Video works to be posted on Prof. Bradley's Viemo (video service) & YouTube channels.

<b>RUBRIC</b>		
<i>Weekly BLOG POSTING - six total.</i>		
writing	student created media	readings
35%	35%	30%

300 – 500 words	1-2 minute video or sound work	Include reflections from your bi-weekly readings.
Bi-weekly	3-5 video works	site reference to tasks.
<b>FIELDWORK</b>		
video shooting	photography	editing
35%	20%	45%
1-2 minutes with interview / documentary style	5-7 photographs that describe and document the process of entrepreneurship, problem solving and or the work in process.	editing of the video; sound design, graphic motion
<b>Public event</b>		
planning	collaboration	implementation
35%	35%	30%

## **READINGS**

Asset-based Participatory Community Research in Support of Resilience and Well-being in Curtis Bay, MD, Dr. Marina Adler, Department of Sociology & Anthropology, conducted at the Filbert Street Community Garden, UMBC.

Kwon, Miwon, *One Place After Another, Site-Specific Art and Locational Identify*, MIT Press, Cambridge, MA, 2004, ISBN-13: 978-0262612029

Carey, Brainard, *New Markets for Artists: How to Sell, Fund Projects, and Exhibit Using Social Media, DIY Pop-Ups, eBay, Kickstarter, and Much More*, ISBN-13: 978-1581159134

Caplin, Lee, *The Business of Art*, Prentice Hall Press; 3 Sub edition (June 1, 1998) ISBN-13: 978-0735200135

Lazzari , Margaret, *The Practical Handbook for the Emerging Artist*, Harcourt College Publishers, 2001

This text presents a variety of case studies that inform the practicing reader with a wealth of resources for being a financially successful artist.

Website: Distributed Organizations Working Salon at NECSI  
COMPLEXITY SALON ON HEALTH AND WELLBEING  
<http://www.ustream.tv/recorded/60352653>

Finland's Latest Educational Move Will produce a generation of Entrepreneurs:  
<http://singularityhub.com/2015/04/04/finlands-latest-educational-move-will-produce-a-generation-of-entrepreneurs/>

Social Entrepreneurship: Towards an Entrepreneurial Culture for Social and Economic Development, Author: Lidia Varbanova - Date: 06 October 2009

Social Entrepreneurship and Social Transformation: An Exploratory Study  
Author, Lidia Varbanova - Date: 06 October, 2009

Everyone a Changemaker: Social Entrepreneurship's Ultimate Goal  
Author, Lidia Varbanova - Date: 06 October 2009

ART in OTHER PLACES: Artists at work in American's Community and Social Institutions, Author, William Cleveland, 2000. Part VII, COMMUNITY, Chapter 25. Inside Other Places: In Search for Community; Chapter 26. Judy Baca: SPARC – The Social and Public Arts Resource Center; Chapter 28. TheaterWorkers Project: Steelworkers Speak.

**STUDENT EVALUATIONS** Percentage points will be assigned to each student based upon the above distribution of points earned throughout the semester.

Students should keep abreast of their grade during the semester. You are encouraged and welcomed to initiate conversations with me regarding your progress or any other aspects of the course. Your grade status is also readily available on our course site.

**COURSE EVALUATION** We will adopt the following project benchmarks and evaluation instruments to measure the impact and “value” of the course:

- completion of an operating beta prototype by the end of the 16 week semester
- assessment of pre and post surveys that measure UMBC students’ understanding of the key terms, methods and approaches of pro-social entrepreneurship
- assessment of pre and post surveys of community members citing barriers and solutions within the community. Instrument will list ranking of the collaborative experience, the development process and the efficiency of the proposed design and final product.

**DESCRIPTION ASSIGNMENTS**

- Reflection Papers: Students will respond to writing prompts based on guest lectures and/or films or television segments. Length: 3-5 pages
- Blog space: this assignment provides the student with an opportunity to document and trace weekly research topics throughout the semester. Semester-long assignment. Approximately Bi-weekly entries of 300-1000 words. Feel free to include photographs, entrepreneurial resources, drawings, poetry, sound, music, video clips from other social media sites. Quote/site other dedicated entrepreneurial based Blogs and on-line websites. Students will be required to set-up their blog site utilizing Wordpress, or equal service.
- Digital Stories: Students will work independently to create a 1-2 minute digital story about entrepreneurship and its impact on your practice. Documentation from the semester long proposed solution from the beginning to implementation can be part of the story.

- Community project- to be developed as the course proceeds.
- Participation: Because this class benefits largely from the comments, feedback, and viewpoints of each student and community participation input it is important for all students to attend class, complete assigned readings, and contribute to our class discussions and community projects. Your attendance, class participation, and interest in asking and answering questions during those discussions will determine this grade. Students are encouraged to speak freely, yet respectfully toward each other.

## **CLASSROOM POLICIES**

1. *Classroom attendance* is a part of participation. Please make all effort to attend class for your feedback and discussion is invaluable to us. Attendance will not be taken daily, however, in the event of a student missing class, it is your responsibility to contact me BEFORE the class, if possible, and gather the necessary class materials for assignments and class notes. LATE PAPERS WILL NOT BE ACCEPTED! Students missing classes on assignment due dates, without prior excused absences, will suffer harsh penalties, such as a letter grade reduction or even zero points earned for the assignment.

2. All *submitted assignments* will be graded according to the posted grading rubrics. Please utilize this document to guide your preparation of your written assignments. NOTE: Pay attention to your grammar and spelling, as mentioned on the grading rubric. We recognize that this is NOT an English class, but as part of a budding, formally educated group, it is imperative that we be mindful of the messages we communicate via the written word. Take pride in your work!

3. When submitting assignments that require citations, please follow the guidelines specific to your area of study (i.e. APA or MLA, etc.). Papers will be returned or not graded if there is not a citation page included. All papers should be submitted typewritten, double-spaced, 12-pt. font (Times New Roman, please) with one (1) inch margins on all sides. Papers not adhering to those specifications will either be returned to the student or will receive a grade reduction. No Internet sources can be used as source citations, unless approved IN ADVANCE.

4. Assignments should ALWAYS be *submitted on time*. In the event of submitting a late assignment, please note that harsh penalties may result. See attendance policy above. If you miss an assignment due to a medical or family emergency, please notify me before the assignment due date or immediately thereafter. Written documentation may be expected in order to make-up the assignment. Assignments MUST be submitted in hard copy format, even if absent on the day of the assignment. NO EMAILED ASSIGNMENTS ACCEPTED!

5. UMBC is committed to *eliminating discriminatory obstacles* that disadvantage students based on disability. Student Support Services (SSS) is the UMBC department designated to receive and maintain confidential files of disability-related documentation, certify eligibility for services, determine reasonable

accommodations, develop with each student plans for the provision of such accommodations, and serve as a liaison between faculty members and students regarding disability-related issues. If you have a disability and want to request accommodations, contact SSS in the Math/Psych Bldg., room 213 or at 410-455-2459. SSS will require you to provide appropriate documentation of disability. If you require accommodations for this class, make an appointment to meet with me to discuss your SSS-approved accommodations.

6. Statement of *Academic Integrity*: By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory.

## **OTHER RESOURCES & DEFINITIONS**

The term, "pro-social\*" is relatively new to the lexicon of social-innovation pedagogy. "Pro-social" denotes change agent behavior that is positive, helpful, and intended to promote social acceptance and friendship among stakeholders and community leaders to increase success-designated tasks. For this course, I am proposing the promotion of possible models of entrepreneurship within Brooklyn-Curtis Bay and north Anne Arundel County (BCB/NAACo). Pro-social entrepreneurship emphasizes solving problems through team building to improve a communities' work, play and living environment. Learning production skills necessary for micro-enterprise in a secure workshop space increases community-driven social engagement and strengthens the social fabric within the complex matrix of neighborhoods.

\*The term derives from developmental psychology; "pro-social behavior" is defined as actions that benefit other people or society as a whole. Examples include open source knowledge sharing, donating, cooperating and volunteering.



ART 303, Social Entrepreneurship in Place  
Entrepreneurship & Innovation Minor  
Stephen Bradley, Associate Professor Visual Arts  
Email contact: sbradley@umbc.edu  
Phone: 410 455 2721, Office hour: TBA, Office: FA 219C

## **SCHEDULE**

**Week 1** class meetings take place at CAC unless otherwise noted.  
- “class” represents both the UMBC students and participating community members.

Meeting to take place on UMBC campus with students enrolled in the course. Introduction to the course, social entrepreneurship and the identified community collaborators. Short lecture about the community that includes demographics, brief history and potential future.

Discussion: carpooling, resource and skillset assessment and other ENTR seed funding.

Student assessment survey tool. Survey to review what the students know about entrepreneurship, what they hope to accomplish and other similar qualitative information; technical and social skills submitted through Bb.

### READING:

Asset-based Participatory Community Research in Support of Resilience and Well-being in Curtis Bay, southeast Baltimore City. Dr. Marina Adler, UMBC, Department of Sociology & Anthropology lead project with her students that was conducted at the Filbert Street Community Garden, UMBC.

With this introduction of the study we will review the graphical information along with the methods Dr. Adler and her students adopted to evaluate the impact of the garden to the community. An introduction to the challenges the community is faced with.

**Week 2** Visiting lecture: Dr. Marina Adler and her students to discuss the course project; Asset-based Participatory Community Research in Support of Resilience and Well-being in Curtis Bay, southeast Baltimore City.

### Project I: Social Practice

Discussion and mind-map issues that challenge the community; 1<sup>st</sup> meeting at Chesapeake Arts Center with selected community members.

Meet collaborative community members and stakeholders.

Open discussion about different problems that have been identified by community stakeholders.

### **Biweekly, blog post,**

- 300-500 words along with appropriate photograph or video clip. Submit by end of weekend, Sunday night by 8:00 PM.

**Week 3** Evaluate the tools, skills and resources we have access to for the next 16 weeks: i.e., CAC Maker-space, safety procedures, tool access outside of class, .

Discussion with community members and UMBC students. Review identified problems. Brainstorming solutions. Discussion regarding materials and other necessary information to proceed with any one solution.

Document and mind-map potential solutions. Break up into smaller groups, begin working on

**READING:**

ART in OTHER PLACES: Artists at work in American's Community and Social Institutions, Author, William Cleveland, 2000. Part VII, COMMUNITY, Chapter 25. Inside Other Places: In Search for Community; Chapter 26. Judy Baca: SPARC – The Social and Public Arts Resource Center; Chapter 28. TheaterWorkers Project: Steelworkers Speak.

**Week 4**

**SITE VISIT: Filbert Street Community Garden**

Rodette Jones, garden director, Curtis Bay, Baltimore City

Maker-space training at CAC.

Basic studio safety and overview of the different tools available in the maker-space.

Continue discussion about sited problems and potential solutions.

**Biweekly, blog post,**

- 300-500 words along with appropriate photograph or video clip. Submit by end of weekend, Sunday night by 8:00 PM.

**Week 5**

**VISITING LECTURE:**

Debora Woolley, [Learn to Work & Service Learning Coordinator](#), [Transition Monitor](#), [Librarian](#) at BFHS Baltimore City. Brief history of the high school and discussion about the problems that plague the community. How can social entrepreneurship help solve some of the challenges in the community?

**READINGS:**

Social Entrepreneurship: Towards an Entrepreneurial Culture for Social and Economic Development, Author: Lidia Varbanova - Date: 06 October 2009

**Week 6**

**SITE VISIT: Chesapeake Center for Youth Development,**

Michael Dorsey, program director, community organizer

Baybrook (southeast Baltimore City) or north Anne Arundel County social entrepreneurial /artist studio

**Biweekly, blog post,**

- 300-500 words along with appropriate photograph or video clip. Submit by end of weekend, Sunday night by 8:00 PM.

**Week 7**

Community focus group meeting. Test the idea on a mixed group of community and stakeholders regarding potential solutions that have been identified by the class.

**READING:**

Carey, Brainard, *New Markets for Artists: How to Sell, Fund Projects, and Exhibit Using*

*Social Media, DIY Pop-Ups, eBay, Kickstarter, and Much More.* Chapter 1: Prospering in the New Marketplace; Chapter 4: Using Social Media Platforms for Sharing Art; Chapter 6: eBay and Selling Art Online: Two Cases.

## **Week 8**

### **SITE VISIT: Furbish Green Roofs**

Michael Furbish, owner. <http://furbishco.com/>

3430 2nd Street - Suite 100 Baltimore MD

Furbish innovates and develops living systems, primarily green roofs and green walls, to benefit the built environment. We deploy natural systems, which make economic sense for every building, to improve our health and the environment.

Project II: Implementation – 20%

– propose and execute a solution to the identified problem. Includes the marketing plan, feasibility and budgeting of the item(s). Items will be on display as part of the public unveiling of the project including documentation at the public event.

**Biweekly, blog post,**

- 300-500 words along with appropriate photograph or video clip. Submit by end of weekend, Sunday night by 8:00 PM.

## **Week 9**

Mid-term evaluation, check in on progress modeling the solution for an identified problem. Critical review of the proposed solutions.

READINGS: Finland's Latest Educational Move Will produce a generation of Entrepreneurs: <http://singularityhub.com/2015/04/04/finlands-latest-educational-move-will-produce-a-generation-of-entrepreneurs/>

## **Week 10**

### **Site Visit: Chesapeake Compost Works**

<http://www.chesapeakecompost.com/>

Chesapeake Compost Works bridges the gap in our organic waste stream by creating the highest quality compost that's safe and effective to use in gardens and landscapes throughout the Chesapeake region. CCW is located in Curtis Bay, a neighborhood in Baltimore City. Both the neighborhood and the city are looking for clean, sustainable alternatives to the pollution often found in industrial areas. Chesapeake Compost Works is proud to be an example of green industry, creating jobs without sacrificing the health of our neighbors.

**Biweekly, blog post,**

- 300-500 words along with appropriate photograph or video clip. Submit by end of weekend, Sunday night by 8:00 PM.

## **Week 11**

Class time dedicated to working on final event and current project.

READINGS: Everyone a Changemaker: Social Entrepreneurship's Ultimate Goal  
Author, Lidia Varbanova - Date: 06 October 2009

## **Week 12**

### **Site Visit: Masonville Cove Environmental Education Center**

Patricia Parsley, education out-research director.

MCEEC began as the restoration of an abandoned and neglected parcel of land in the

Middle Branch has become something very special. Masonville Cove is 70 acres of water and 54 acres of cleaned-up wetlands, nature trails, and a protected bird sanctuary, all soon-to-be protected by a conservation easement and part of the Shores of Baltimore Land Trust. The Masonville project developed from mitigation tied to the creation of a Dredged Material Containment Facility (DMCF) by the Maryland Port Administration (MPA). This created an opportunity for the local residents and schoolchildren (from Brooklyn, Curtis Bay, and Cherry Hill) to connect with their natural environment and participate in meaningful stewardship projects related to the Masonville DMCF.

Review current status of the Project II, implementation. Potential problems and how to work on innovative solutions.

**Week 13** Work in class with community members.

**Biweekly, blog post.** NOTE change in due date should be a few days after the Final Event and submission of the final projects since these elements are supposed to be part of the blog post.  
- 300-500 words along with appropriate photograph or video clip. Submit by end of weekend, Sunday night by 8:00 PM. Final post should contain reflection on the event, final projects along with general assessment of the course experience.

**Week 14** Event planning with community members and UMBC students.

**Week 15** Continue event planning with community members and UMBC students.

Community event at the Chesapeake Arts Center makerspace exhibition and or public presentation. Exact times to be identified.

**Week 16** Work in class on final event logistics.  
NOTE. Event might take place during examination week.

Exit assessment survey tool: technical and social skills learned through the course. Administered through Bb. Community members will supply feedback via hard-copy.

Final submission, reflection paper blog post, 500 words along with a appropriate photograph(s) or video clip. Submit by end of examination week.