



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit W. P Carey School of Business Department Management

Subject MGT Number 340 Title Creativity and Innovation Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) No

Is this a shared course? (choose one) If so, list all academic units offering this course No
Course description:

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials


Contact information:

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Mail code 4001 E-mail: Rhett.Trujillo@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Genny Heim Date: 9-10-13

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design. 	
		<ul style="list-style-type: none"> Courses devoted primarily to developing skill in the use of a language – However, language courses that emphasize cultural study and the study of literature can be allowed. 	
		<ul style="list-style-type: none"> Courses which emphasize the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	Designation
MGT	340	Creativity and Innovation	Humanities

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	<p>The course examines how landmark inventions and the resulting innovations effect our societal and cultural values.</p> <p>In addition students will investigate the process of new product/service development within corporations and entrepreneurial ventures to examine values reflected in new product/service launches.</p> <p>Understanding the development process allows students to consider the moral and ethical decisions that comprise not only the final innovation but the entire product life cycle. Trade offs made in the innovation process must be critically evaluated and the values of various stakeholders are prioritized.</p>	<p>5 innovation papers focused on students research into effects of innovations on values each within a two week module where students research a particular invention and innovation. Students are presented with academic journal articles, news magazines and videos to enhance their understanding of the subject as well as its cultural context.</p> <p>Students will participate in debates about innovations representing different stakeholders as well as present peer learnings for their classmates.</p> <p>Final team project will focus not only on innovative solutions to problems but on presenting an understanding of how the proposed solutions reflect and effect societal/cultural values.</p>
3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development	<p>To understand modern inventions and the resulting innovations students must research previous inventions and innovations thus providing a historical context enriching their understanding the evolution of what they see today. Students will learn and critically analyze the rate of technological advancement and its impact on innovation through recent history.</p>	<p>For an example students will examine the invention of gene splicing and the resulting innovation of GMO crops in agriculture. In this module students will learn about the history of hybrid breeding in production agriculture and how that effected not only farming productivity but public health, environmental health, public food policy, government subsidies for agriculture, etc. In order to understand the ramifications of modern GMO</p>

		<p>technology students must travel down a historical path to gain perspective on how our society perceives genetic modification, farming, food, and the roles of science and government.</p>
<p>4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</p>	<p>Exploration of innovations effects on society and values requires an understanding of the underlying assumptions/needs of both the consumer and the inventor as well as an understanding of what or why an innovation succeeds or fails in the marketplace. A significant emphasis on the morals and ethics of decisions to implement innovations and understand the broader effects of the innovation beyond the company.</p>	<p>Students will explore the evolution of crowd sourced innovation across many different fields of industry. How does the collective input and collaboration of society influence success and outcomes of innovation for both corporations and entrepreneurial ventures?</p> <p>Student teams will be presenting case studies from industry for peer to peer learning. They also will be reading and applying consumer research theories to understand their own assumptions and prejudices when evaluating innovations.</p> <p>Students will analyze the complexity of human choices and buying decisions.</p> <p>Students will explore moral and ethical issues surrounding the introduction new innovations in 5 innovation analysis papers and issues will be discussed in class sessions.</p>

MGT 340: Creativity and Innovation
The exploration of innovation's influence on culture

Term: Fall 2014

SLN: TBA Classroom: TBA
Professor: TBA Office: TBA Office Hours: TBA
E-mail: TBA@asu.edu Telephone: TBA

Course Description:

This course investigates significant technological, industrial, and social influences of innovations on the development of culture, social norms/traditions and economics in the United States.

Course Objectives/Learning Outcomes

1. Recognize and evaluate the effects of innovation on culture and society
2. Critically assess multiple perspectives (internal and external) when evaluating new product/service development within the business (corporate or entrepreneurial venture) including an emphasis on the moral and ethical considerations of innovation
3. Evaluate public discourse of positive and negative potential uses/outcomes of inventions and their role in future innovations
4. Gain an understanding of the process of decision making concerning innovation tradeoffs in new product/service development and the effects of those decisions on society
5. Understand how innovations spread or gain market penetration throughout a society
6. Learn how society can influence and contribute to innovation (both at corporate businesses and entrepreneurial ventures) through crowd sourcing

Required Textbook and Other Materials

Readings and online content – all assigned readings will be *posted on Blackboard in the weekly module.*

Required Textbook:

Wei, James. *Great Inventions that Changed the World*. Hoboken, New Jersey: John Wiley & Sons, Inc., 2012. Print. ISBN 978-0-470-76817-4 (hardback)

Additional readings provided online.

Grading and Course Requirements

Requirement			Points
Innovation Papers	(Individual)	5 @ 75 points	375 Points
Class Involvement	(Individual)	15 pts per class	225 Points
Journals	(Individual)	10 @ 10 pts	100 Points
Team Presentations	(Team)	4 @ 50 pts	200 Points
Final Project	(Team)	Paper + Presentation	100 Points
Total Points			1000 Points

Grading Scale: 975+ = A+, 940-974=A; 900-939=A-; 870-899=B+; 840-869=B; 800-839=B-; 770-799=C+; 700-769=C; 600-699=D; <599 =E

Class involvement grading methodology:

Each class session will present an opportunity to earn one of four possible scores for class involvement for that class session. The points available for each class session will be the number of class meetings divided into the points available (Example: 225 class involvement points divided by 15 class meetings (excluding final exam period) will result in each class session being worth 15 points).

A score of zero will be recorded if you are absent from class and the absence is unexcused. If you attend class and engage in disruptive behavior such as answering a phone call, texting, sleeping, web surfing, doing homework for other classes, etc, you will earn 50% of the available points. If your disruptive behavior persists, you will be asked to leave class and will earn a score of zero for class involvement for that session. If you attend class and do not make any substantial contributions in the form of questions or comments to move the discussion forward but do not engage in any disruptive behaviors you will earn 85% of available class involvement points for the session. Finally if you attend class and contribute constructively to our class discussion with insightful questions or comments, you will earn 100% of the class involvement points available for that class session.

Late Assignments:

Late assignments will not be accepted. If an assignment deadline is missed the assignment will be scored a zero unless the tardiness is the result of an excused absence. Please refer to attendance section of the syllabus for more details on this policy.

Extra Credit:

There are no extra credit assignments for this course.

Final Exam Conflicts:

This course is a hybrid course which effects our ability to conform to the university scheduling system. As such students may encounter time conflicts with their finals schedule. Since this course is the driver for the conflict, I will work to accommodate student's schedules and arrange alternate times for your MGT 340 final exam. It is the responsibility of the student to notify the instructor of the conflict a minimum of a week prior to the exam time for MGT 340. Failure to inform the instructor of a conflict or missing your MGT 340 exam will result in a deduction on your final exam and can result in a grade of zero for your final exam.

Honors Contracts:

Honors contracts can be completed for this course. The management of the honors contract is the responsibility of the student (this includes proposing possible contract projects, setting meetings and managing timing). Please contact the instructor to discuss your potential ideas for a contract.

Assignments:

Journals:

Your personal class journal will focus on your reflections regarding our in-class activities and readings with assigned topics or questions distributed at the end of indicated class sessions. We will be utilizing Blackboard for your learning journal and entries will only be viewed by you and me. **Required journal entries must be posted by the start of the next class.**

Journal entries should reflect a collegiate level of rigor – explain your reasoning with example and facts whenever possible. Tell me the “why” behind your thoughts and explanations. There is no word or paragraph minimum or maximum for your journal entries so make sure you are providing a well developed articulate response to the question(s).

Innovation Papers:

During the course of the semester you will be required to write 5 essays (1200 to 1500 words, 12 font, Times New Roman, double spaced) about the role of the module topic (such as GMOs in agriculture) in society and how it has influenced our culture. In each module we will investigate inventions and resulting innovations using many resources which represent multiple viewpoints. Paper prompts, writing guidelines and a grading rubric will be distributed two weeks prior to the paper’s due date. All papers need to be submitted via Safe Assignment via Blackboard. You are free to send me drafts of your work prior to the deadline for review and feedback.

Papers will be scored on your ability to communicate the following for each module section and corresponding innovation paper:

- Clearly define your selected invention and corresponding innovation within the module topic.
- State your hypothesized impact of the innovation on a clearly articulated portion of society.
- Provide details on the genesis of this invention and innovation (inventor, company, market timing, distribution, consumer acceptance, etc.)
- Provide an analysis the different stakeholders involved in the launch, sale, consumption and disposal of your selected innovation.
- Discuss the moral and ethical issues regarding the innovation in terms of both society and the corporation or business.
- Provide evidence to support your hypothesis on how this innovation impacted society making sure to appropriately cite your research in a bibliography.

Team Presentations:

During the course, your team will be responsible for several presentations in several formats. These may range from a presentation discussing the history including development of a particular innovation and the impact the innovation had on a segment of society, to playing a role in a classroom debate on the role of an innovation in society to the presentation of your own innovation solution to a problem and its effects on society. During the semester you will receive detailed information on your presentation including the time limits, guidelines and grading rubric.

Final Team Project:

Your team will work together to create multiple solutions to a current problem in an assigned industry. You will be required to pitch your solution in a 10 minute presentation which will discuss the following: Your selected problem, pertinent information regarding problem, your solutions and how they will affectively solve or improve the problem and then discuss on your innovative solutions will effect society and values of stakeholder groups. . Each team will also be submitting an analysis paper (1200 to 1500 words, 12 font, Times New Roman, double spaced) for your final project with details/grading rubric provided 2 weeks prior to due date.

Classroom Policies:

Class Involvement:

Class involvement is multi-dimensional in nature. It includes such traditional things as participation, but the most effective participation includes more than just showing up, asking questions, and contributing to

discussions. It also includes informed input based on your readings, as well as the display of enthusiasm for course material.

In addition, class involvement includes what can be termed 'respectful conduct'. Accordingly, students are expected to avoid any activities that might disturb other students or distract the instructor during class. These include (but are not limited to) arriving late, leaving early or prior to scheduled breaks, unnecessary chit-chat, playing video games, sending text messages or emails, and monitoring or updating your social networking accounts, such as Facebook or Twitter.

In sum, effective class involvement can be demonstrated by:

1. showing up to class (mandatory for a high class involvement grade);
2. showing that you are keeping up with the assigned readings (e.g., by asking questions or making comments about the readings);
3. showing enthusiasm for course material (e.g., contributing to discussions, listening attentively to the instructor and classmates, constructive critique; etc.);
4. showing courtesy and respect to fellow classmates and the instructor through: (a) arriving to class on time, (b) avoiding chit-chat during class, and (c) not leaving the classroom prior to a break or prior to the end of class and (d) avoidance of cell phone, text-messaging, or distracting computer activities (e.g., e-mail, internet browsing, etc.) during class

Technology:

Cell Phones: Before class begins, please turn your cell phone off or to silent; if you need to take a call or you need to make a call or send/read a text message, please leave the classroom to avoid distracting others. Texting in class is a significant distraction and will not be tolerated.

Laptops and tablets: Should only be used for note taking or for instructor initiated online research related to the current class discussion topic.

Penalty: Non-compliance with the above policies will result in removal from class for the day and the loss of any class involvement points that may have been earned. **Please be respectful of your classmates.**

Notice of possible offensive content:

During this course it is possible that some of the content (either student generated or course materials) could be deemed offensive by some students. If you feel that a portion of the course is offensive please contact the instructor before/after class or during office hours to express your concerns. You may also contact the Program Director for Entrepreneurial Initiatives within the Department of Management at the W. P. Carey School of Business to express your concerns.

Academic Integrity and Ethical Behavior

The W. P. Carey School takes academic integrity very seriously. All work submitted for this course must be original work and must not have been previously submitted for any other course. Any assignments submitted may be screened through plagiarism detection software.

The University policy for academic dishonesty is found in the Student Code of Conduct at the following website: <http://asu.edu/aad/manuals/usi/usi104-01.html> and more specifically at http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf. Plagiarism, cheating, and other instances of academic dishonesty may result in disciplinary action.

Unless otherwise specified, it is imperative that you do your own work. Any suspected violations of academic integrity will be taken seriously and result in the following sanctions:

- A minimum of zero on the assignment OR
- A reduced grade in the course OR
- A failure in the course OR
- An XE which denotes failure due to academic dishonesty on the transcript OR
- Removal from the W. P. Carey School of Business

Please ask if you have any questions about your assignments.

It is appropriate to discuss the readings with others before coming to class, but all individual written work (excluding team assignments) must be performed and completed independently.

Additional information on ASU's academic integrity policy may be found at <http://provost.asu.edu/academicintegrity>.

Plagiarism:

Plagiarism is the intentional use of material from someone else's written work without acknowledging the source. This includes turning in papers written by someone else or copying passages from someone else's work without properly citing it. It does not matter whether the material you are copying is from a published or unpublished text or manuscript, from the Internet, or the written work of other students. If you use someone else's written work and misrepresent it as your own, it is plagiarism, which is among the most serious forms of academic cheating.

Honor Code

Students are expected to abide by the undergraduate Honor Code.

<https://my.wpcarey.asu.edu/academic-integrity/upload/Undergraduate-Honor-Code.pdf>

Weekly Schedule of Assignments:

Before 1st Class session

	Readings for week 1 Creativity Crisis by Dr. Kim - Newsweek Why Education without Creativity isn't Enough – Forbes
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Week 1

Topic	Classroom Activities	Readings for next week	Video for next week
Intro to Course	Torrence Creativity Test Personal Pitches	Creation Myth by Malcolm Gladwell Wei, Introduction Pg 1-10	RSA - Changing Education Paradigms
	Homework due next week Journal #1		

Week 2 - Module 1

Topic	Classroom Activities	Readings for next week	Video for next week
Invention vs Innovation	Form Semester Teams Discussion of readings/videos	New Product Adoption and Diffusion by Everett Rogers New Product Growth Model for Consumer Durables The Bass Model Wei, Introduction Pg 11-39	
	Homework due next week Journal #2		

Week 3 - Module 1

Topic	Classroom Activities	Readings for next week	Video for next week
Diffusions of Innovation	Social Media Adoption Case Study activity	Initial sequencing and analysis of the human genome Legal, Ethical and Social Issues in genome research Wei, Health Pg 119-131	NOVA - Cracking the Code of Life
	Homework due next week Journal #3		

Week 4 - Module 2

Topic	Classroom Activities	Readings for next week	Video for next week
Health Care Innovation	Team Learning Presentations on the Human Genome	How Convergent and Divergent Thinking Foster Creativity	RSA The Divided Brain Dr. Charles Limb: Your Brain on Jazz/Improv TED Talk
Human Genome	Discussion on impacts of innovation		
	Homework due next week Journal #4		

Week 5 - Module 2

Topic	Classroom Activities	Readings for next week	Video for next week
Divergent Thinking	Team activity health care innovation prob/inno/pitch	The first twelve years - status and perspective GMOs and the Crisis of objectivity: Nature, science and challenge of uncertainty Wei, Food Pg 82-97	USDA explains the process genetically modifying crops
Homework due next week Health Care Innovation Paper			

Week 6 - Module 3

Topic	Classroom Activities	Readings for next week	Video for next week
Agriculture Innovation GMO Crops	Team debate from stake holder perspectives	Watch and Learn - Adweek Predict what consumers want before they know it - Co. Design	60 Minutes IDEO Grocery Cart Project TED Talks - Malcolm Gladwell, Dan Gilbert
Homework due next week Journal #5			

Week 7 - Module 3

Topic	Classroom Activities	Readings for next week	Video for next week
Lenses of Innovation	Ethnography Consumer ZMET	Applying open innovation where your company needs it most What crowds are wise at Wei Information Tools Pg 259-279	Charles Leadbetter TED Talk Jimmy Wales: The birth of Wikipedia - TED Talk
Homework due next week GMO Innovation paper Journal #6			

Week 8 - Module 4

Topic	Classroom Activities	Readings for next week	Video for next week
Technology Crowd Sourcing	Team presentations – Case studies of successful crowd sourcing	What's Stopping Inno? HBR	Tim Brown CEO IDEO TED Talk
		How pursuit of profits kills innovation and the US economy - C. Christensen	Lawrence Lessig: Laws that choke creativity TED Talk
	Homework due next week Journal #7		

Week 9 - Module 4

Topic	Classroom Activities	Readings for next week	Video for next week
Barriers to Innovation	Improvisation Start a business with \$5	Micro Finance: A Social Innovator	Muhammed Yunus: A History of Micro Finance
		Role of Micro Finance in Women's empowerment	Where micro finance fails And where it succeeds
		Wei Security Economic Pg 157-160	
	Homework due next week Crowd sourcing Innovation paper		

Week 10 - Module 5

Topic	Classroom Activities	Readings for next week	Video for next week
Finance Microlending	Team activity - creating micro Finance innovations	Why Amazon can't make a Kindle in the US - Forbes	Method to success - Founder of Method
		Blue Ocean Strategy paper	Solving a World of Product Problems - Founder of Spotify
	Homework due next week Journal #8		

Week 11 - Module 5

Topic	Classroom Activities	Readings for next week	Video for next week
Innovation Tradeoffs	Blue Ocean Strategy	Perspective on Biodiesel as sustainable fuel Societal lifecycle costs of cars with alt fuel engines Wei Transportation Autos Pg 201-205 and Energy Pg 58-71	PBS: Energy Quest USA Nova: Algae Fuel
<p>Homework due next week Microlending Innovation paper</p>			

Week 12 - Module 6

Topic	Classroom Activities	Readings for next week	Video for next week
Energy Alt Fuels	Team presentations - Different alternative fuel technology	Market Analysis - Small Business Administration How to define your target market - Inc	Market potential: Nintendo Gameboy White space is everywhere
<p>Homework due next week Journal #9</p>			

Week 13 - Module 6

Topic	Classroom Activities	Readings for next week	Video for next week
Innovation Math	Potential and Available market case studies		
<p>Homework due next week Alternative Fuels Innovation paper</p>			

Week 14

Topic	Classroom Activities	Readings	Video
Course Review	Peer Learning Presentations		
<p>Homework Journal #10</p>			

Week 15

Topic	Classroom Activities	Readings	Video
Final	Final project team presentations		
	Homework		

Key University Deadline/Dates:

Drop/Add:
Academic Status #1:
Academic Status #2:
Course Withdrawal:
Complete Withdrawal:
Reading Day:
Final Grades Due:

<https://students.asu.edu/academic-calendar>

Absence Policies

Attendance:

We only meet in person once per week so it is important that you attend each class session. The outside of class activities and readings are designed to support and reinforce our primary learning activities that occur in class each week.

Excused absences will require documentation submitted within one week before or after your absence depending on the circumstance to be handled on a case by case basis. If an absence is excused then you will receive an exemption in the grade book for class involvement points which will be denoted by a blue square in Blackboard.

Individual assignments should be completed within one week of your return to class. Written team assignments should be completed within one week of your return to class and team presentation will be exempted from your grade which will be denoted by a blue square in Blackboard.

Experience has shown that repeated absences, no matter what the reason, will directly impact your ability to successfully complete this course.

Religious Accommodations:

Accommodations will be made for students with religious holidays. Below is the calendar of official religious holidays. Each holiday noted with two asterisks denotes an observance for which work is not allowed. For these holidays, students will not be penalized in any way for missing class or assignment. This means that this will not count as an absence in class and they will be granted a makeup assignment or exam, etc.

<https://provost.asu.edu/index.php?q=religious-holiday-calendar>

University-Sanctioned Activities:

Accommodations will be made for students who miss class related to university-sanctioned activities according to ACD 304-02 (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

If you are participating in a university-sanctioned activity, please let your instructor know as early in the course as possible so that accommodations can be made.

Tutoring Support:

Arizona State University provides writing assistance through in person appointments at all campus locations or online. Writing tutoring can help students to:

- Explore, plan, and develop ideas
- Organize and structure a paper
- Integrate and cite sources
- Write, revise, edit and proofread

More information can be found here: <http://studentsuccess.asu.edu/writingcenters>

Threatening Behavior Policy:

The campus environment should be safe and conducive to conducting university related business. Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services.

Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students.

If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

The university takes threatening behavior very seriously and these situations will be handled in accordance with the *Student Services Manual*, SSM 102-02

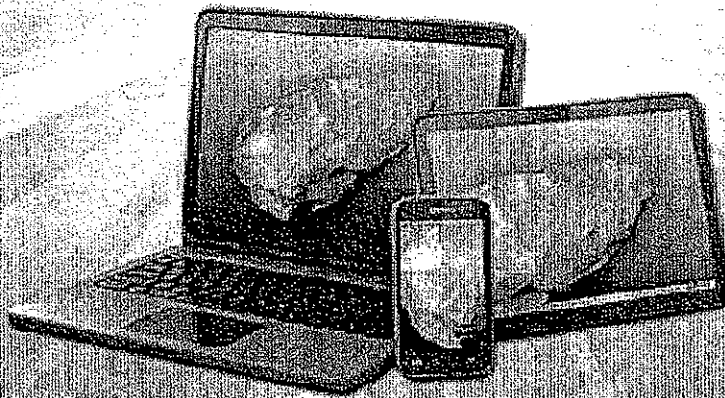
<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

Disability Accommodations:

If you need accommodations due to a disability, please register with the Disability Resource Center within the first two weeks of class (policy here: <http://www.asu.edu/aad/manuals/acd/acd304-08.html>) and we will accommodate as necessary.

Information contained within this syllabus (except grading and absence policies) is subject to change.

GREAT INVENTIONS THAT CHANGED THE WORLD



JAMES WEI

 **WILEY**

Wei, James. Great Inventions that Changed the World.
New York, NY, USA: Wiley, 2012. p.
<http://site.ebrary.com/lib/ashob/DocId=10580222&ppg=1>

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GREAT INVENTIONS THAT CHANGED THE WORLD

JAMES WEI
Princeton University



A JOHN WILEY & SONS, INC., PUBLICATION

Wei, James. Great Inventions that Changed the World.
New York, NY, USA: Wiley, 2012. p 5.
<http://site.ebrary.com/lib/asulib/Doc?id=10580222&ppg=5>

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CONTENTS

<i>FOREWORD</i>	<i>VII</i>
<i>PRÉFACE</i>	<i>XI</i>
<hr/>	
1 INTRODUCTION	1
1.1 Inventors and Inventions	2
1.2 Innovation, Development, Diffusion	11
1.3 Changing the World	15
<hr/>	
2 INVENTIONS FOR WORK	45
2.1 Tools and Methods	46
2.2 Energy and Power	58
2.3 Materials	71
<hr/>	
3 DOMESTIC LIFE: FOOD, CLOTHES, AND HOUSE	81
3.1 Food	82
3.2 Clothes	97
3.3 House	104
<hr/>	
4 HEALTH, REPRODUCTION	117
4.1 Prevention	119
4.2 Diagnostics	126
4.3 Therapy	131
4.4 Reproduction	141
<hr/>	
5 SECURITY	153
5.1 Natural Threats	153
5.2 Economic Threats	157
5.3 Human Violence: War	163
<hr/>	
6 TRANSPORTATION	197
6.1 Land Transportation	199
6.2 Water Transportation	205
6.3 Air and Space Transportation	216
<hr/>	
7 INFORMATION	229
7.1 Observation	229
7.2 Records	238

v

Wei, James. Great Inventions that Changed the World.
New York, NY, USA: Wiley, 2012. p 7.
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vi CONTENTS

7.3	Communication	250
7.4	Information Tools	259
<hr/>		
8	<i>GOOD LIFE</i>	281
8.1	Party and Play	282
8.2	Luxury	294
8.3	Arts	304
<hr/>		
9	<i>FUTURE CHALLENGES</i>	319
9.1	Future Needs and Opportunities	319
9.2	Future Sources of Inventions	325
<hr/>		
	<i>INDEX</i>	333

Wei, James. Great Inventions that Changed the World.
New York, NY, USA: Wiley, 2012. p 8.
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