

**B783 Special Topics: Entrepreneurship
Fall 2026**

**HR and Management
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

The course is a seminar course intended to introduce the student to foundational literature in the study of entrepreneurship and to begin to develop critical reading and writing skills in this area. Over the last 40 years, entrepreneurship has taken centre stage in discussions around economic development, and economic and social inclusion. However, entrepreneurship is an elusive concept. What we mean by the term appears to depend on perspective and purpose. This may be a source of strength, rather than a weakness. Understanding the multiplicity of perspectives and the relationships between them is an important starting point for the serious entrepreneurship scholar. The seminar is organized based on various “levels” of analysis – starting with *the Entrepreneur*, moving through *the Opportunity*, into *the Venture*, and ending with *the Environment*. Within these levels, we consider the different perspectives taken on entrepreneurship including that which adopts a psychological, economic, strategic, sociological, and institutional lens.

LEARNING OUTCOMES

The course has been designed to fulfill several objectives. First, to enhance your appreciation of the various phenomena that intrigue entrepreneurship scholars, we will cover a broad range of such topics. Second, to enhance your understanding of the quality demanded by research-intensive business faculties, we will mainly read articles published within the leading entrepreneurship and general management journals. Third, to enhance your appreciation of the variety of ways by which scholars can make an academic contribution, we will cover a mix of conceptual/review and empirical articles within most topic areas. Finally, to enhance your awareness of the current state of the field, we will focus primarily on recent research, but include also several classics as key points of reference. Through active participation in critically analyzing literature in dialogue with other academics you will be able to:

- Understand core entrepreneurship theories;
- Apply the concepts to academic research;
- Practice the ability to communicate ideas to academics.

INSTRUCTOR AND CONTACT INFORMATION

Instructors:

Benson Honig

Email: bhonig@mcmaster.ca

Trish Ruebottom

Email: ruebott@mcmaster.ca

Class time: Mondays 11:30 – 2:20

Class Location: see Avenue/Mosaic

Office Hours: after class or by appointment

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
A2L: Yes	Ethics: Yes	Numeracy: No	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: No	Oral skills: Yes
Evidence-based: Yes	Experiential: No	Final Exam: No	Guest speaker(s): No

COURSE MATERIALS AND READINGS

Required:

Course Readings (listed below in the schedule) are available online through the library database.

COURSE OVERVIEW AND ASSESSMENT

This course requires preparation and participation. All students much be thoroughly prepared for each class. This entails reading and analyzing each of the assigned readings prior to each class. If you fail to complete the readings, you will be unable to participate. Supplementary readings are suggestions for other papers relevant in that topic area, and are optional to read for class, but will be helpful for your final paper.

Your grade in the course will be based on:

Course Deliverable	Due Date	Weight on Final Grade
Paper moderation and class reflections	To be assigned during first class	50%
Research Paper Presentation	Last class	20%
Final Research Paper Submission	End of class	30%

Conversion

Instructors have the discretion of marking individual components of a course with either a letter or numerical grading scheme but final course grades taken at McMaster can only be reported as either Pass/Fail or letter grades. When numerical grading is used in a course, the final course average with decimal place of 0.5 or greater should be rounded up before conversion to a letter grade. The minimum passing grade for a graduate student in any course taken is a B-, including undergraduate courses or courses taken off campus:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

COURSE DELIVERABLES

Paper Moderation and Class Reflections (50%)

The Paper Moderator will lead the paper(s) assigned to them – typically there will be one student leading one or two papers each week. This involves leading the discussion on the paper assigned for the day, and asking questions to stimulate discussion.

In leading the paper discussion, you are expected to review and critique the assigned material in depth – what are the main arguments, insights, uncovered gaps, potential future directions, relationship to other theories and other papers in the week, etc.

After each class, students will write a Class Reflection (max 2 pages single spaced with reasonable margins), drawing on your own insights regarding one or two of the papers, your summary and interpretation of the class discussion, and the most interesting and helpful points raised.

Research Paper Presentation (20%)

In the last class, students will make an academic presentation of the rough draft of their paper for the course. The presentation style will follow a conference presentation format to permit feedback on how to present at academic conferences. It will be 15 minutes of length and have questions afterwards.

Final Paper Submission (30%)

Each student will submit an original research paper for the course. The quality and format of this paper is expected to be that of top conferences in your field (e.g., Academy of Management. See Appendix for a Grading Rubric). The paper will develop theoretical ideas based on the existing literature, and set you up to conduct an empirical study. Build the paper to address a clear problem, establish a strong literature review, and outline the methodology that will be used. If you need examples of such papers, consider any paper of interest to you published in Academy of Management Journal. For the course paper, a minimum length of 15 pages is expected (including any figures, graphs, tables, appendices, and references). A maximum length of 30 pages is allowed. Use Times New Roman 12-point font, double spaced, 1-inch (2.5 cm) margin all around, and 8.5" × 11" page setting. Submit as an MS Word Document.

Students will advise us verbally or in writing of their proposed paper topic by the seventh week of class.

The completed paper is due one week after the last class.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or other TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Program Administrator.

Students who have concerns about the course content, evaluation methods, or delivery should first reach out to the course instructor. If your concern remains unresolved after speaking with the instructor, you may then reach out to the relevant Area Chair for further consideration.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and
- adhering to the principles of academic integrity when conducting and reporting research.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT

All courses use some online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment. Quizzes can be set to use LockDown Browser or LockDown Browser.

For more details about McMaster's use of Respondus Lockdown Browser please go to <https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx, Teams, or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ATTENDANCE

Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional and productive environment for everyone, including our faculty.

MISSED ACADEMIC WORK

Missed Tests / Assignments/ Class Participation

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The PhD program will not accept an MSAF.

For scheduled courses where the end date is known and aligns to sessional dates, a grade must be supplied by the end of the course. Under exceptional circumstances a course instructor may approve an extension for the student for the completion of work in a course but must assign an Incomplete grade (INC) at the end of the course. Normally this extension is in the range of a few weeks. A student who receives an incomplete grade must complete the work as soon as possible, and in any case early enough to allow the instructor to report the grade by the sessional deadline noted as 'Final Date to Submit Results of Incomplete Grades'. If the INC grade is not cleared by the deadline, normally an F grade will be entered.

If a student is approved for an extension, they and instructors should make arrangements and submit an Incomplete (INC) Grade Memo to busphd@mcmaster.ca. If the student is not able to complete their course requirements by the INC deadline, they should submit a [Request for Extension](#) and be specific regarding the new deadline.

Missing Grade Memo is required if instructors are unable to submit any grades via Mosaic. The instructor must submit a Missing Grade Memo to busphd@mcmaster.ca.

Reasons for Incomplete course work can include:

- Health-related or extenuating circumstances
- Representing the University at an academic or varsity event
- Religious obligations
- Conflicts between two (or more) overlapping scheduled assignments.

Failing a Course

Failure a course is reviewed by the appropriate Faculty Committee on Graduate Admissions and Study or the Associate Dean Graduate Studies in the Faculty. The Faculty Committee on Graduate Admissions and Study or the Associate Dean Graduate Studies requests a departmental recommendation regarding the student, and this recommendation is given considerable weight. In the absence of a departmental recommendation to allow the student to continue, the student will be required to withdraw. Those allowed to remain in the program must either repeat or replace the failed course or milestone, per the decision of the Faculty Committee on Graduate Admissions and Study. A failing grade in a Certificate, Diploma, Master's or Doctoral course remains on the transcript. Students who fail a second course or milestone will not normally be allowed to continue in the program.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS

accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

Process for Students

- Students must activate their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, assignment, or exam, at least two weeks in advance. Students can do this by emailing their Instructor and the PhD Program Administrator (busphd@mcmaster.ca). If a student cannot meet this deadline, they should contact to discuss alternative arrangements. The program is committed to exploring flexibilities where possible to support students.
- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room. Students may also take their tests/exams at the SAS test centre on main campus.
- Following the request to activate the accommodation(s), busphd@mcmaster.ca will reach out to the student with their test, assignment, or exam details, including the date, time, and room number.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC or DSB. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to the SEAO (Student Experience Academic Office) **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and

copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

RESEARCH USING HUMAN SUBJECTS

ONLY IF APPLICABLE

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research-intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://reo.mcmaster.ca/>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of PhD B783 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

ARTIFICIAL INTELLIGENCE

This is where you include your statement on artificial intelligence and its use in your class. Can refer to this page for additional information and guidelines: [Generative Artificial Intelligence - Academic Excellence - Office of the Provost \(mcmaster.ca\)](https://www.mcmaster.ca/academic-excellence/office-of-the-provost/generative-artificial-intelligence)

COURSE SCHEDULE

WEEK	DATE	DESCRIPTION
1	Sept 14	Week 1 – What is Entrepreneurship? Defining the Field Hébert, Robert F. & Albert N. Link. 1989. In Search of the Meaning of Entrepreneurship. <i>Small Business Economics</i> , 1 (1): 39–49. Gartner, William B. 1990. What Are We Talking about When We Talk about Entrepreneurship? <i>Journal of Business Venturing</i> 5 (1): 15–28. Sorenson, O., & Toby E. Stuart, T. 2008. Entrepreneurship: A Field of Dreams? <i>Academy of Management Annals</i> 2 (1): 517–543. Wood, M. S., & Fisher, G. 2022. A collective-evolutionary alternative for appraising entrepreneurship theory. <i>Strategic Organization</i> , 21(2), 416-428.

		THE ENTREPRENEUR
2	Sept 21	Week 2: Who does it? Why do it? How “who you are” matters? Stewart, W.H. & Roth, P.L. 2001. Risk propensity differences between entrepreneurs and managers: A meta-analytic review. <i>Journal of Applied Psychology</i>, 86: 145-153. Davidsson, P, Honig, B. 2003. The role of social and human capital among nascent entrepreneurs, <i>Journal of Business Venturing</i>, 18(3): 301-331. Dencker, J., Bacq, S., Gruber, M., and Haas, M. 2019. Reconceptualizing Necessity Entrepreneurship: A Contextualized Framework of Entrepreneurial Processes Under the Condition of Basic Needs. <i>Academy of Management Review</i>. Tonoyan V, Strohmeyer R, Jennings JE. 2020. Gender Gaps in Perceived Start-up Ease: Implications of Sex-based Labor Market Segregation for Entrepreneurship across 22 European Countries. <i>Administrative Science Quarterly</i>. 65(1):181-225. Ge, J., Li, J. M., Zhao, E. Y., & Yang, F. 2022. Rags to riches? Entrepreneurs' social classes, resourceful time allocation, and venture performance. <i>Journal of Business Venturing</i>, 37(5), 106248.
3	Sept 28	Week 3 – How Entrepreneurs Think and Make Decisions Sarasvathy, S.D. 2001. Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. <i>Academy of Management Review</i>, 26(2): 243-263. Fisher, G. 2012. Effectuation, causation, and bricolage: A behavioral comparison of emerging theories in entrepreneurship research. <i>Entrepreneurship Theory and Practice</i>, 36(5), 1019-1051 Shepherd, D.A., Williams, T.A., Patzelt, H. 2015. Thinking about Entrepreneurial Decision Making: Review and Research Agenda. <i>Journal of Management</i>, 41(1): 11-46. Qin, X., Shepherd, D., Lin, D., Xie, S., Liang, X., & Lin, S. 2020. The Dark Side of Entrepreneurs' Creativity: Investigating How and When Entrepreneurs' Creativity Increases the Favorability of Potential Opportunities That Harm Nature. <i>Entrepreneurship Theory and Practice</i>. Toivonen, D. T., Idoko, D. O., Jha, D. H. K., & Harvey, D. S. 2023. Creative Jolts: Exploring How Entrepreneurs Let Go of Ideas During Creative Revision. <i>Academy of Management Journal</i>

4	Oct 5	Week 4 – Understanding the Role of Entrepreneurial Identity Fauchart, E., & Gruber, M. 2011. Darwinians, communitarians, and missionaries: The role of founder identity in entrepreneurship. <i>Academy of Management Journal</i>, 54(5): 935-957. Mmbaga, N. A., Mathias, B. D., Williams, D. W., & Cardon, M. S. 2020. A review of and future agenda for research on identity in entrepreneurship. <i>Journal of Business Venturing</i>, 35(6), 106049. Ahl, H., & Marlow, S. 2021. Exploring the false promise of entrepreneurship through a postfeminist critique of the enterprise policy discourse in Sweden and the UK. <i>Human Relations</i>, 74(1), 41-68. Arshed, N., Martin, G., & Knox, S. 2022. Ties That Bind or Blind? The Role of Identity and Place in Understanding Women Entrepreneurs' Support Needs. <i>Entrepreneurship Theory and Practice</i>, Vongswasdi, P., de Groote, J., Heinrich, J., & Ladge, J. 2025. Beyond the prototype: Unpacking the intersectional identity and image work of female minority founders in a startup context. <i>Journal of Applied Psychology</i>, 110(5), 697–722. Cogan, A. & Mathias, B. 2026. Not me, not yet, not anymore: Founder identity and entrepreneurial disidentification, <i>Journal of Business Venturing</i>, Volume 41, Issue 4.
		THE OPPORTUNITY
5	Oct 12	Week 5 – Discovery/Identification/Recognition/Evaluation Alvarez, S. A., & Barney, J. B. 2007. Discovery and creation: Alternative theories of entrepreneurial action. <i>Strategic Entrepreneurship Journal</i>, 1(1-2), 11-26. McMullen, J., & Shepherd, D. 2011. Entrepreneurial action and the role of uncertainty in the theory of the entrepreneur. <i>Academy of Management Review</i> 31 (1), 132-152. Gregoire, D.A. & Shepherd, D.A. 2012. Technology-market combinations and the identification of entrepreneurial opportunities: An investigation of the opportunity-individual nexus. <i>Academy of Management Journal</i>, 55(4): 753-786. Bell, R., & Bell, H. (2023). Entrepreneurship education in the era of generative artificial intelligence. <i>Entrepreneurship Education</i>, 6, 229–244
6	Oct. 19	Week 6: Creation/Emergence of Opportunities

		Hargadon, A. B., & Douglas, Y. 2001. When innovations meet institutions: Edison and the design of the electric light. <i>Administrative science quarterly</i>, 46(3), 476-501. Baker, T & Nelson, R. 2005. Creating something from nothing: Resource construction through entrepreneurial bricolage. <i>Administrative Science Quarterly</i>, 50(3): 329-366. Arikan, A., Arikan, I., & Koparan, I. 2020. Creation Opportunities: Entrepreneurial Curiosity, Generative Cognition, and Knightian Uncertainty. <i>Academy of Management Review</i>. Thorgren, S., & Williams, T. A. 2023. Progress without a venture? Individual benefits of post-disruption entrepreneuring. <i>Journal of Business Venturing</i>, 38(3) McMullen, J. S., Fitzsimmons, J. R., Shetty, K., & Ramoglou, S. (2024). "A temporal typology of entrepreneurial opportunities: Implications for the optimal timing of entrepreneurial action." <i>Journal of Business Venturing</i>, 39(1). Ramoglou, S., & McMullen, J. S. (2024). "'What Is an Opportunity?': From Theoretical Mystification to Everyday Understanding." <i>Academy of Management Review</i> (in press as of citation, DOI: 10.5465/amr.2020.0335) Ramoglou, S., Liang Shang, L., Chandra, Y. & Jeffery S. McMullen, J.S. 2026. Are language models intelligent enough for entrepreneurial work? A language-centered perspective, <i>Journal of Business Venturing</i>, Volume 41, Issue 3.
		THE VENTURE
7	Oct. 26	Week 7: Communities, Teams, Incubators, Ecosystems Ruef, M. Aldrich, H. & Carter, N. 2003. The structure of founding teams: Homophily, strong ties, and isolation among U.S. entrepreneurs. <i>American Sociological Review</i>, 68 (2): 195-222. *skim methods and findings section (but read intro and discussion) Peredo, A. M., & Chrisman, J. J. 2006. Toward a theory of community-based enterprise. <i>Academy of Management Review</i>, 31(2), 309-328. Dutt, N., Hawn, O., Vidal, E., Chatterji, A., McGahan, A., & Mitchell, W. 2016. How open system intermediaries address institutional failures: The case of business incubators in emerging-market countries. <i>Academy of Management Journal</i>, 59(3), 818-840. Honig, B. 2019. Exploring the intersection of transnational, ethnic, and migration entrepreneurship. <i>Journal of Ethnic and Migration Studies</i>. 46 (10): 1974-1990.

		Wurth, B., Stam, E., & Spigel, B. 2021. Toward an Entrepreneurial Ecosystem Research Program. <i>Entrepreneurship Theory and Practice</i>, 46(3), 729-778.
8	Nov 2	Week 8: Resourcefulness, resource mobilization/investment Zott, C. & Huy, Q.N. 2007. How entrepreneurs use symbolic management to acquire resources. <i>Administrative Science Quarterly</i>, 52: 70-105. Clough, D.R. et al. 2019. Turning Lead into Gold: How do entrepreneurs mobilize resources to exploit opportunities? <i>Academy of Management Annals</i>. Murray, A., Kotha, S. & Fisher, G. 2020. Community-Based Resource Mobilization: How Entrepreneurs Acquire Resources from Distributed Non-Professionals via Crowdfunding. <i>Organization Science</i>, 31(4), 960–989. Logue, D., & Grimes, M. 2022. Living up to the hype: How new ventures manage the resource and liability of future-orientated visions within the nascent market of impact investing <i>Academy of Management Journal</i>, 65(3): 1055-1082. Clarke, J.S. & Llewellyn, N. 2026. Stories under scrutiny: How entrepreneurs and investors negotiate entrepreneurial narratives in interactional exchanges during investment pitches, <i>Journal of Business Venturing</i>, Volume 41, Issue 4.
		THE ENVIRONMENT
9	Nov 9	Week 9: Social Capital, Network forces, Legitimacy Stam, W., Arzlanian, S., & Elfring, T. 2013. Social capital of entrepreneurs and small firm performance: A meta-analysis of contextual and methodological moderators. <i>Journal of Business Venturing</i>. Soublière, J.-F., & Gehman, J. 2020. The Legitimacy Threshold Revisited: How Prior Successes and Failures Spill Over to Other Endeavors on Kickstarter. <i>Academy of Management Journal</i>, 63, 2. Katila, R., Piezunka, H., Reineke, P., & Eisenhardt, K. M. 2022. Big Fish versus Big Pond? Entrepreneurs, Established Firms, and Antecedents of Tie Formation. <i>Academy of Management Journal</i>, 65(2): 427-452. Raghu Garud, Yuliya Snihur, Llewellyn D W Thomas, and Nelson Phillips, 2025: The Dark Side of Entrepreneurial Framing: A Process Model of Deception and Legitimacy Loss. <i>Academy of Management Review</i>, 50, 2.

		Rady, Townsend, Hunt & Simpson, 2025. The expectations game: The contingent value of hype as a rhetorical strategy in resource mobilization processes among AI startups, <i>Journal of Business Venturing</i> , 40, 4.
10	Nov 16	Week 10 – Institutions, Culture and Context Thébaud, S. 2015. Business as Plan B Institutional Foundations of Gender Inequality in Entrepreneurship across 24 Industrialized Countries. <i>Administrative Science Quarterly</i>. Pahnke, E. C., Katila, R., & Eisenhardt, K. M. 2015. Who takes you to the dance? How partners' institutional logics influence innovation in young firms. <i>Administrative Science Quarterly</i>. Bolazni, D; Marabello, S., Honig, B. 2020. Exploring the multi-level processes of legitimacy in transnational social enterprises. <i>Journal of Business Venturing</i>. 35 (3). Sine, W. D., Cordero, A. M., & Coles, R. S. 2022. Entrepreneurship Through a Unified Sociological Neoinstitutional Lens. <i>Organization Science</i>, 33(4), 1675-1699. Foy, S., & Gruber, M. 2022. Identity-society (mis)alignment and the instrumentalization of firm creation: Creative destruction and creative reconstruction. <i>Academy of Management Journal</i>, 65(2): 479-515. Zankl, J. & Grimes, M. 2024. Taming Unicorns: Toward a New Normal of Responsible Entrepreneurship, <i>Academy of Management Review</i>, 49.
11	Nov 23	Week 11: Social Entrepreneurship Dacin, M. T., Dacin, P. A., & Tracey, P. 2011. Social entrepreneurship: A critique and future directions. <i>Organization science</i>, 22(5), 1203-1213. Ruebottom, T., 2013. The microstructures of rhetorical strategy in social entrepreneurship: Building legitimacy through heroes and villains. <i>Journal of Business Venturing</i>, 28(1), pp.98-116. Battilana, J. & Lee, M. 2014. "Advancing Research on Hybrid Organizing—Insights from the Study of Social Enterprises." <i>Academy of Management Annals</i>, 8(1), 397–441. Koehne, F; Woodward, R; Honig, B. 2022. The potentials and perils of prosocial power: Transnational social entrepreneurship dynamics in vulnerable places. <i>Journal of Business Venturing</i>. 37(4). Bacq, S. et al., 2025. "The dark side of doing good: a guiding framework for advancing research on the negative outcomes of social entrepreneurship." <i>Small Business Economics</i>.
12	Nov 30	Week 12 – Social Justice and Entrepreneurship

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ADDITIONAL READINGS AND OTHER CONVERSATIONS

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APPENDIX: Grading Rubrics

Grading Rubric for Paper Moderation and Class Reflection

Criteria	Does not meet PhD Program expectations	Meets PhD Program expectations	Exceeds PhD Program expectations
	< 70%	71% - 84%	85% +
Paper Moderation Leadership and preparation for class	The student is not well prepared to lead the class and shows insufficient preparation before class	The student is sufficiently well prepared for the class session and the discussion allows key theoretical ideas from the class to be adequately discussed	The student is extremely well prepared for class and the discussion is very insightful. Key questions are asked, and the discussion is very helpful for students to understand the content of class
Reflection document Clarity and quality of summative effort	Course content superficially applied or inappropriate content used. Unclear or incorrect terminology.	Appropriate course content applied and effectively used to discuss theories. Summative efforts is fine, but lacks original contribution	Appropriate course content is applied and effectively used. Effective integration of content from class questions and discussions. There is original content and interpretation of class discussion

Grading Rubric for Paper Presentation (20%)

Criteria	Does not meet PhD Program expectations	Meets PhD Program expectations	Exceeds PhD Program expectations
	< 70%	71% - 84%	85% +
Progress in theoretical development	The presentation shows little progress as far as advancement. Ideas are very minimal or confused.	The presentation shows good progress as far as theoretical development is concerned. Ideas are clear and sufficiently focused and there is a promising path for the final paper	The presentation shows excellent progress as far as theoretical development is concerned. Ideas are very clear and focused, with a clearly identified gap and theoretical question to be answered.
Quality of the analysis and clarity of thoughts	Course content superficially applied or inappropriate content used. Unclear or incorrect terminology. No clarity of research question or contribution	Appropriate course content applied and effectively used to discuss the theoretical problem identified. Sufficient clarity of research question and contribution, although some improvement needed	Appropriate course content used. The analysis is clear and shows clarity of research question and contribution
Presentation skills: Readability and professionalism	Presentation is poorly structured, difficult to follow and contains a significant number of typos or grammatical errors. No respect of time limits	Presentation is sufficiently clearly written, well-structured and easy to understand. Occasional typos or grammatical errors. Good respect of time limits. Presentation could be more vivid and engaging and/or clear in letting the audience understand the key issues	Presentation is well-structured, clearly written, with good presentation style. The presentation respects time limits and is vivid and engaging.

Grading Rubric for Final Research Paper (70%)

Note: These points are derived from the top theoretical journal in management, Academy of Management Review (<http://aom.org/Publications/AMR/Reviewer-Resources.aspx>)

Criteria	Does not meet PhD Program expectations	Meets PhD Program expectations	Exceeds PhD Program expectations
	< 70%	71% - 84%	85% +
Theoretical Contribution - Does the paper create, extend or advance management theory in a significant way? - Is the topic important and interesting? Does the manuscript pass the "so what" test? - Does the paper have clear and important implications for future research?	Low	Medium to High	Very High
Theoretical Clarity - Are the central constructs defined clearly? - Are underlying assumptions clearly recognized and discussed?	Low	Medium to High	Very High
Literature, Organizing, Writing - Are key relevant literatures covered adequately? Are key relevant literatures cited accurately? - Is paper structure and writing (coherence, grammar, spelling) of expected quality?	Low	Medium to High	Very High
Methodology - Does the method align with the research question? - Is the method rigorous and actionable?	Low	Medium to High	Very High