



ENTR 490.012: Urban Entrepreneurship
Fall 2019 | Wed 6:30-9:30 pm | 3 Credit Hours

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Office Hours: Wed 4-6 pm and by appointment

Classroom Location: 1123 LBME

Office Location: Center for Entrepreneurship, 3rd Floor Duderstadt

CFE Office Phone Number: (734) 763-1021

Instructional Assistant (IA): TBD

IA e-mail: TBD

Course Overview:

The Urban Entrepreneurship course is for students who want to learn how to make lasting improvements in urban quality-of-life through the creation of innovative, for-profit businesses. Urban communities can be vibrant, exciting, and highly productive places, but residents and visitors often face an array of unique challenges. Urban residents often express the need for solutions in several broad problem areas, including the following:

- jobs and economic development
- youth recreation and enrichment
- transportation
- affordable housing
- public utilities and infrastructure
- telecommunications access
- environmental safety and sustainability
- education and job training
- public safety
- food and nutrition options
- health care access
- affordable financial services
- news, media, arts, and entertainment
- retail goods and services availability

Governments, foundations, and not-for-profit companies have long been associated with efforts to make improvements in the above, but despite those efforts, significant urban needs persist. Students in the Urban Entrepreneurship course will explore the creation of sustainable, scalable, *for-profit* companies that address important urban community needs. Entrepreneurs have a long history of service to urban communities, and rapidly accelerating technology and knowledge in a variety of fields give rise to unprecedented opportunities for solving and scaling previously intractable problems.

Course Pedagogy

Students will work in teams to develop and validate a business model that addresses an important urban community need. The class will engage with urban entrepreneurs, community members and organizations, city officials, and non-profit organizations to gain a fuller understanding of the issues and challenges facing urban residents and urban entrepreneurs. Participants should expect to spend significant time inside and outside of class conceiving, developing, and validating an urban-focused business model.

Learning Objectives

The Urban Entrepreneurship course is a comprehensive experience that will apply and reinforce the six entrepreneurial behaviors identified as important elements for success.

Students will:

1. Identify Opportunities
 - Identify and engage community (on multiple levels)
 - Determine key community needs/problems
 - Capture an identified community need in a well-defined problem statement
2. Innovate
 - Develop a new or enhanced business model
 - Apply design thinking to formulate potential solutions
 - Identify a scalable, for-profit business opportunity to implement the proposed solution
 - Apply technology to implement and scale the proposed solution
3. Experiment
 - Prototype all or part of the proposed business solution
 - Apply “customer discovery” methods to test and refine the business model
4. Build Relationships
 - Identify and engage community (on multiple levels)
 - Apply “customer discovery” methods to test and refine the business model
 - Learn to effectively pitch the venture to prospective community stakeholders, co-founders, investors, employees, and others
 - Learn to work effectively with other students on project team
5. Manage Risk
 - Learn to effectively analyze and compare the business models of urban-focused ventures
 - Develop and test business model that will effectively document the business opportunity
 - Evaluate the business model with respect to market forces
 - Understand the processes required to form, finance, and begin execution of a new business venture
6. Persevere
 - Experience the unique challenges and opportunities associated with starting an urban-focused business
 - Iterate the business model based on customer interaction

The behaviors listed above form the core of current entrepreneurship practice. In support of these behaviors, students will clearly document and reflect upon the urban entrepreneurship processes and experiences by recording observations, thoughts, and feelings at various points during the course. The skills that students develop in the Urban Entrepreneurship course are transferable to many different entrepreneurial endeavors. Students will find the Urban Entrepreneurship course a valuable addition to their education experience, and effective preparation for creating business solutions to important problems.

Textbooks and Course Materials:

No textbook is required for this course. All required materials will be provided via files and links on the course web site (Canvas).

Evaluation and Grading

Each student's overall grade is based on a combination of the student's performance on individual assignments, and the performance of the student's assigned team on team assignments. Each student's team score may be subject to evaluation by team peers.

Individual Performance	Points or Percentage
Peer Profile and Interview Summary	10
Business Challenge Reflection	10
Urban "problem" areas and questions	10
Reflection: Your Personal Charisma	10
First Business Model Canvas	10
Community Experience Tour Journal and Reflection	20
Customer Discovery Interviews I	20
Customer Discovery Interviews II	20
Perfect Pitch	10
Final Reflection	10
Attendance	120
Mid Term Quiz	30
SUBTOTAL	280
Team Performance	
Problem Statement	20
Initial Business Model Canvas	20
Revenue and Cost Model and Projections	10
Industry and Market Analysis	20
Elevator Pitch	10
Final Business Model Canvas	50
Business Plan Executive Summary	50
Final Presentation	100
SUBTOTAL	280
OVERALL TOTAL (100%)	560

Grading Scale		
Grade	Points	Percentage
A	526	94
A-	504	90
B+	482	86
B	465	83
B-	448	80
C+	426	76
C	409	73
C-	392	70
F	0-391	<70

Course Outline

Session #	Date	Topic(s)
		Module 1: Intro and Overview
1	04-Sep	Course Intro and Overview, Peer Discovery
		Module 2: Community Discovery
2	11-Sep	Community Discovery I – urban communities background info
3	14-Sep	Community Discovery II - Urban Experience Tour
4	18-Sep	Community Discovery III – review actual businesses, part 1
5	25-Sep	Community Discovery IV – review actual businesses, part 2
		Module 3: Urban Business Development Process
6	02-Oct	Process Overview & Problem Statement
7	09-Oct	Idea Generation and Solution Creation
--	16-Oct	NO CLASS! (compensation for Urban Experience Tour session)
8	23-Oct	Business Model Generation and Validation
9	30-Oct	Revenues and Costs - Detail
		Module 4: Competitive Strategy
10	06-Nov	Marketing and Competitive Strategy
		Module 5: Presentation and Execution
11	13-Nov	Pitching and Persuasion
12	20-Nov	Business Execution / Presentation Dry Run
13	04-Dec	Final Presentations

Note: Urban Experience Tour field trip

The Urban Experience Tour field trip is a very important component that will enable students to understand urban community needs and priorities and prepare for effective course project work. **While Urban Experience Tour field trip is necessarily voluntary, those who do not wish to take part should strongly consider NOT taking this course.**

Policies

Attendance

The University attendance policy states:

“A student is expected to attend every class and laboratory for which he or she has registered. Each instructor may make known to the student his or her policy with respect to absences in the course. It is the student’s responsibility to be aware of this policy. The instructor makes the final decision to excuse or not to excuse an absence. An instructor is entitled to give a failing grade (E) for excessive absences or an Unofficial Drop (UE) for a student who stops attending class at some point during the semester.”

For this course, each session is assigned a value of 10 points. The maximum point total each student can receive for attendance at course sessions is 120. Since there are 13 course sessions, this means that each student is effectively entitled to one excused absence, except that absence from the final session (“Final Presentations”) is mandatory and will not be excused.

Student Sexual Misconduct Policy

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, (734) 936-3333 and at sapac.umich.edu.

Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu.

Students with Disabilities

If you think you may need an [accommodation for a disability](#), please let the course instructor know at the beginning of the term. Next, contact the Services for Students with Disabilities (SSD) office. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation (VISA) form and we can arrange for your accommodation. Any information you provide is private and confidential and will be treated as such. If you already have a VISA form from SSD, please present this form to me at the beginning of the term, but no later than at least two weeks prior to the need for the accommodation so that there is enough time for the appropriate arrangements to be made.

Academic Misconduct

The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. The College promotes the assumption of personal responsibility and integrity, and prohibits all forms of academic dishonesty and misconduct. All cases of academic misconduct will be referred to the Office of the Assistant Dean for Undergraduate Education. Being found responsible for academic misconduct will usually result in a grade sanction, in addition to any sanction from the College. For more information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see [CoE’s Honor Code](#).

Student Mental Health and Well-Being

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or

someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and caps.umich.edu during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus.

You may also consult University Health Service (UHS) at (734) 764-8320 and uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: umich.edu/~mhealth

Students Representing the University in an Official Capacity Off-Campus

There may be instances when students must miss class due to their commitment to officially represent the University. These students may be involved in the performing arts, scientific or artistic endeavors, or intercollegiate athletics. Absence from classes while representing the University does not relieve students from responsibility for any part of the course missed during the period of absence.

Within reason, an instructor should provide appropriate arrangements to the student for missed work, providing such accommodations does not place unreasonable burden on the instructor or fundamentally alter the integrity of the course. When the absence coincides with an exam or other assignment due date, the options to make up that missed work may be limited and will be determined by the instructor within the boundaries of the course.

Religious-Academic Conflicts

It is the policy of the University of Michigan to make every reasonable effort to allow members of the University community to observe their [religious holidays](#) without academic penalty. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to make-up missed academic work. It is the obligation of students to provide the instructor with reasonable notice of the dates on which they will be absent. When the absence coincides with an exam or other assignment due date, the options to make up that missed work may be limited and will be determined by the instructor within the boundaries of the respective class.

UMICH Diversity, Equity, and Inclusion

Overarching Strategy 1: Create an Inclusive and Equitable Campus Climate

Overarching Strategy 2: Recruit, Retain and Develop a Diverse Community

Overarching Strategy 3: Support Innovative and Inclusive Scholarship and Teaching

<http://diversity.umich.edu/about/>

<http://diversity.umich.edu/wp-content/uploads/2016/10/strategic-plan.pdf>

<https://www.engin.umich.edu/about/diversity/plan/>

College of Engineering's DEI vision: A "best-in-class" institution for developing engineers who excel as multicultural technologists and leaders – intellectually and socially engaged, valued, interactive, and well connected to resources, information, each other, the College, the University, the nation and the world.

Technology Use

Laptops, phones and other computing/telecommunications devices are not to be utilized in class unless specifically called for by course activity.