

Women and Entrepreneurship  
WST6935 / WST4930 (Tuesdays 12:50-3:50)

### **Course Overview**

Entrepreneurs and corporations are concerned with creating value, but do they have to compromise on their commitment to gender equality or social justice to turn a profit? How have entrepreneurs successfully leveraged resources to grow their ideas? What are the barriers women /entrepreneurs of color face, and are their growing pains unique? These questions are important to ask because women and entrepreneurs of color are starting businesses at a faster rate than the population at large, despite the fact that they are underrepresented in many industries, experience high failure rates because they lack capital, and often start lifestyle ventures that can't be scaled. How do we understand race, gender, or ethnicity in light of these trends, especially when these categories have historically been identified as barriers to business success?

How can leaders, scholars and advocates committed to social justice, diversity, and inclusion make an impact in the entrepreneurial ecosystem? Are there successful cases of collaboration, transformation, and new venture creation among these various stakeholders? What types of skillsets can women and entrepreneurs of color leverage to scale and grow their ideas? Course content draws from gender studies, ethnic studies and business cases and will attend to challenges and opportunities associated with diversity and inclusion initiatives on the world's stage.

### **Course Objectives**

The course is built around a number of core objectives. By the end of the semester, you should be able to:

- Define core entrepreneurial terms and concepts
- Become fluent in the historical, social, and political determinants of gender, race, and class identity
- Identify and unpack the roles of sexism, racism, xenophobia, and poverty in the entrepreneurial ecosystem and how it affects women and entrepreneurs of color
- Explore strategies to increase diversity and inclusive practices in the entrepreneurial ecosystem
- Identify pathways (lobbying, policies, mandates, training, education) to support women and minority entrepreneurship

### **Contact Information and Office Hours:**

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Office hours: 4-5pm Tuesdays, and by appointment

### **Course Reading Materials**

Course pack (CP) available for purchase at: <https://hbsp.harvard.edu/import/552437>  
All other content is available via UF Library course reserves or on Canvas

## Student Assessment and Evaluation

Project Startup/Executive Summary: There is a semester-long project every student should be working on—either an idea for a startup that you want to explore, a venture that is guided by principle of feminism/social justice, a career trajectory that you’ve always aspired for, an opportunity you want to create, a book you want to write, a website you want to build for yourself or someone else, a go-fund-me campaign you want to start, etc., etc. This is not a research paper per se, rather it is an exploration into your entrepreneurial creativity. If none of these appeal to you, partner with someone in the course who is doing this and write an executive summary about their idea.

Presentations: Presentations should be no more than 10 slides (15 minutes) followed by Q&A from the class. Summarize the main points of the readings/case and answer the main questions for the week. I will randomly pick one person/group to present every class but I expect all groups/seminar participants to have cases ready for presentation.

Presentation Write-up: Students working either alone or in teams of two must write written responses to each reading/case along with a PPT. They are short, paragraph style responses.

Attendance Policy: Attendance is required. It is not an option. You are allowed one unexcused absence-personal day. More than one unexcused absence will be downgraded by 1/3 letter grade (e.g. B+ to B or B to B-, etc.) from the participation/attendance component of your overall grade for each day you are absent without documentation.

Participation Policy: Come to class and participate. This class will run like a seminar and I will expect everyone to come to class prepared to discuss the readings, support each other, and learn. This is a professional development opportunity.

### Breakdown of graded course components

Project Startup/ Executive Summary	25%
Presentations	10%
10 Cases (Write up and slides)	50%
Participation/Attendance	15%
Total	100%

### Class Structure

Our class is 3 hours long and will be split equally between a case presentation, class discussion of core readings, and lecture/PPT presentation on gender/entrepreneurial theories and competencies.

## COURSE GUIDELINES & POLICIES

### **Professional Conduct**

Much of the learning in this class will come from group interactions. You are expected to approach your participation in these interactions seriously, thoughtfully, and professionally. This means completing all assigned readings and assignments on time, being engaged in discussions, being respectful and attentive toward your colleagues, and being prepared and active in the learning process.

### **Attendance, Late Submissions, and Extensions**

Late assignments/cases, and other course activities are not accepted unless for documented illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, participation in official university activities, or court-imposed legal obligations (e.g., jury duty or subpoena). Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **University Policies:** <http://www.dso.ufl.edu/>

For information about university policies and resources, please see the Dean of Students Office webpage.

### **Academic Honesty:** <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

This course uses the definitions and guidelines for academic honesty as described by the Dean of Students Office. This applies, but is not limited to, cheating and improper use of copyrighted materials and to materials obtained online.

### **Disability-Related Accommodations:** <http://www.dso.ufl.edu/drc/>

If you would like to request disability-related accommodations, please contact the Disability Resource Center as soon as possible and obtain the needed registration and documentation to provide to your instructors in order to request accommodation. The Disability Resource Center is located in 001 Building 0020 (Reid Hall); their phone number is 352-392-8565.

### **Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc/Default.aspx>

The University of Florida is committed to student health and well-being. University Counseling Services and Mental Health Services are available to all students. Should the need arise, please do not hesitate to contact them at: 352-392-1575

### Fall 2018 WEEKLY ASSIGNMENTS/CASES/READINGS

Class meetings are listed below along with corresponding cases, readings, lesson goals week by week. All work should be completed BEFORE coming to class on any given day.

Week 1	On Why We Need More Women / POC in Entrepreneurship
Aug 28	<p>INTRO TO THE COURSE WHAT ARE <u>YOUR</u> IDEAS THAT ARE WORTH GROWING/LEVERAGING?</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1) Lesley Symons, "Only 11% of Top Business School Case Studies Have a Female Protagonist". HBR (2016). <a href="https://hbr.org/2016/03/only-11-of-top-business-school-case-studies-have-a-female-protagonist">https://hbr.org/2016/03/only-11-of-top-business-school-case-studies-have-a-female-protagonist</a></li> <li>2) Lynda M. Applegate, <i>Entrepreneurship Reading: Becoming an Entrepreneurial Leader (CP)</i></li> <li>3) Avivah Wittenberg-Cox, "It's Time for a New Discussion on "Women in Leadership"</li> <li>4) 21st Century Barriers to Women's Entrepreneurship, Majority Report of the U.S. Senate Committee on Small Business and Entrepreneurship (2014)</li> <li>5) bell hooks, "Visionary Feminism" from <i>Feminism is for Everybody</i></li> </ol>
Week 2	On Diversity and Inclusion
Sept 4	<p>CASE #1: CIBC: FOSTERING AN INCLUSIVE CULTURE, LEADING WITH GENDER</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1) Steal Our feminism but Admit It, <a href="https://www.liisbeth.com/2017/05/24/steal-our-feminism-but-admit-it/">https://www.liisbeth.com/2017/05/24/steal-our-feminism-but-admit-it/</a></li> <li>2) Meredith Fineman, When Not to Use Feminism to Sell Stuff to Women</li> </ol>
Week 3	On Social Responsibility
Sept 11	<p>CASE #2: IKEA IN SAUDI ARABIA</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1) Joan Wallach Scott, Gender and the Politics of Secularism, <a href="http://www.publicseminar.org/2018/04/gender-and-the-politics-of-secularism/">http://www.publicseminar.org/2018/04/gender-and-the-politics-of-secularism/</a></li> </ol>
Week 4	On Brand Identity
Sept 18	<p>CASE #3: S'WELL- THE MASS MARKET DECISION</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1) JL Stoever, 'Haute Culture' for Mail Order Missionaries: Representing the Third World Woman in the American Fashion Magazine</li> </ol>
Week 5	On Finding Your Voice
Sept 25	<p>CASE #4: ANJALI KUMAR – NEGOTIATING A JOB OFFER (A) AND (B)</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1) Kathryn Heath, Jill Flynn, Mary Davis Holt, Women, Find Your Voice (CP)</li> </ol>
Week 6	On Being Authentic
Oct 2	<p>CASE #5: SARA BLAKELY: USING HUMOR TO LAUNCH A COMPANY</p> <p>CASE #6: OPRAH!</p>

Week 7	On Paying it Forward
Oct 9	CASE #7: RAHAMA WRIGHT and SHEA YELEEN Readings: 1) Andre Brock, Lynette Kvasny, Kayla Hales, Cultural Appropriations of Technical Capital: Black Women, Weblogs, and the Digital Divide
Week 8	On Taking Risks
Oct 16	CASE #8: STYLESEAT Readings: 1) Othmane Rahmouni, An In-Depth Startup Analysis: Is Classpass the Next Unicorn or the Next Bust? 2) Nathan Chan, How Defying Silicon Valley Culture Landed 400K Clients, with Melody McCloskey of StyleSeat
Week 9	On Leveraging Networks
Oct 23	CASE #9: CROWDFUNDING- A TALE OF TWO CAMPAIGNS CASE #10: HAMILTON WON MORE THAN TWITTER Readings: 1) Dana Kanze, Laura Huang, Mark A. Conley, E. Tory Higgins, We Ask Men to Win and Women Not to Lose: Closing the Gender Gap in Startup Funding, <i>Academy of Management Journal</i> , Vol. 61, No. 2.
Week 10	
Oct 30	FINAL PROJECTS DISCUSSION/WORKSHOP DAY 1 Readings: 1) Peer Mentoring CEOs: <a href="https://www.inc.com/magazine/201806/kate-rockwood/peer-mentoring-mastermind-groups.html?cid=sf01003">https://www.inc.com/magazine/201806/kate-rockwood/peer-mentoring-mastermind-groups.html?cid=sf01003</a>
Week 11	
Nov 6	Social Justice Activism: Teamwork Makes the Dream Work Readings will be drawn from: 1) <i>Anti-colonial activism</i> 2) <i>WOC Feminism</i>
Week 12	
Nov 13	Effective Communication Readings: 1) <i>Excerpts from Lean In</i> 2) <i>Why Women Still Can't Have it all</i>
Week 13	
Nov 20	FINAL PROJECT WRITE UPS/WORKSHOP DAY 2
Week 14	
Nov 27	Creativity and Social Capital Readings: 1) <i>"Where are our Literary Salons"</i> 2) <i>The Stein Salon was the First Museum of Modern Art</i>
Week 15	On Owning It
Dec 4	PRESENTATION OF FINAL PROJECTS/EXECUTIVE SUMMARY OF PROJECT