

Overseas Study Program Proposal—
The Innovation Symposium: England 2008
Indiana University Kokomo Department of Humanities,
School of Arts and Sciences

Submitted by
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A. Description of Program

The excellent experiences provided by our five previous international travel/study courses (Mexico 2003, London 2004, Ireland 2005, Hawaii 2006, and Italy 2007) have created a demand for more challenging travel/study opportunities, especially for those students who have traveled with us previously. *The Innovation Symposium* (COAS I450 Seminar in Independent Studies) is designed to provide those challenges in terms of length of trip (three weeks of intensive exploration), exposure to complex global issues (innovations in philanthropic/social, environmental, and technological areas), and course content/research activities. The cornerstone of this program is the encouragement of creative, innovative thinking to develop an understanding and appreciation of others' innovations and to foster new approaches to global issues. To inspire that thinking, students will study a variety of traditional approaches through texts and through visitations; they will also study historical context and visit several locations and organizations that have implemented non-traditional innovations. Students will spend a significant amount of time engaged in observation and research to begin developing their own innovative ideas.

Course Topics:

To gain insights into the backgrounds of the various areas of innovation (philanthropic/social, environmental, and technological) to be explored, students will begin their symposium experience in the Spring 2008 semester at a series of mandatory roundtable discussions based on the assigned readings. In addition to demonstrating the connections between the issues and the innovations regarding them, the goal of these roundtables is to encourage the participants to begin determining which issues will become the focus of their individual projects.

Readings for *The Innovation Symposium* (COAS I 450 Seminar in Independent Studies):

- *The World is Flat* by Thomas L. Friedman
- *How to Think like Leonardo da Vinci* and *Discovering Your Genius* by Michael J. Gelb

- *The Creation of the Modern World: The Untold Story of the British Enlightenment* by Roy Porter
- *High Noon: Twenty Global Problems, Twenty Years to Solve Them* by J. F. Rischard

B. Rationale

In a world in which change is constant, many aspects of our culture remain constrained by outdated, unproductive, inequitable views and practices in areas such as education, public health and welfare, science, politics, agriculture, business, and sociology. These views and practices often promote intolerance for change and intolerance for others. The result can be a hindering of new approaches that could promote societal benefit.

It is time for innovation provided by those who will have an inherent stake in the world throughout most of the 21st century, today's students. Giving them information about the processes that lead to innovative thought and providing them with both historical and contemporary examples of innovation while encouraging them to create their own innovative approaches is the most valuable kind of education they can receive. It is time to help them begin thinking innovatively about reshaping their world.

That process of reshaping can begin when students who are academically strong and innately curious are given multiple opportunities to explore world issues and then to create their own innovative approaches that address those issues. This symposium is designed to provide an intensive look at several issues that have been part of our global society for generations. The goal is to encourage students to see what innovations other generations have created to resolve those issues, to think laterally about how those issues could be addressed in this generation, and to empower them to construct their own innovative approaches for specific problems raised by those issues. Students often claim they want to improve the world; this symposium will encourage them to take the necessary steps to begin that process of improvement.

C. Eligibility

A list of 35 to 50 students, nominated by faculty based on five criteria, will be invited to apply for this program. These criteria are 1.) 3.0 + grade point average; 2.) creativity and maturity of thinking; 3.) interest in international travel; 4.) critical thinking skills; 5.) written and oral communication skills. An independent panel (not directly connected to the university) will rank all candidates according to application and select the top 15 candidates. A campus faculty/administrator panel will then determine the final 10 participants based on interviews with the 15 candidates. (As per university rules, any student who has received official disciplinary action will not be eligible to participate until that action has been resolved.)

D. Pre-departure Orientation/On-site Orientation

In addition to meeting for the three roundtable discussions regarding readings for the course, participants will meet four times for orientation prior to departing for England. The meetings will focus on British culture, local customs, travel procedures, safety/security, and what students can expect to encounter during their three weeks abroad. These sessions will be led by Karla Farmer Stouse, whose travel experience includes an undergraduate year in England, more than thirty visits to Britain, the leadership of six IU Kokomo overseas trips (four travel/study courses and two trips for the local community), one year as a professional tour director for Ambassadors, and more than thirty years of international travel. (See Syllabus for details.)

Upon arrival in London, students will also be provided with extensive instruction on how to use public transportation, exchange money, read local maps, find their hotel, order food, and avoid safety difficulties (instruction provided by Karla Farmer Stouse). On arrival day, students will be escorted on a London walking tour provided by Original London Walks to further acquaint them with the city. Upon arrival at Harlaxton College, students will be provided with a tour of the manor and orientation regarding the college's rules by a college administrator.

E. Academic Program Abroad (for complete details, see Syllabus)

Week 1—Philanthropic/Social Innovation

9 May 2008 (Friday)—

Overnight flight; arrive London 10 May (hotel to be determined—conference/work space within the hotel will be obtained for discussion sessions not held at visitation sites)

Saturday, 10 May—

Afternoon: Original London Walks—London Tour (informal discussion on Plague and how it affected politics, societal behavior, and demographics—connect to Rischard's ideas in Part 1 of *High Noon*, Reader Response due)

Sunday, 11 May—

Morning Roundtable (1 contact hour): Discussion on the differences between discoveries and innovations—definitions, applications, and problems

Visit British Museum for tours and research (approx. 4 hours = 2 contact hours): students will locate 5 examples of discoveries and 5 examples of innovations in the Museum and compare the effects these items have had on subsequent cultures (also included will be Parthenon Marbles—discussion of the practicality and

politics of who owns world treasures and whether all cultures can flourish without infringing on other cultures and Egyptian section—the fading of dominant cultures); Reading Room for research of prominent innovators’ writings (based on innovators selected from *The Creation of the Modern World*)

Evening Roundtable (1 contact hour): Discuss effects of the innovations and discoveries located in the Museum; critique the applications of those items in subsequent cultures (Critical Question Writing #1 due)

Monday, 12 May—

Breakfast at 15, Jamie Oliver’s restaurant/education project staffed by trainees from underprivileged backgrounds and lecture led by representative of 15 on the history and nature of this innovative philanthropic/educational approach; discussion on application for other under-served populations (1 contact hour)

Visit to Bunhill Fields cemetery, near John Wesley’s chapel, to see grave of Quakerism founder George Fox (informal discussion on faith’s place in changing the world); visit to National Gallery (informal discussion on how art and the humanities record and influence society)—discussions led by students based on readings from *The Creation of the Modern World*—approx. 4 hours activity = 2 contact hours

Evening Roundtable (1 contact hour): Altruism, Humanities, and Practicality—using readings from *High Noon* and the day’s experiences, students will compare and critique these “humanistic” approaches to innovation on the bases of practicality and effectiveness (Critical Question Writing #2 due)

Tuesday, 13 May—

Morning Roundtable (1 contact hour): The Effects of Innovations and Discoveries in Health Care—using historical context from *The Creation of the Modern World*, discuss how health care innovations have changed their societies

Original London Walks—Penicillin and Pox (Alexander Fleming’s discovery of penicillin and its effects on world health, social programs, and demographics; informal discussion on National Health) (2 hours activity = 1 contact hour)

Evening Roundtable: (1 contact hour): Using readings from *The World is Flat* and *High Noon*, discuss disparities in health care and whether technology is the only means of innovation for solutions (Critical Question Writing #3 due)

Wednesday, 14 May—

Morning Roundtable (1 contact hour): Discussion on social responsibility and the role of all populations (Wollstonecraft readings in *The Creation of the World* with connection to *The World is Flat*—Critical Question Writing #4 due)

Visit to London office of Room to Read, not-for-profit organization that builds libraries in Nepal and provides scholarships for girls, for lecture on the successes and difficulties of cultural innovations (2 hours activity = 1 contact hour)

Westminster Abbey (informal discussion on lessons taught by those buried there)—approx. 2 hours = 1 contact hour

Thursday, 15 May— Environmental Innovation

Travel to Cornwall by train (St. Austell); field trip to Eden Project (lecture by onsite scientist regarding agricultural/environmental innovations)—approx. 3 hours activity = 1.5 contact hours

Evening Roundtable (1 contact hour): Based on readings from *High Noon* Part 2 and the scientist's lecture, discussion on the effectiveness and practicality of current environmental innovations and requirements for new sustainability projects (Critical Question Writing #5 due)

Week 2—**Friday, 16 May—**

Return to Eden Project for service learning and student interviews with onsite scientists regarding practical innovations and anticipated effects—approx. 5 hours activity = 2.5 contact hours

Saturday, 17 May—

Field trip to Looe, observational walk on Cornish Coastal Path (informal discussion on encroachment of development/tourism, appropriate use of sea's resources, and what innovations might be used to sustain or improve the local environment)—approx. 3 hours activity = 1.5 contact hours

Evening Roundtable (1 contact hour): Discussion on applying concepts in *High Noon* Part 3 to environmental innovations—brainstorming solutions for local problems (Critical Question Writing #6 due)

Sunday, 18 May—

Field trip to English Heritage sites (Restormel and Tintagel Castles) to see “innovations” of tourism—approx. 6 hours = 3 contact hours

Evening Roundtable (1 contact hour): Debate on commerce and use of the environment—Innovation, Preservation, or Destruction? (students will work in teams to write two-page argument with evidence from texts and observations)

Monday, 19 May—

Depart for Harlaxton College, near Grantham, via train; tour of facility led by docent (informal discussion on innovative use of old buildings)

Tuesday, 20 May—Technological Innovation

Morning Roundtable (1 contact hour): Discussion of how technological innovations of the Enlightenment resonate today (based on readings from *The Creation of the Modern World* and *The World is Flat*) (Critical Question Writing #7 due)

Field trip to Woolsthorpe Manor, birthplace of Isaac Newton (informal discussion on how scientific advancements can be nurtured by need rather than by profit)—approx. 2 hours = 1 contact hour

Research time

Wednesday, 21 May—

Morning Roundtable (1 contact hour): Discussion of how technological innovations of each era have affected changes in societal class (based on *The Creation of the Modern World* and *The World is Flat*) (Critical Question Writing #8 due)

Field trip to The Workhouse, Southwell, Nottinghamshire (informal discussion on how technological innovations have changed the concept of “work”)—approx. 2 hours = 1 contact hour

Research time—Nottingham University

Thursday, 22 May—

Guest Lecturer from Ford Motor Company England: Innovations in Automotive Manufacturing Technologies and Their Effects on the Marketplace, the Environment, and the Working Class (2 contact hours)

Research time

Evening Roundtable (1 contact hour): Discussion of lecturer's perspectives in comparison to *The World is Flat* (Critical Question Writing #9 due)

Week 3

Friday, 23 May—

Field trip to Oxford and Bodleian Library for tours (request has been made for research access as well, which is available in all Oxford libraries, even for scholars not connected to Oxford); visit The Eagle and Child—approx. 4 hours = 2 contact hours

Evening Roundtable (1 contact hour): Discussion on C.S. Lewis, J.R.R. Tolkien, and writers/educators' roles in innovation (connected to *High Noon* Part 3)

Saturday, 24 May—

Morning group activity: Grantham Market

Project development day, Harlaxton

Sunday, 25 May—

Field trip to Lincoln Cathedral (return to discussion of the church's role in innovation for social change, based on readings in *The Creation of the World*)—approx. 4 hours activity = 2 contact hours

Research time

Evening Roundtable (1 contact hour): Debate on the “best” approach to innovative social change: through interpersonal altruism or long-distance technology? (students work in teams to create 2-page argument using all texts and observations as evidence)

Monday, 26 May (Bank Holiday)—

Project development day, Harlaxton

Tuesday, 27 May—

Field trip to London Science Museum: Students will locate three innovative new technologies and collect information for alternative uses of each—approx. 3 hours activity = 1.5 contact hours

Visit Shakespeare's Globe and The Rose Theatres; visit to Tower and St. Paul's (informal discussion on innovative ways of preserving culture and history)

Wednesday, 28 May—

Morning Roundtable (1 contact hour): Discussion on best alternative use of technology located in the museum (students will make presentations and arguments)

Project development day, Harlaxton

Evening Roundtable (1 contact hour): Discussion on what the ethical code for technological innovations should be, based on reading from *The World is Flat* (Critical Question Writing #10 due)

Thursday, 29 May—

Depart Harlaxton for London (hotel to be determined)

Afternoon group activity: Karla's World Famous London Scavenger Hunt

Evening Roundtable (1 contact hour): Discussion on criteria to determine an innovation's worth, how an innovation should be analyzed, and which innovation students have seen that qualifies as "the best"

30 May—

Depart for USA

44 contact hours in England

F. Support Services Abroad

Throughout their time abroad, students will be in contact with faculty mentors via email and internet (website to be established for program) to discuss research and solution strategies. This website will allow students to share insights, upload files, discuss difficulties, and receive assistance from mentors.

We will spend ten days at Harlaxton College, the British campus of the University of Evansville, where we will have available a multitude of support services. These services include contacts for emergency medical assistance, assistance with logistical difficulties, and local personnel who can address any problems we might encounter. Prior to our visit to Harlaxton and after our return from Cornwall, we will be staying in a London hotel with a concierge service that can provide us support should we have any emergencies. When we are in Cornwall,

we will also have the assistance of the concierge at the hotel in which we will be staying. Throughout our trip, we will be in contact with the IU Kokomo campus.

Additionally, students will be required to purchase a combined trip/health insurance policy of approximately \$100. that will provide assistance for medical and personal emergencies.

G. Supplementary Activities

Though the itinerary is fairly full, there will be free time for participants to shop, to visit attractions of personal interest, to sample various restaurants, and to participate in cultural activities such as theatre or concert performances. Suggestions for things to do will be given each day. Each evening, a group activity (a restaurant visit, an additional theatre excursion, etc.) will be offered for all participants. It is hoped that such activities will help create the same kind of positive bonding that participants on previous travel/study trips have experienced.

H. Room and Board

Students will be housed in hotels (London), bed and breakfasts (Cornwall), and dormitory rooms (Harlaxton), two to four students in each room. Students will be responsible for meals not included in the tour costs (breakfasts are included in costs). Breakfasts will be included each day, and all meals will be included at Harlaxton College.

I. Student Budget

The estimated cost of airfare, lodging, meals, transfers, and taxes is approximately \$3000. per person, to be paid directly to the tour vendors and Harlaxton College. Students will also be responsible for the cost of tuition, to be paid directly to IU Kokomo (regular tuition rate for three credit hours plus the \$100. international travel study fee charged for all IU Kokomo international courses). Students will also be required to purchase a combined trip/health insurance policy (approximately \$100.). Additional costs include individual excursions beyond those covered by the tour (travel and admissions), theatre/ concert tickets, and personal shopping. Students will be encouraged to bring an extra \$500. for personal spending, with \$50. set aside for emergencies.

Specific costs per student:

Flight	\$900.00
6 nights hotel London	390.00 (6 nights @ \$65.)
Additional food London	240.00 (12 meals @ \$20. average)
4 nights Cornwall	200.00 (4 nights @ \$50.)
Additional food Cornwall	120.00 (8 meals @ \$15. average)
10 nights Harlaxton	707.00 (10 nights @ 35 pound)
Train pass (Britrail Flexi)	272.00

Admissions (approx.)	<u>100.00</u>
Total	\$2929.00

J. Program Budget

The instructor's salary will be covered by IU Kokomo as part of course load. The cost of faculty travel will be covered by the international travel study fees and by additional departmental funds.

K. Program Administration

Students will register and pay for this class just as they would any other classes. The signing of liability release forms will be handled at IU Kokomo. In keeping with national trends regarding overseas travel programs, students will be required to sign a behavior contract indicating the consequences for violation of university and trip rules.

Syllabus—COAS I450 Summer I 2008
Indiana University Kokomo
Instructor Karla Farmer Stouse (765) 455-9423 kfstouse@iuk.edu

The Purpose of This Course

This course was created to give our best and brightest thinkers an opportunity to analyze important innovations and create new approaches to address global and local issues. By examining writings on philanthropic, environmental, and technological innovations and by observing the innovations of others, you can begin to appreciate the processes, effects, and opportunities involved. You can then incorporate the insights of others with your own innovative thinking and actions to begin implementing positive change.

Why England?

England was chosen as the destination for this course because it is not only the modern historical seat of Western innovation (relatively speaking) but because it also offers a perfect microcosm of global issues requiring innovative approaches. In London, we'll look at philanthropy and social/cultural issues. In Cornwall, we'll look at environmental issues. In Harlaxton, we'll look at technological issues. Throughout our stay, we will have access to excellent libraries and to individuals/ organizations on the leading edge of innovative change.

Course Goals

The readings, field experiences, and assignments in this course will give us the opportunity to fulfill these goals:

- examining global and local issues
- examining the innovative thinking and actions of others
- determining how positive change can occur
- creating innovative approaches to address global and local issues

Readings to be done prior to departure, with discussion meetings held during Spring 2008 semester

- *The World is Flat* by Thomas L. Friedman (will also be used in England)
- *How to Think like Leonardo da Vinci* and *Discovering Your Genius* by Michael J. Gelb
- *The Creation of the Modern World: The Untold Story of the British Enlightenment* by Roy Porter (will also be used in England)

Readings to be done in England

- *High Noon: Twenty Global Problems, Twenty Years to Solve Them* by J. F. Rischard

- plus *The World is Flat* and *The Creation of the Modern World*

Assignments and Evaluation

Reader Responses—5 @ 15 points each, 75 points possible

Critical Question Writings—10 @ 10 points each, 100 points possible

Group Debate Papers—2 @ 25 points

Discussion Leading—10 points

Preliminary Project Proposal—25 points

Feasibility Study—15 points

Group Critique of Proposal—10 points

Final Project Paper—100 points

Multimedia Supplement to Final Paper—25 points

Reflective Writing—15 points

Final Examination—50 points

(See Assignments sheet for details about and requirements for each assignment.)

Evaluation will be based on quality of work and on completion of the requirements for each assignment. Grading will follow a standard percentage scale:

Grading Scale:

100-90% = A range

89-80% = B range

79-70% = C range

69-60% = D range

(Top two percent of each range will receive a + grade; bottom two percent of each range will receive a - grade)

Late Work Policy

ASSIGNMENTS ARE DUE AS INDICATED in What Happens When.

DEPENDING ON THE NATURE OF THE ASSIGNMENT, LATE WORK MAY NOT BE ACCEPTED (verify with me). IF LATE WORK IS ACCEPTED FOR A PARTICULAR ASSIGNMENT, A POINT DEDUCTION OF 10% WILL BE GIVEN FOR ASSIGNMENTS TURNED IN WITHIN A WEEK AFTER THE DUE DATE. AFTER ONE WEEK, THE LATE ASSIGNMENT WILL NOT BE ACCEPTED. (In the event of extreme extenuating circumstances, please discuss the situation with me.)

Plagiarism

It is my expectation and my requirement that all work you turn in to me will be your own original material. If you do borrow material as support for your views, I expect that you will cite that borrowed material properly. Plagiarism, either intentional or unintentional, is a serious offense and will be treated as such. According to the *Indiana University Code of Student Ethics*,

A student must not adopt or reproduce ideas, words of statements of another person without an appropriate acknowledgement. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. quotes another person's actual words, either oral or written;
- b. paraphrases another person's words, either oral or written;
- c. uses another person's ideas, opinions, or theory; or
- d. borrows facts, statistics, or other illustrative material unless the information is common knowledge. (17)

According to the *English Faculty Guidelines* for IUK,

If the instructor has doubts about the authorship of any writing, **IT IS THE RESPONSIBILITY OF THE STUDENT TO PROVE ORIGINALITY**. If originality cannot be proven to the instructor's satisfaction, the student may be given an opportunity to rewrite the assignment. A student who is guilty of plagiarism due to incorrect or incomplete documentation...will receive an F on that paper. A student who is guilty of plagiarism due to failing to cite a source or by submitting another's paper as his/her own...will receive an F for the semester.

In other words, don't plagiarize. If you have any questions about what constitutes plagiarism, please ask.

Attendance

Because this course requires the exchange of ideas and information, you are expected to attend all orientations, classes, and class activities. We need your input! If you must miss class or another class-related event, please contact me in advance. We'll miss you if you aren't with us, and that's the truth.

Other Policies

Cell phones generally tend to be more disruptive to the class than they are helpful to you as an individual. So, unless you have an impending emergency

(being within handy reach of your significant other to determine where you will eat lunch is not an impending emergency), please turn off your phone.

PLEASE BE ON TIME. Lateness can be disruptive and disrespectful.

And though it should go without saying, I'll say it anyway: our classroom will be a place where everyone can feel free to share views, ideas, and questions. Please listen courteously and respectfully to everyone, especially those whose views differ from yours. Listening to new perspectives can teach us all a lot about life and ourselves. It's okay to disagree, but please do so with respect and consideration. (Please keep in mind that *The Code of Student Conduct...* is very clear about expected behavior.) Thanks.

What Happens When

Orientations (prior to departure):

#1 (immediately after selection process is completed)—

- Expectations for course
- Preparing for overseas travel (passports, insurance, money exchange, packing requirements, airport security rules, customs procedures, etc.)

#2 (March) Living in Britain

- Cultural expectations
- Language
- How to travel on Underground, bus system, and trains
- Phoning home
- Practicing for cultural events (afternoon tea, theatre, etc.)

#3 (March) Being a Good Traveler

- How to avoid being the “ugly American”
- What not to do (school rules and British rules)
- Planning for the departure and arrival

#4 (April) Safety and Security

- Buddy System requirement
- Wariness always
- Crossing the street
- Avoiding the most common security problems for tourists
- Check-in system to know who is where when
- Reviewing the rules one more time

Discussion Sessions

March—The Processes of Innovative Thought

Discussion of *How to Think Like Leonardo da Vinci* and *Discovering Your Genius*
(Reader Responses due on each book)

1 contact hour

April—Some Significant Innovations and How They Changed the World

Discussion of selections from *The Creation of the Modern World*

(Reader Response due)

1 contact hour

April—How Innovation Has Changed the World

Discussion of *The World is Flat*

(Reader Response due)

1 contact hour

In England...

Week 1—Philanthropic/Social Innovation

9 May 2008 (Friday)—

Overnight flight; arrive London 10 May (hotel to be determined—conference/work space within the hotel will be obtained for discussion sessions not held at visitation sites)

Saturday, 10 May—

Afternoon: Original London Walks—London Tour (informal discussion on Plague and how it affected politics, societal behavior, and demographics—connect to Rischard's ideas in Part 1 of *High Noon*, Reader Response due)

Sunday, 11 May—

Morning Roundtable (1 contact hour): Discussion on the differences between discoveries and innovations—definitions, applications, and problems

Visit British Museum for tours and research (approx. 4 hours = 2 contact hours): students will locate 5 examples of discoveries and 5 examples of innovations in the Museum and compare the effects these items have had on subsequent cultures (also included will be Parthenon Marbles—discussion of the practicality and politics of who owns world treasures and whether all cultures can flourish without

infringing on other cultures and Egyptian section—the fading of dominant cultures); Reading Room for research of prominent innovators’ writings (based on innovators selected from *The Creation of the Modern World*)

Evening Roundtable (1 contact hour): Discuss effects of the innovations and discoveries located in the Museum; critique the applications of those items in subsequent cultures (Critical Question Writing #1 due)

Monday, 12 May—

Breakfast at 15, Jamie Oliver’s restaurant/education project staffed by trainees from underprivileged backgrounds and lecture led by representative of 15 on the history and nature of this innovative philanthropic/educational approach; discussion on application for other under-served populations (1 contact hour)

Visit to Bunhill Fields cemetery, near John Wesley’s chapel, to see grave of Quakerism founder George Fox (informal discussion on faith’s place in changing the world); visit to National Gallery (informal discussion on how art and the humanities record and influence society)—discussions led by students based on readings from *The Creation of the Modern World*—approx. 4 hours activity = 2 contact hours

Evening Roundtable (1 contact hour): Altruism, Humanities, and Practicality—using readings from *High Noon* and the day’s experiences, students will compare and critique these “humanistic” approaches to innovation on the bases of practicality and effectiveness (Critical Question Writing #2 due)

Tuesday, 13 May—

Morning Roundtable (1 contact hour): The Effects of Innovations and Discoveries in Health Care—using historical context from *The Creation of the Modern World*, discuss how health care innovations have changed their societies

Original London Walks—Penicillin and Pox (Alexander Fleming’s discovery of penicillin and its effects on world health, social programs, and demographics; informal discussion on National Health) (2 hours activity = 1 contact hour)

Evening Roundtable: (1 contact hour): Using readings from *The World is Flat* and *High Noon*, discuss disparities in health care and whether technology is the only means of innovation for solutions (Critical Question Writing #3 due)

Wednesday, 14 May—

Morning Roundtable (1 contact hour): Discussion on social responsibility and the role of all populations (Wollstonecraft readings in *The Creation of the World* with connection to *The World is Flat*—Critical Question Writing #4 due)

Visit to London office of Room to Read, not-for-profit organization that builds libraries in Nepal and provides scholarships for girls, for lecture on the successes and difficulties of cultural innovations (2 hours activity = 1 contact hour)

Westminster Abbey (informal discussion on lessons taught by those buried there)—approx. 2 hours = 1 contact hour

Thursday, 15 May—Environmental Innovation

Travel to Cornwall by train (St. Austell); field trip to Eden Project (lecture by onsite scientist regarding agricultural/environmental innovations)—approx. 3 hours activity = 1.5 contact hours

Evening Roundtable (1 contact hour): Based on readings from *High Noon* Part 2 and the scientist's lecture, discussion on the effectiveness and practicality of current environmental innovations and requirements for new sustainability projects (Critical Question Writing #5 due)

Week 2**Friday, 16 May—**

Return to Eden Project for service learning and student interviews with onsite scientists regarding practical innovations and anticipated effects—approx. 5 hours activity = 2.5 contact hours

Saturday, 17 May—

Field trip to Looe, observational walk on Cornish Coastal Path (informal discussion on encroachment of development/tourism, appropriate use of sea's resources, and what innovations might be used to sustain or improve the local environment)—approx. 3 hours activity = 1.5 contact hours

Evening Roundtable (1 contact hour): Discussion on applying concepts in *High Noon* Part 3 to environmental innovations—brainstorming solutions for local problems (Critical Question Writing #6 due)

Sunday, 18 May—

Field trip to English Heritage sites (Restormel and Tintagel Castles) to see “innovations” of tourism—approx. 6 hours = 3 contact hours

Evening Roundtable (1 contact hour): Debate on commerce and use of the environment—Innovation, Preservation, or Destruction? (students will work in teams to write two-page argument with evidence from texts and observations)

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Field trip to Woolsthorpe Manor, birthplace of Isaac Newton (informal discussion on how scientific advancements can be nurtured by need rather than by profit)—approx. 2 hours = 1 contact hour

Research time

Wednesday, 21 May—

Morning Roundtable (1 contact hour): Discussion of how technological innovations of each era have affected changes in societal class (based on *The Creation of the Modern World* and *The World is Flat*) (Critical Question Writing #8 due)

Field trip to The Workhouse, Southwell, Nottinghamshire (informal discussion on how technological innovations have changed the concept of “work”)—approx. 2 hours = 1 contact hour

Research time—Nottingham University

Thursday, 22 May—

Guest Lecturer from Ford Motor Company England: Innovations in Automotive Manufacturing Technologies and Their Effects on the Marketplace, the Environment, and the Working Class (2 contact hours)

Research time

Evening Roundtable (1 contact hour): Discussion of lecturer's perspectives in comparison to *The World is Flat* (Critical Question Writing #9 due)

Week 3

Friday, 23 May—

Field trip to Oxford and Bodleian Library for tours (request has been made for research access as well, which is available in all Oxford libraries, even for scholars not connected to Oxford); visit The Eagle and Child—approx. 4 hours = 2 contact hours

Evening Roundtable (1 contact hour): Discussion on C.S. Lewis, J.R.R. Tolkien, and writers/educators' roles in innovation (connected to *High Noon* Part 3)

Saturday, 24 May—

Morning group activity: Grantham Market

Project development day, Harlaxton

Sunday, 25 May—

Field trip to Lincoln Cathedral (return to discussion of the church's role in innovation for social change, based on readings in *The Creation of the World*)—approx. 4 hours activity = 2 contact hours

Research time

Evening Roundtable (1 contact hour): Debate on the “best” approach to innovative social change: through interpersonal altruism or long-distance technology? (students work in teams to create 2-page argument using all texts and observations as evidence)

Monday, 26 May (Bank Holiday)—

Project development day, Harlaxton

Tuesday, 27 May—

Field trip to London Science Museum: Students will locate three innovative new technologies and collect information for alternative uses of each—approx. 3 hours activity = 1.5 contact hours

Visit Shakespeare's Globe and The Rose Theatres; visit to Tower and St. Paul's (informal discussion on innovative ways of preserving culture and history)

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Morning Roundtable (1 contact hour): Discussion on best alternative use of technology located in the museum (students will make presentations and arguments)

Project development day, Harlaxton

Evening Roundtable (1 contact hour): Discussion on what the ethical code for technological innovations should be, based on reading from *The World is Flat* (Critical Question Writing #10 due)

Thursday, 29 May—

Depart Harlaxton for London (hotel to be determined)

Afternoon group activity: Karla's World Famous London Scavenger Hunt

Evening Roundtable (1 contact hour): Discussion on criteria to determine an innovation's worth, how an innovation should be analyzed, and which innovation students have seen that qualifies as "the best"

30 May—

Depart for USA

44 contact hours in England

Back in America...

Weeks 4 and 5

Students will meet for class discussions and progress reports once each week, two hours each session (**4 contact hours**, days and times to be determined). Students will analyze each proposal and assess feasibility. Students will meet individually with instructor as needed.

Group Critique of proposals will occur during Week 4.

FINAL PROJECT PAPER and MULTIMEDIA DUE Wednesday, 11 June.

Week 6

Student Presentations on campus—day and time to be determined—presentations to be attended by all students and open to any others who are interested

Final Examination—Wednesday, June 18

Total contact hours: 3 prior to trip departure/ 44 in England/ 4+ upon return =
51+ total contact hours

Assignments

Due prior to departure (dates to be determined)

Reader Responses—15 points each, 75 points possible

For each of the following readings, please respond to the questions and defend your answer with specific examples from the reading. (I expect a minimum of two typed, double-spaced pages for each response.)

The World is Flat—How do you see the world changing in the next decade? What will be the most significant change? Why? How will it affect you?

How to Think like Leonardo da Vinci—What are the characteristics of an innovative thinker? Can innovative thinking be taught? In what ways could innovative thinking be a negative trait?

Discovering Your Genius—What new thoughts has this reading inspired in you? How specifically will you apply that new thinking?

The Creation of the Modern World—Which innovator's ideas did you find most enlightening? Most surprising? Which innovations have had the most significant impact? Why?

High Noon—Which issue you do consider to be the most critical? What are some of the potential difficulties you see in creating innovations to address that issue? Why?

Due in England

Critical Question Writing—10 points each, 100 points possible

Based on the assigned readings and topic for the day, you will develop a “critical question” that could be used as the basis for group discussion. You will also answer that question using examples from the reading and from our field experiences. Each critical question/response will be due PRIOR to the day's

roundtable discussion. (I expect a minimum of one NEATLY handwritten page.)

Group Debates—2 @ 25 points each

As part of a small group, you will develop an argument paper and present it on the day's topic. You will also provide rebuttal to the other groups' arguments.

Discussion Leading—10 points

You will be responsible for leading one of the discussions in England.

Preliminary Project Proposal—25 points (due 24 May)

Please complete this form. Be concise but specific.

Specific issue to be addressed:

Extent of the need (why this issue should be addressed):

Innovation to address this issue (including implementation):

Population(s) directly affected:

Rationale for addressing this issue in this manner:

Prospective audiences to whom you might present this and actions you want them to take:

Timetable for implementation:

Expected outcomes:

How outcomes will be measured:

Resources required:

Potential difficulties/challenges and how they will be addressed:

Sources consulted:

Additional information required:

Feasibility Study—15 points (due 26 May)

Please complete this form. Be concise but specific.

What aspects of your project will be most problematic?

What are potential difficulties that might arise because of

- the population your innovation could help
- the target audiences to whom you might present
- the timetable
- funding
- implementation procedures
- the scope (too large/too small)
- politics ?

If you were part of the target organization, why would you refuse to assist in

funding or implementing this project?

Is it feasible that this project as you envision it can be implemented within two years? Why/why not?

What about this issue and the need for this project will change within the next decade?

Will you alter the project or continue with it as you originally intended?

Due in Kokomo

Final Project Paper—100 points (due 11 June)

You will write a 10-15 page paper analyzing your innovation and defending it as the best approach for the issue you have chosen. It should be a formal paper, documented in an appropriate format and created with great attention to professional appearance, clarity, and detail. This project will be graded on the strength of the content (attention to detail, strength of arguments, use of specific and accurate information, organization, clarity, and overall quality of writing), thoroughness, and professional appearance.

Topics that should be included are:

Specific issue to be addressed

Extent of the need (why this issue should be addressed)

What others have done in this area (review of literature)

Innovation to address it (including implementation)

Population(s) directly affected

Rationale for addressing this issue in this manner (including how this innovation is different than similar projects)—why this is a good idea

How this innovation fits the criteria of other significant innovations

How this innovation is a new way of addressing the issue

Timetable for implementation

Who will be involved in the implementation and how

Expected outcomes

How outcomes will be measured

Resources required

How the project will be funded (complete budget)

Potential difficulties/challenges and how they will be addressed

Sources consulted

Multimedia Supplement to Final Paper—25 points (due 11 June)

Please create a graphics presentation to supplement your final paper. You may use any combination of multimedia (PowerPoint, video, etc.). Please keep your audience in mind as you develop this part of the project: an MTV-esque video might wow an audience of your peers, but it might alienate the board of a local grants commission. Think about the response you want to achieve and what

your multimedia program should include to achieve that response. This part of the project should SUPPLEMENT the proposal, not substitute for it. It should also be clear and specific enough to stand on its own .

Reflective Writing—15 points (due 18 June)

This informal paper of 2-3 pages (typed and double-spaced) should discuss the most significant insight this course has provided. Please discuss in specific terms what led to that insight and what you plan to do with the information.

Final Examination—50 points (June 18)

This examination will include essay discussion of the theories of/criteria for innovation and comparison of historical innovation with contemporary approaches based on the readings and on the observations in England.

Curriculum Vitae
Karla Farmer Stouse, M.A.

Personal

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Education

1984 M.A. in Education, University of Evansville, Evansville, IN

1980 B.A. Health, Physical Education, and English, University of
 Evansville
 Magna cum Laude

1976-1977 Harlaxton College, Grantham, England

University Teaching and Related Work

2001-present Senior Lecturer in English (promoted Spring 2007), Indiana
 University Kokomo

1991-1998 Coordinator, Learning Enhancement Center, Indiana
 University Kokomo

1986-2001 Adjunct Instructor, Indiana University Kokomo

Courses Taught at Indiana University

L101: Western World Masterpieces
 L102: Western World Masterpieces II (and Honors)
 L225: Introduction to Masterpieces
 L379: Ethnic and Minority Literature
 L381: Recent Literature (Mexico) (also at Graduate Level B657)
 W131: Freshman Composition, Part 1
 W132: Freshman Composition, Part 2
 W203: Creative Writing (and Honors)
 W395: Individual Study of Writing (Novel Writing)

E103/E104: Topics in Humanities/Social Sciences (Freshman Learning Community)
 C209: Medical Terminology
 M400: English Methods for Secondary Level (Education)
 S121: Introductory Speech
 F200: Foreign Studies (Britain)
 F200: Foreign Studies (Ireland)
 F200: Foreign Studies (Asian Culture in Hawaii)

Additional Work with Students

- 2006 Peace Garden initiative (as part of F200 Foreign Study in Asian Culture) to design and build garden on IU Kokomo campus to honor Pearl Harbor participants, Japanese internment camp victims, and members of the 100th Battalion; independent study (Special Topics in Literature) with Amber Belcher; participant in Senior Seminar for humanities majors
- 2005 Undergraduate Summer Research Institute proposals submitted on behalf of Ryan Cage (*Prisoners of War in Two Different Places: Personal Narratives*—not selected) and John Proffitt (*A Journey to a Place Called Self: A Young Adventurer's Guide to Surviving Life Lessons on the Appalachian Trail*—selected and presented Fall 2005); internship for Joe Abney (coordinating group travel for Ireland trip); participant in Senior Seminar for humanities majors; online publication of W203 students' works
- 2004 Two independent study courses (W395 novel writing) with Thomas Biggs and Adam Follin; one independent study course (W132—by special arrangement) with Carisa Durham; submitted Undergraduate Summer Research Institute proposal on behalf of Connie Noel (*The Enigma of the Jews, Part II*—not selected); participant in Senior Seminar for humanities majors; online publication of W203 students' works
- 2003 Three presentations based on W132 projects given at Purdue-Calumet Humanities Conference (Navi Van Wormer, *Defense or Manipulation: Decoding the Truth in America* ; Connie Noel, *Fiction and Social Change, Twain and Lee: Radical or Racist?* ; Navi Van Wormer, Leslie Greer, Jennifer Wilson, Jennifer Sullivan, Susan Wilson, *Self-Justification: Maintaining Balance for Psychological Health*); Undergraduate Research Summer Institute, Connie Noel (*The Enigma and Miracle of the Jews*); two independent study courses (W395 novel writing) with Thomas Biggs and Laura Garrett; Celebrating Our Students participants Gina Park, Connie Noel, and Echo Shappell;

participant in Senior Seminar for humanities majors; online publication of W203 students' works

2002 Two independent study courses (L379 and W203—by special arrangement) with Nancy Stansbury; one independent study course (W395 novel writing) with Laura Garrett; participant in Senior Seminar for humanities majors; online publication of W203 students' works

Ongoing Collaboration with Dr. Herbert Miller on assistance for international students (hosting students in classes, providing tutoring suggestions, etc.)

Additional Related Work

2007 Mentored Minda Douglas and Donna McLean in their preparation for Italy travel/study course

2006 Coordinated travel arrangements and escorted 17 IU Kokomo students faculty/staff, and community members to Hawaii, providing travel assistance, local guiding, and travel insights

2005 Coordinated travel arrangements and escorted 40 IU Kokomo students, faculty/staff, and community members to Ireland, providing travel assistance, local guiding, and travel insights

2004 Coordinated travel arrangements and escorted 40 IU Kokomo students, faculty/staff, and community members to London, providing travel assistance, local guiding, and travel insights

2003 Coordinated travel arrangements and escorted 13 IU Kokomo students and staff to Mexico, providing travel assistance, local guiding, and travel insights

2001-2002 Auxiliary Tour Director, Ambassador Travel Company (escorted group of 100+ to Bermuda, group of 15 to Maine, and group of 25 to Mexico, providing travel assistance, travel insights, coordination and negotiation with local tour and hotel providers)

1999-2000 Professional Tour Director, Ambassador Travel Company (escorted more than 1500 travelers to various locations, providing travel assistance, travel insights, coordination and negotiation with local tour and hotel providers)

- 1996 Coordinated travel arrangements and escorted 20 IU Kokomo students, faculty/staff, and community members to London, providing travel assistance, local guiding, and travel insights
- 1992 Coordinated travel arrangements and escorted 8 community members to London, providing travel assistance, local guiding, and travel insights
- 1989 Coordinated travel arrangements and escorted 15 high school students and adults to London and Paris, providing travel assistance, local guiding, and travel insights
- 1985 Coordinated travel arrangements and escorted 15 high school students and adults to Europe, providing travel assistance, local guiding, and travel insights

Awards

- FACET (Faculty Colloquium for Excellent in Teaching), Class of 2007
Trustees Teaching Award, 2006
Martin Luther King, Jr., Day Exemplary Leadership Award, 2006
Amicus Award, 2005 (student-selected)
Who's Who among America's Teachers, 2004 (student-nominated)
Indiana University Faculty Merit Award, 2002-2003
Outstanding Administrator, 1994
Amicus Award, 1992 (student-selected)

Publications/Media/Presentations

- 2007 Co-presenter (with Keith Anliker and Sharon Stoten), FACET Associate Faculty Conference: *Transforming the Instructional Environment with Audio and Video Technologies*
Presenter, Edward C. Moore Symposium: *Learning and Serving: Bringing the World Back Home*
Presenter, *Outside the Lines and Outside the Box: Thinking and Writing Creatively*, IU Kokomo Speakers' Bureau, presented at Howard County Library
Accepted as Workshop Presenter: *Shaping the World, One Class at a Time—How to Develop a Humanities Service Learning Project to Promote Long-term Impact*, co-authored with Minda Douglas, J.R. Pico, and Christine Taff (Hawaii International Conference on Arts and Humanities, presented January 2008)
- 2006 Participant, SBC Grant for E-Portfolios (speech outcomes assessment with Raul Mosley, Dr. Nadene Keene, and Dr. Robert Wildblood)

- Participant, IU Kokomo 60th Anniversary DVD project to supplement
Coming of Age: 50 Years of Higher Education in Kokomo
- Participant and author, various media releases for Hawaii trip/class
- Participant, *Kokomo Tribune* article on cheating and plagiarism
- 2005 Featured speaker, Indiana University Kokomo 60th Anniversary Last
Lecture Series: *Creativity, Concern, and Compassion: Finding Our
Best Selves*
Author, third edition of *Introduction to Computers*, formerly
*Information Systems and Computer Applications Study Guide—The
College Network*
Presenter, Edward C. Moore Symposium: *Removing Classroom Walls
and Taking Your Act on the Road: A Brief Guide to Creating
Overseas Learning Opportunities* (“Expanding the Walls of the
Classroom...”), Indiana University-Purdue University Indianapolis
Presenter, *Outside the Lines and Outside the Box: Thinking and
Writing Creatively*, IU Kokomo Speakers’ Bureau, presented at
Noblesville High School
Presenter, Creativity and Writing Workshop (“The Writer’s Toolbox”),
Tipton County Library
- 2004 Participant, *Where Do We Go from Here?* Indiana University
Kokomo International Studies Program promotional DVD
- 2003 Interviewer, “Conversation with Nikki Giovanni,” *IU Homepages*
Presenter, “Evolution of an E-Course,” Learning Communities and
Collaboration
Conference, IUPUI
Author, second edition of *Information Systems and Computer
Applications Study Guide*, The College Network
Author, “The Story of Toni Stone: When Baseball Began to Truly Be
the Great American Pastime,” *Baseball/Literature/Culture, Essays
1995-2001*, McFarland
Presenter, *Outside the Lines and Outside the Box: Creative
Thinking*, IUK Speakers’ Bureau, presented at Noblesville High
School (marketing class)
Presenter, IUK Brown Bag Lecture Series, *International Opportunities
for Students*
- 2002 Author, *Tuesday People* (novel)
Presenter, IUK Brown Bag Lecture Series, “Building Diversity in the
Classroom: Incorporating Multicultural Activities”
- 2001 Presenter, *The Story of Toni Stone*, Baseball in Literature and
Culture Conference, Indiana State University

University Service

- Ongoing Informal advisor and tutor for students; Mentor to adjunct and resident faculty (Jean Deeds, Kristen Snoddy, Jaime Howell, J.R. Pico, faculty developing travel/study courses, etc.)
Participant, IU Kokomo Speakers' Bureau
Participant, English Faculty Search and Screen Committee
- 2006-present Coordinator, Peace Garden initiative
Faculty Affairs Committee
- 2006 Exhibitor, IU Kokomo Art Gallery animation art show *Off the Panel*
- 2005-2006 Participant, Alumni Association Advisory Forum
Katrina Relief
- 2004-present Participant, Faculty Affairs Committee
International Studies Minor Committee
American Democracy Project
- 2004-2006 Participant, Spanish Lecturer Search and Screen Committee (2 searches)
- 2004 Consultant for Louisiana State-Eunice on at-risk student issues, Southern Association of Colleges and Schools accreditation site visitation
- 2003-2004 Participant, Applied Learning Search and Screen Committee
- 2003 Participant, Administrator Review—Humanities Chair
- 2002-present Co-sponsor, Humanities Club
Co-developer, travel/study courses, curricula, and protocols
- 2002-2004 Participant, Honorary Degree Committee
- 2002 Participant, English Department Program Review

Community Service

- Ongoing Editor for local writers; English tutor for staff at El Camino Real Mexican Restaurant, Noblesville, IN
Participant, Take Back the Night
- 2006-2007 Editor (paper and book) for abstract artist Victoria Yau, *Vision and Visual Expression*

- 2006 Writer of fire safety training manual for El Camino Real Restaurant Coordinator, Cemetery Walk script project (W203 students) for Howard County Historical Society
Participant, Katrina/Rita relief project for Eunice, Louisiana (supporting Becky Jones's charity ride)
- 2005 Participant, Literacy Coalition Trivia Contest team
- 2004 Editor (book) for businessman Jim Swartz, *Seeing David in the Stone*
- 2002-present Coordinator, local community assistance through Learning Community annual service requirements (assisting Kokomo Senior Center, Habitat for Humanity, Bona Vista, Sycamore School, Big Brothers/Big Sisters, Head Start, Howard County Humane Society, Riverview Hospital, Wildcat Guardians, Ambassadors for Children, Nesting Doves, various schools and nursing homes, etc.)
- 2002 Editor (novel) for writer Bill Corbin, *Gray Ghosts, Inc.*

Professional Development

- Ongoing Discussions with Nikki Giovanni about writing, publication, and the teaching of writing
- 2007 FACET Associate Faculty Conference, Fall
FACET Conference, Spring
K-12 Day of Learning (IUPUI)
- 2006 SBC Grant participant, e-portfolio creation and assessment
Lumina Conference, IUPUI
Nikki Giovanni presentation, Dayton
- 2005 Asia in the Curriculum Conference, Honolulu
IUK Brown Bag Lectures (Scott Jones and Kevin Clark)
Last Lecture Series (Dianne Roden, Linda Wallace)
Zora Neale Hurston Conference, Florida
- 2004 IUK Brown Bag Lecture (Fatimah Muhammad)
American Democracy Project-sponsored lecture by Judge Julian Ridlen
American Democracy Project seminar at IUK
Art history study for revision of major presentation in E103 course
(*Claudel and Rodin: When Passion and Genius Collide*)
Amy Tan presentation, Butler
Southern Association of Colleges and Schools onsite visitation at Louisiana State University-Eunice (participant/consultant)

- 2003 AAHE Leadership Conference, Vermont
Learning Communities and Collaboration Conference, IUPUI
Preparation for London class (2 trips to London)
IUK Brown Bag Presentations (Kathy Truax, Amy Graban, etc.)
- 2002 IUPUI Continuing Studies Course, Conversational Spanish I
IUPUI Continuing Studies Course, Beginning Chinese
FACET Conference for Associate Faculty, IUPUI
Instruction from Cherie Dodd on web page creation for W203
- 2001 Baseball in Literature and Culture Conference, Indiana State University
On-campus instruction (Oncourse, use of “smart classroom”)

Professional Organizations

Midwest Modern Language Association
National Council of Teachers of English