



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 (SQ/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:**

Name Rhett Trujillo Phone 480-965-5895

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

**Department Chair/Director approval:** (Required)

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

Chair/Director (Signature): 

Arizona State University Criteria Checklist for  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

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

<b>ASU - [L] CRITERIA</b>		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i></p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".</p> </div> <p style="text-align: center;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".</p> </div> <p style="text-align: center;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".</p> </div> <p style="text-align: center;">C-3</p>		

<b>ASU - [L] CRITERIA</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div>		
<p>C-4</p>		

Course Prefix	Number	Title	Designation
MGT	340	Creativity and Innovation	Literacy and Critical Inquiry

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)
<p>C-1: At least 50% of the grade in the course should depend upon writing, including prepared essays, speeches or in-class essay examinations.</p> <p>C-3: The syllabus should include a minimum of two substantial writing or speaking tasks other than or in addition to in-class essay exams.</p>	<p>The course deliverables are individual writings (papers and journals), individual class involvement and team presentations and written assignments.</p>	<p>Syllabus shows 40% of grade from individual innovation papers, 10% from individual journals, 10% from individual final project analysis paper and 25% from team presentations.</p> <p>The course requires 6 papers (all individual), 10 individual journal entries and 5 team presentations.</p>
<p>C-2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.</p>	<p>All of the assignments (papers and presentations) require that students state a hypothesis and then gather evidence to support their positions.</p>	<p>Individual innovation papers in modules 2-6 require students to research areas of invention and innovation within specific areas of industry and then explore the effect of those discoveries on society. This requires students to research, interpret their findings, make a hypothesis, support their hypothesis and consider multiple stake holders.</p> <p>Journals require students explain in detail their reasoning and cite facts and statistics to support their positions.</p> <p>The final team project requires students to consider an innovation in a given segment of industry and complete the following: clearly define a problem and provide all pertinent information regarding the problem, discuss their proposed solutions, provide evidence that their proposed solutions will be effective, and discuss how their innovation will effect society and the values of stakeholder groups.</p>

<p>C-4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.</p>	<p>The substantial writing assignments are spread throughout the course so that students will receive timely feedback on their performance in order to improve their scores on consequent papers and presentations.</p>	<p>Papers are due in the following weeks: 6, 8, 10, 12 and 14 allowing time for the papers to be graded and students receive feedback prior to next paper being due.</p> <p>Journals are due almost every week so there is time over the course of the semester for the students to receive feedback and improve their performance.</p>
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**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](mailto: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**

**Entrepreneurship**

- Recognize and evaluate the effects of innovation on culture and society
- 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.
- Understand how innovations spread or gain market penetration throughout a society
- Learn how society can influence and contribute to innovation (both at corporate businesses and entrepreneurial ventures) through crowd sourcing

**Literacy and Critical Inquiry**

- Gather, analyze, interpret, and evaluate evidence while researching inventions and innovations effects on society and culture.
- Evaluate public discourse of positive and negative potential uses/outcomes of inventions and their role in future innovations
- Critically assess multiple perspectives (internal and external) when evaluating new product/service development within the business (corporate or entrepreneurial venture)

Comment [WU1]: C-2

Comment [WU2]: C-2

**Enrollment Requirements:**

As an upper division elective course within the W. P. Carey School of Business, students will need to have earned a minimum of 56 credit hours which will include ENG 101 or ENG 102, or ENG 105 or ENG 107 and MAT 210 or MAT 270 and ECN 211 or ECN 212.

**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 @ 80 points	400 Points
Class Involvement	(Individual)	10 pts per class	150 Points
Journals	(Individual)	10 @ 10 pts	100 Points
Team Presentations	(Team)	4 @ 50 pts	200 Points
Final Project	(Team)	Presentation	50 Points
Final Project	(Individual)	Paper	100 Points

Comment [WU3]: C-1, C-3

Comment [WU4]: C-1, C-3

**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: 150 class involvement points divided by 15 class meetings (excluding final exam period) will result in each class session being worth 10 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 the excused absence 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, readings or videos with 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. Your journals will be graded prior to the next journal due date to provide you ongoing feedback.**

Comment [WU5]: C4

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. Your journal entries need to be a minimum of 300 words long to ensure you are providing a well developed articulate response to the question(s).

Comment [WU6]: C-2

#### 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. **Your papers are scheduled so that you will receive feedback on your performance prior the next paper being due. You are also free to send me drafts of your work prior to the deadline for review and feedback.**

Comment [WU7]: C-3

Comment [WU8]: C-4

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.
- Provide evidence to support your hypothesis on how this innovation impacted society making sure to appropriately cite your research in a bibliography.

Comment [WU9]: C-2

#### 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. **Your presentations are scheduled so that you will receive feedback on your performance prior the next paper being due.**

Comment [WU10]: C-2

Comment [WU11]: C-3

Comment [WU12]: C-4

### 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 individual 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.

Comment [WU13]: c-2

Comment [WU14]: c-3

### 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](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

**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 Galdwell Wei, Introduction Pg 1-10	RSA - Changing Education Paradigms
	<b>Homework due next week</b> 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	
	<b>Homework due next week</b> 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
	<b>Homework due next week</b> 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		
<b>Homework due next week</b> Journal #4			

Comment [WU15]: C-3, C-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
<b>Homework due next week</b> Health Care Innovation Paper			

Comment [WU16]: C-3, C-4

**Week 6 - Module 3**

Topic	Classroom Activities	Readings for next week	Video for next week
Agriculture Innovation GMO Crops	Team debate from stakeholder 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
<b>Homework due next week</b> Journal #5			

Comment [WU17]: C-3, C-4

**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
<p><b>Homework due next week</b> GMO Innovation paper Journal #6</p>			

Comment [WU18]: C-3, C-4

**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  How pursuit of profits kills innovation and the US economy - C. Christensen	Tim Brown CEO IDEO TED Talk  Lawrence Lessig: Laws that choke creativity TED Talk
<p><b>Homework due next week</b> Journal #7</p>			

Comment [WU19]: C-3, C-4

**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  Role of Micro Finance in Women's empowerment  Wei Security Economic Pg 157-160	Muhammed Yunus: A History of Micro Finance  Where micro finance fails And where it succeeds
<p><b>Homework due next week</b> Crowd sourcing Innovation paper</p>			

Comment [WU20]: C-3, C-4

**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  Blue Ocean Strategy paper	Method to success - Founder of Method  Solving a World of Product Problems - Founder of Spotify
<p><b>Homework due next week</b> Journal #8</p>			

Comment [WU21]: C-3, C-4

**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><b>Homework due next week</b> Microlending Innovation paper</p>			

Comment [WU22]: C-3, C-4

**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><b>Homework due next week</b> 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		
	<b>Homework due next week</b> Alternative Fuels Innovation paper		

Comment [WU23]: C-3, C-4

**Week 14**

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

**Week 15**

Topic	Classroom Activities	Readings	Video
Final	Final project team presentations		
	<b>Homework</b>		

**Key University Deadline/Dates:**

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

<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.

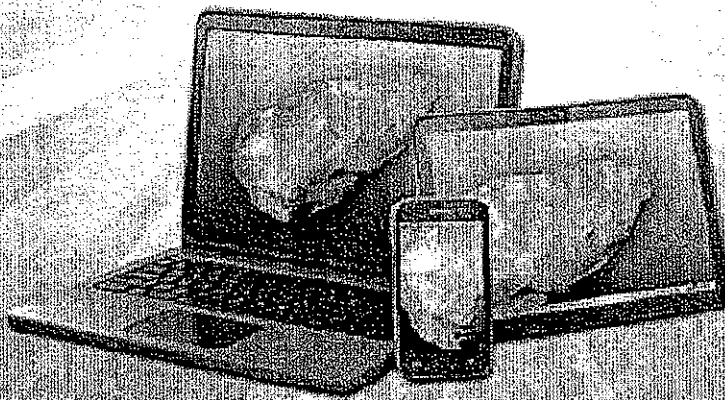
<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

**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.  
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# *GREAT INVENTIONS THAT CHANGED THE WORLD*

**JAMES WEI**  
Princeton University



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Wei, James. Great Inventions that Changed the World.  
New York, NY, USA: Wiley, 2012. p 5.  
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