

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	Civic and Economic Thought and Leadership
Prefix:	CEL	Number:	394
Title:	Entrepreneurialism and Innovation		Units:
			3

Course description: Creating and sustaining an entrepreneurial and innovative society is essential for the economic health of any nation. But what should we do, and what shouldn't we do? Can anyone, anywhere be innovative and entrepreneurial? If innovation and entrepreneurship are not happening in a nation, is it the fault of the market, culture and people, institutions, or politics? Put differently, what can individuals do (or not) to foster an innovative society? What can organizations do (or not)? What can the policy process do (or not)? What can politicians do (or not)? And are the answers to those questions different in different political/cultural/ economic settings? Those are the questions of this course.

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

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials _____ (Required)

Requested designation: Literacy and Critical Inquiry–L **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

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, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Ross Emmett E-mail Ross.Emmett@asu.edu Phone 480-965-6528

Department Chair/Director approval: (Required)


Chair/Director name (Typed):

Paul Carrese

Date:

4/11/18

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---that is, 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 that have little to do with language in the usual sense (words), but the analysis of written and spoken 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 skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

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.

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.

Revised April 2014

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

ASU - [L] CRITERIA			
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"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	<i>See syllabus + explanation sheet.</i>
<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. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	
<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. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

ASU - [L] CRITERIA		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 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. <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: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>		
<p>C-4</p>		

Course Prefix	Number	Title	General Studies Designation
CEL	394	Entrepreneurialism + Innovation	L

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)
L-1		see
L-2		attached sheet
L-3		
L-4		

CEL 394

Entrepreneurialism & Innovation

Description of the way this course fulfills [L.] criteria.

L-1: The “Assessment and Grade Policy” portion of the syllabus, plus the descriptions of the various components of the course grade on the following two pages shows that all work in the course is comprised of written assignments. Although the group assignment is significant (30%), its role in the final grade is less than half of the other written work, all of which is individual.

L-2: Every class period will involve critical inquiry into ideas expressed in the readings, and all the written assignments build upon that critical inquiry. The Short paper requires students to compare theories of entrepreneurship from 2 authors, without necessarily deciding between them. The Long paper will be built on our course reading and provides the student with the opportunity to explore further an issue or topic that arose from the readings and class discussions.

L-3:

Part 1: The structure of the assignments is this: daily memos give the student a chance to “try out” a thinker’s ideas and respond to them. Students often ask me why I don’t grade the memos, and the answer is simple: the purpose is not to get the reading “right” but rather to think for themselves about what they believe the author is arguing. The class discussion, then becomes the place where they realize their mistakes and celebrate their successes. The short paper is an extension of our early discussions and gives the student the wake-up call about how I grade (my historical average of 4-points in classes is 10%, although my process of writing and learning means that among students that regularly attend, almost no one would be below 2.5 on a 4-point scale). The bigger two assignments (the paper and the final) provide the opportunity to pull work together into an extended argument. And the group project puts them into a situation that is common to an entrepreneur, but unfamiliar to students – having to depend upon others for their work and their outcome, with all the failings and successes that come with that.

Part 2: Clearly identified in the syllabus. I did not mark the “memos” because they do not count as substantial assignments. I will also point out that constant participation in class discussion which is structured around in-depth analysis of a text could contribute to this criterion as well.

L-4: You will notice that I marked the passage in my description of the long paper that identified the requirement to meet both individually with me before they submit their paper, and also meet in the context of a group meeting with me before the paper. I have found over 30 years of being a professor that both group and individual meetings are important for students to hear expectations and potential criticisms. When I say the same thing about a project another student is doing that I said the the first student, both students realize that I have not singled them out for some unusual criticism, but have identified something that they both need to work on.

Because this course has not yet been fully developed, and the paper description is not as worked out as it will be, I can only say that I have developed a pattern of commenting on papers

and meeting with students in groups and in person that help students identify their chief weaknesses and improve them. I do not focus on every little problem that occurs in their papers; that overwhelms them with trivia about grammatical usage, punctuation, and structure. Instead, I focus first and foremost on their argument and its structure. Then their evaluation of the literature, and then smaller details. I don't excuse the small stuff, but I show them what will really improve their grade, rather than those things that provide only marginal improvements.

CEL 394

Entrepreneurialism & Innovation

School of Civic and Economic Thought and Leadership
Arizona State University

Fall 2018

USE For
[L] criteria

Class Time & Place: 1:30 – 2:45 pm; TBA

Instructor of Record: Ross B. Emmett

Contact: Ross.Emmett@asu.edu or use the Blackboard email function

NOTE FOR CURRICULAR REVIEW COMMITTEE: THIS COURSE HAS NOT BEEN TAUGHT AT ASU BEFORE, BUT IS BASED UPON THREE DIFFERENT COURSES THAT PROFESSOR EMMETT TAUGHT AT MICHIGAN STATE UNIVERSITY PREVIOUSLY.

The Political Economy of Innovation & Entrepreneurship

Entrepreneurship and innovation are essential components of economic growth and are also the foundations for any society's long-term economic prosperity.

Do you agree with that statement?

If you answered yes (even with some hesitation), then you'll probably agree that creating and sustaining an entrepreneurial and innovative society is essential for the economic health of any nation. But what should we do, and what shouldn't we do? Can anyone, anywhere be innovative and entrepreneurial? If innovation and entrepreneurship are not happening in a nation, is it the fault of the market, culture and people, institutions, or politics? Put differently, what can individuals do (or not) to foster an innovative society? What can organizations do (or not)? What can the policy process do (or not)? What can politicians do (or not)? And are the answers to those questions different in different political/cultural/economic settings? Those are the questions of this course.

We begin with the problem of identifying the essential characteristics of entrepreneurship. Is it something about an individual – some characteristic or capacity they possess – that enables them to be entrepreneurial? Or is it something about the economic situation – something that any of us might happen upon and turn into an opportunity? Or is it something else altogether? We'll look at several different theories of entrepreneurship to assess what they can teach us, and what they can't. We'll then ask what these different theories might contribute to contemporary discussion of social entrepreneurship, the social responsibility of business, and the possibility of entrepreneurial government.

We'll then then turn to innovation and examine different theories of what it is, and what contributes to it. The discussion will quickly take us into political economy questions. Can state action increase/decrease entrepreneurship and innovation? What

about other aspects of government policy? How might they indirectly affect entrepreneurship and innovation? Can one build an innovative society through policy? We'll examine national innovation strategies from around the world, as well as the *Doing Business Report* of the World Bank, which provides key information relevant to the regulatory processes in different countries which domestic small- and medium-sized firms face while starting up and running their business.

We end at what I call the “constitution of innovation” – the fundamental institutions, laws, cultural norms, and social features that create the context within which entrepreneurship and innovation may flourish.

Learning Objectives and Life Abilities to Be Developed

- C-3
1. Critical thinking, independent learning, and intellectual curiosity. You should prepare each of the readings for our meetings and have questions ready (the daily memos assist with that). In class, you should stay engaged, raising questions, taking notes, and joining in discussion. Liberal education requires an active approach to learning.
 2. But perhaps you can go a step further and be entrepreneurial! Think ahead to the questions and issues that may be raised, and the opportunities they provide for critical insights you will be ready to provide! Or perhaps your entrepreneurial contribution comes from the wise judgment made on the qualities of the contributions other students have made. Who will you assist to participate better, or who will you add to your project team?
 3. Engaging in intellectual work with others. The solitary scholar is as iconic as the lone entrepreneur. Yet neither is common; our best work usually comes in dialogue and conflict/cooperation with others! You will have occasion to work with others, sharing responsibility for a common project – a far more common feature of the world outside the educational contexts in which you have flourished as an individual.
 4. Presentation skills. Each group will present their finding in a setting shared with other students from the class, professors, and interested parties from the university, the community, and state government.
 5. “Constitutional” thinking. You will be pressed to think beyond the immediacy of entrepreneurial action and state policy debate to address how these are shaped by the constitutional features of our (or any) society.

Required Materials

The following represents the types of materials that may be required. The final version of the syllabus will be available before classes start.

Readings from some classic thinkers on entrepreneurship such as Joseph Schumpeter; J.B. Say, Frank H. Knight, Israel Kirzner, Deirdre McCloskey, and Peter Klein. Most of these will be selections from works packaged in a reading packet available in campus bookstores or will be available via links on Blackboard.

Mokyr <https://aeon.co/essays/how-did-europe-become-the-richest-part-of-the-world>

Several books such as *Permissionless Innovation*, by Adam Thierer; *Making Poor Nations Rich: Entrepreneurship and the Process of Economic Development* (edited by Ben Powell); *Start-up Nation: The Story of Israel's Economic Miracle* (by Dan Senor and Saul Singer); *The Entrepreneurial State* (by Mariana Mazzucato); *Lessons from the Poor*; *Triumph of the Entrepreneurial Spirit* (edited by Alvaro Vargas Llosa); *The Innovator's Dilemma* (by Clayton Christensen), *The Venturesome Economy: How Innovation Sustains Prosperity in a More Connected World* (by Amar Bhidé); and *Innovation Policies for the 21st Century* (edited by C. W. Wessner).

We will also watch and discuss the movie *Poverty, Inc.*, available on Netflix. Arrangements are being made for one of the people in the film, Magatte Wade, to come and speak at ASU and in our class.

Assessment and Grade Policy

Your final grade will be determined on the following basis:

	Min. requirement
Daily Memos	
Participation	10%
Short Paper	10%
Paper	20%
Group Project	30%
Take-Home Final Exam	30%

C-1

The following grade system is used at ASU.

Grading Scale:

A+	97-100	B-	80-82
A	93-96	C+	77-79
A-	90-92	C	70-76
B+	87-89	D	69-65
B	83-86	E	64 or less

Participation

Most class periods will be spent discussing assigned readings; hence, it is important that everyone has read the material for the day (the memo requirements will ensure that a fair portion of the class has done the reading). Your participation grade will reflect your participation in class discussion. If you are not present in class, you cannot participate; if you are continually absent, your participation mark will necessarily be zero.

Here is a rough guide to my grading of participation: 60% or lower for frequent absences with no or very minimal comments/questions made in class; 67% for occasional class comments/questions and a lot of absences; 73% for no comments/questions in class even if attending regularly; 80% for good attendance and some contributions; 80% for good attendance and good contributions; 88% for showing familiarity with the readings, leadership in the direction of class discussion occasionally

and attending regularly; 95% for regularly moving class discussion forward by providing productive comments based on the readings that contribute to discussion and also help others to enter/participate in the conversation.

My practice is to inform you around the middle of the semester how I would evaluate your participation to that point. While you can discuss this grade with me, the best way to have an impact on the final grade is to change your participation during the latter half of the course. I will revise the participation grade at least once during the second half of the course and will finalize the grade at the end of classes.

Daily Memos

Daily memos ensure that the assigned reading has been read by a majority of the students participating in the day's discussion. Prior to class, you will write a two-page (typed, double-spaced) memo that addresses the issues about entrepreneurship and/or innovation that the assigned reading raises.

Your professor will grade daily memos on a check, check-minus system. As long as you turn in at least 17 memos that receive a check, your final grade will be determined by the other components of the course requirements, as indicated above. If you do not turn in 17 acceptable daily memos, your final grade will decrease .03 (on the 4-point scale) for every missed memo or check-minus received. (If you never turn in a memo, 0.50 would be deducted from your final grade.) Daily memos will be returned at least once a week.

Short Paper

C-2
C-3
Each student will write a short paper (4-5 pages) comparing and contrasting two of the theories of entrepreneurship that we will examine early in the course. The purpose of the paper is to assist you in both understanding entrepreneurship, and helping you identify the differences between the perspectives on entrepreneurship.

Long Paper

C-2
C-3
Each student will write a paper of approximately 10 pages on a topic selected from among the issues discussed in class. The paper will critically examine the issue chosen as well as several of the ways in which the issue is addressed in the entrepreneurship and innovation literature. Each student is required to meet with the professor, both individually and in a group setting, prior to the submission of the paper. C-4

Group Project

Students will be randomly assigned to groups that will each address the following question in their own way: what should we do to make Arizona a more entrepreneurial and innovative state?

Your group will research options, decide upon a proposal, and then deliver two things: a paper, written as a brief to policy makers/university officials/non-profit organizations; and a public presentation. The presentations for all the groups will be done in a common event scheduled for an evening late in the semester. As your proposals shape up, we'll decide what public audience should be invited.

The group paper will count 20%; and the presentation 10%.

Take-Home Final Exam

C-2
C-3
Instructions for the all-essay final exam will be distributed at least 10 days before the exam is due. The exam must be submitted online to the Blackboard dropbox for the Final Exam before the conclusion of the scheduled period for our class' final.

Course Policies

Attendance

Attendance at all class meetings is expected; the daily memo requirement and participation in discussion are used to monitor it. Late arrival and early departure are strongly discouraged; please notify your instructors in advance, should it be necessary to miss all or part of a class meeting.

- Information on excused absences related to religious observances/practices that are in accordance with ACD 304-04 "Accommodations for Religious Practices."
- Information on excused absences related to university sanctioned events activities that are in accord with ACD 304-02 "Missed Classes Due to University-Sanctioned Activities."

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, projects and discussion. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <https://provost.asu.edu/academicintegrity>.

Students with Disabilities

Students who believe they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: {480} 965-1234 {V} or {480} 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Expected classroom behavior

Be sure to arrive on time for class. Excessive tardiness will harm your participation grade. Phone disruptions can be minimized by using airplane mode during class time. Take notes during discussion sessions on paper; you can use a laptop for note taking when the professor does short lectures.

Policy against threatening behavior

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.

Technology

You will need the following technology in order to complete the work for this course:

- A reliable computer and stable high-speed internet access
- Acrobat Reader
- Microsoft Word or comparable word processing software

Please be sure to back up all of your work in case of a technology failure. If you have any technology-related difficulties, please contact the ASU Help Desk at 480.965.6500.

Remember: keep copies of all your assignments; back up all of your work!