

COAS I450 Summer I 2008—The Innovation Symposium
Indiana University Kokomo
Instructors Karla Farmer Stouse and Kathleen Ligocki
(765) 455-9423 kfstouse@iuk.edu

Innovation is not the product of logical thought, although the result is tied to logical structure.

Albert Einstein

Innovation distinguishes between a leader and a follower.

Steve Jobs

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)

April—Some Significant Innovations and How They Changed the World

Discussion of selections from *The Creation of the Modern World*
(Reader Response due)

April—How Innovation Has Changed the World

Discussion of *The World is Flat*
(Reader Response due)

In England...

Week 1—Philanthropic/Social Innovation

9 May 2008 (Friday)—

Overnight flight; arrive London 10 May (Hilton London Olympia)

Saturday, 10 May—

Late morning: Portobello Road Market

Afternoon: Original London Walks—“Pox and Plague” (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 in evening)

Sunday, 11 May—

Morning Roundtable: Discussion on the differences between discoveries and innovations—definitions, applications, and problems

Visit British Museum for tours and research: 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: 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)

Evening activity

Monday, 12 May—

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

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); Tower of London

Afternoon: 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*

Evening Roundtable: 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: 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

Alexander Fleming’s Laboratory—discussion about discovery of penicillin and its effects on world health, social programs, and demographics; informal discussion on National Health

Evening Roundtable: 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)

Evening activity

Wednesday, 14 May—

Morning Roundtable: 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 The Variety Club, not-for-profit organization that funds health care, education, and assistance for children with Gold Heart campaign

Afternoon: Westminster Abbey (informal discussion on lessons taught by those buried there, including Darwin)

Evening activity (early evening)

Thursday, 15 May—Environmental Innovation

Travel to Cornwall by train (St. Austell—bed and breakfast at Acorn Villas); field trip to Eden Project (lecture by onsite scientist regarding agricultural/environmental innovations)

Evening Roundtable: 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

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)

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

Evening activity

Sunday, 18 May—

Field trip to English Heritage sites (Restormel and Tintagel Castles) to see “innovations” of tourism

Evening Roundtable: 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: 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)

Wednesday, 21 May—

Morning Roundtable: 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 Woolsthorpe Manor, birthplace of Isaac Newton (informal discussion on how scientific advancements can be nurtured by need rather than by profit)

Research time

Thursday, 22 May—

Travel to Ford Motor Company Design Studio: Innovations in Automotive Manufacturing Technologies and Their Effects on the Marketplace, the Environment, and the Working Class

Evening Roundtable: 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; visit The Eagle and Child—

Evening Roundtable: 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*)

Research time

Evening Roundtable: 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

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

Wednesday, 28 May—

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

Project development day, Harlaxton

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

Special evening activity

Thursday, 29 May—

Depart Harlaxton for London (Cophthorne Tara, Kensington)

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

Evening Roundtable: 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"

Special evening activity

30 May—

Depart for USA

Back in America...

Weeks 4 and 5

Students will meet for class discussions and progress reports once each week, two hours each session (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

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.

No problem can withstand the assault of sustained thinking.

Voltaire